

INSPECTION REPORT

HATFIELD PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 106993

Headteacher: Mrs M. Rhodes

Reporting inspector: Mrs O.M.Cooper
10859

Dates of inspection: 21 – 25 January 2002

Inspection number: 222329

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hatfield House Lane Sheffield South Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Andrew Hall
Date of previous inspection:	6 th March 2000

INFORMATION ABOUT THE INSPECTION TEAM

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10859	Mrs O. Cooper	Registered inspector	English	<p>What sort of school is it?</p> <p>The school's results and achievements.</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further.</p>
11457	Mrs J. Beattie	Lay inspector		<p>Pupils' attitudes, values and personal development.</p> <p>How well does the school care for its pupils'</p> <p>How well does the school work in partnership with parents?</p>
23081	Mrs C Waine	Team inspector	Mathematics	How good are curricular and other opportunities offered to pupils?
22740	Mrs M. Leah	Team inspector	Music; Physical education. The Foundation Stage	
7994	Mrs P. Weston	Team inspector	Geography; History; Special educational needs, English as an additional language; Equal opportunities.	
3191	Mr J. Curley	Team inspector	Science; Art and design; Design and technology.	
23204	Mrs C. Wojtak	Team inspector	Information and communication technology; Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large, community primary school serving the relatively deprived Hatfield area of Sheffield. There are 394 pupils on roll, 180 girls and 214 boys and approximately 40 per cent of them live beyond the immediate locality of the school. The proportion of pupils with English as an additional language is high compared to most schools. The principal non-English first languages spoken are Pushtu, Urdu and Punjabi. The percentage of pupils entitled to receive free school meals is above average, the proportion of pupils identified as having special educational needs is broadly average. The most common problems are specific learning difficulties and emotional and behavioural difficulties. Attainment on entry is well below average. The school is in the Sheffield North-East Education Action Zone and receives funding from the Excellence in Cities Initiative and the Ethnic Minorities Achievement Grant. The school has experienced severe turbulence in staffing in the last two years and has difficulty in recruiting teachers.

HOW GOOD THE SCHOOL IS

This is a satisfactory school providing a sound quality of education for its pupils. By the time the pupils transfer to secondary school, standards are well below average, but are improving. This is because of the strong leadership and management, the good start children make to their education in the reception classes, the satisfactory teaching and the school's very good care for its pupils. The school offers satisfactory value for money.

What the school does well

- The school is well led and managed with a focus on raising standards.
- The teaching of basic skills in literacy and numeracy is good overall.
- The school's care for its pupils is very good.
- The large majority of pupils have good attitudes towards school and work.
- The way the school includes all its pupils in all activities as far as possible.

What could be improved

- Standards in English, mathematics and science at the end of Year 2 and Year 6.
- Standards in information and communication technology at the end of Year 6.
- The overall quality of teaching to match that of the best.
- The allocation of time to teaching all subjects to provide a better balance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2000 and satisfactory progress has been made since then when the three changes of headteacher are taken into account. The action plan to overcome the weaknesses identified in the previous inspection report has been largely successful. The leadership and management of the school are good. The roles of staff are clearly defined and the governors play a more active role in making decisions about the development of the school. The quality of teaching in Years 3 to 6 has improved and is now satisfactory. The procedures for assessing pupils' attainment and tracking their progress are sound. All aspects of the locally agreed syllabus for religious education in Years 3 to 6 are now taught. Funding from the Education Action Zone (EAZ), the Ethnic Minorities Achievement Grant (EMAG) and the Excellence in Cities Initiative (EiC) is being used effectively to secure improvements in standards, attendance rates and in the behaviour of a significant number of pupils, with much of the work on-going. The funding was also used well to help in overcoming the key issues from the previous inspection by providing good quality training and advice.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	E*	D	E*	E
Mathematics	E	E	E*	E
Science	E	D	E*	E

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

The children in reception classes make good progress, but by the end of the year, standards remain below average in language, number, knowledge of the world, creative, and physical development, but are average for the children's age in personal, social and emotional development. Standards rise from those on entry because of the good teaching.

In the 2001 National Curriculum tests at the end of Year 2, standards were well below the national average in reading, writing and mathematics. Teachers' assessment showed standards in science to be similar. However, when compared with similar schools these results were broadly average in writing and mathematics, but were below the average in reading. The standards of work for the current Year 2 pupils are well below average in reading, writing and mathematics. The current Year 2 has the highest proportion of pupils with English as an additional language in a single year group, and a higher than typical proportion of pupils with special educational needs. These two factors are likely to cause standards to dip in 2002. Nevertheless, pupils are achieving satisfactorily overall, and well in English. Standards in science, design and technology, history and geography are below average, but in all other subjects are average.

The school's 2001 results of National Curriculum tests at the end of Year 6 were in the lowest 5 per cent of all schools nationally and well below the average compared with similar schools. The severe staff turbulence, unsatisfactory teaching noted in the previous inspection report and, the high proportion of pupils with special educational needs in the year group affected the standards. Several pupils expected to do well in the tests were on holiday at the time. The school's results have not been improving at the same rate as found nationally and were not high enough as pupils' achievement was poor. Current standards amongst Year 6 pupils are higher, but remain well below average in English and mathematics and below average in science. The stronger leadership and support received through the EAZ in analysing pupils' performance and where they need to improve is leading to better progress being made and pupils are now achieving satisfactorily. The particular weaknesses are in pupils' writing skills, which are affecting their recording of work in many other subjects, and in aspects of reading. Standards in religious education, physical education and art and design are average, but in all other subjects standards are below average.

The school did not meet its targets in 2001 and is unlikely to reach the challenging targets set for 2002. The school has been unable as yet to appoint a teacher to take groups of Year 6 pupils to boost their performance in preparation for the National Curriculum tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The large majority of pupils are eager to come to school and keen to learn.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well, although a small, but significant minority of pupils' behaviour has been unsatisfactory and has led to six exclusions in the last school year, one permanent.

Personal development and relationships	Satisfactory. Older pupils care for younger ones and most work and play well together, whatever their background or ability.
Attendance	Unsatisfactory. Below the national average, although improving.

TEACHING AND LEARNING

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

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

The overall quality of teaching and pupils' learning is satisfactory. The teaching of English and mathematics is good, as teachers have undertaken further training, resulting in higher expectations and pupils working quicker to complete tasks. Teachers are effective in teaching the basic skills in literacy and numeracy, and, having identified where pupils need to improve their understanding or skills, greater attention is being paid to teaching these specific aspects. The particular strengths in teaching are in the planning, which clearly identifies what pupils are expected to learn in lessons, the effective deployment of teaching assistants and use of resources for learning. Most teachers manage pupils well and include all of them in lessons as far as possible. The weaknesses are in some teachers' knowledge and skills for teaching information and communication technology, reliance on worksheets and the inconsistencies in marking and setting of homework. The learning needs of all pupils, including the potentially gifted and talented, those with special educational needs and those with English as an additional language are well catered for. The inclusion co-ordinator also works with groups of pupils who need a boost to their performance. The pace of pupils' learning has increased and they are acquiring knowledge and developing skills at a satisfactory rate. Pupils are aware of their learning through the progress towards their individual targets and in achieving the learning objectives in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. All subjects of the National Curriculum are taught and the provision includes all required elements. However, the time allocations to some subjects lead to insufficient depth of coverage of the programmes of study. There is a good range of extra-curricular activities provided. Links with other schools are very good.
Provision for pupils with special educational needs	Good. The provision is well co-ordinated. Pupils' individual education plans are detailed, regularly reviewed and help pupils to make satisfactory progress towards their targets.
Provision for pupils with English as an additional language	Satisfactory. The pupils are well supported by their teachers and teaching assistants and they make satisfactory progress in learning to speak English and in developing skills in reading and writing.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Pupils gain sound insights into values and beliefs. They are effectively taught right from wrong. Community values are promoted well and levels of respect among pupils are improving. A satisfactory range of opportunities is provided for pupils to learn about Western and Eastern cultures.
How well the school cares for its pupils	Very good. Child Protection procedures are securely in place and there is very good regard for pupil's health and safety. Arrangements for assessing pupils' attainment and tracking their progress are satisfactory. Detailed analysis of the information is helping to identify the priorities for development in English and mathematics, but does not extend to all other subjects.

The school works in satisfactory partnership with the parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is providing strong leadership in the drive to raise standards. She is well supported by the acting deputy headteachers, who have clear roles for their part in securing school improvement.
How well the governors fulfil their responsibilities	Satisfactorily. The work of the governing body is appropriately conducted through an effective committee structure. Statutory obligations are met. They have a good understanding of the school's strengths and weaknesses, but do not monitor the work of the school with sufficient rigour.
The school's evaluation of its performance	Good. There is an effective programme for monitoring curricular planning, teaching, pupils' work and progress. Relevant priorities for development are identified through this process.
The strategic use of resources	Good. The governors have introduced good systems to oversee the budget and obtain best value for money. Staff are deployed well. Decisions are made in the best interests of the pupils.

The school has sufficient teachers and a good number of teaching assistants. Overall, the resources for learning are satisfactory, but the range and quantity of books in the library is unsatisfactory. There is sufficient accommodation for the number of pupils on roll. The school applies the principles of best value satisfactorily.

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They believe their children are making good progress. • They believe the school expects pupils to work hard. 	<ul style="list-style-type: none"> • Pupils' behaviour. • Arrangements for setting homework. • The information on their child's progress. • The school's partnership with parents. • The leadership and management of the school. • The range of activities provided outside lessons

The inspectors generally agree with the parents' positive views and support the negative view about homework. The arrangements for setting homework vary from class to class, as the school's policy is not implemented consistently. The other negative views expressed by parents are not supported by inspectors, particularly the leadership and management of the school, which are good. The pupils' behaviour is satisfactory overall. The school provides sufficient opportunities for parents to discuss their child's progress, and the partnership with parents is satisfactory. The range of activities outside of lessons is good and the activities are well attended.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the reception classes is well below average for the age of the children, particularly in language, number and personal skills. As a result of the good teaching, the children make good progress in their learning and achieve well in all areas of learning except for physical development, where achievement is satisfactory. By the end of the year a significant majority achieve the Early Learning Goals in all areas of learning, but the proportion at this level is insufficient to bring standards up to average levels in most areas of learning. However, in their personal, social and emotional development most children achieve the Early Learning Goals and standards are average. Few children exceed average levels in any of the areas of learning.

2. The school's 2001 results of National Curriculum tests at the end of Year 2 showed pupils' attainment, based on the average points scored, to be well below the national average in reading, writing and mathematics. In comparison with similar schools (based on the proportion of pupils claiming free school meals), the results in writing and mathematics were broadly average and in reading were below the average, which indicates standards in reading could be higher. The proportion of pupils who exceeded the level expected by the end of Year 2 was similar to the national average in mathematics and was well above the average for similar schools. In writing, the proportion exceeding the expected level matched the average for similar schools, but in reading it was well below the average. Teachers' assessments in science showed overall attainment to be well below the national average at the expected level and below the national average for the higher level. Given the good start pupils receive in the reception classes, these standards were not high enough when compared with all schools, but were affected by the turbulence in staffing and lack of continuity in pupils' learning. The school met its targets for English and mathematics in 2001, as they were not challenging. The trend in results in reading, writing and mathematics has been declining over the last three years, which is against the national trend. The performance of boys has been a particular issue and was declining. This is now less evident, but for a few, is still affected by their attitudes to school and work.

3. The 2001 National Curriculum test results at the end of Year 6 declined from those in 2000 and were in the lowest five per cent of all schools in English, mathematics and science. In comparison with similar schools, the results were well below the average in all three subjects and were not high enough. Only in science did the proportion of pupils exceeding the expected level rise to below average in comparison with similar schools. These pupils underachieved mainly because of the unsatisfactory teaching noted in the previous report, but also because of changes of teacher. Several pupils who were predicted to do well were absent at the time of the tests. The comparison of the results of national tests at the end of Year 2 and Year 6 for pupils remaining in the school show approximately 50 per cent of the pupils did not make the expected rate of progress between Years 3 and 6 in mathematics or writing. This is unsatisfactory and has, consequently, been the focus of much attention by the school, with some signs of improvement. Poor attendance rates affect the standards achieved by a small number of pupils, mostly boys.

4. Current standards of work at the end of Year 2 are below average in reading and science and well below average in writing and mathematics, and do not reflect the overall improvement in the teaching of basic skills for two main reasons. The proportion of pupils with English as an additional language (EAL) is the highest the school has ever had in a single year group and the proportion of pupils with special educational needs (SEN) is higher than usual. These factors will lead to a dip in results this year in reading, writing, mathematics and science. However, achievement is satisfactory overall and is good in English and standards are on course to rise in future years, reflecting the improvement in teaching

and the good start to school life provided in reception classes. The 2002 targets for English and mathematics are higher and are challenging for this year group.

5. By the end of Year 6, current standards of work are well below average in English and mathematics and below average in science, although pupils are achieving satisfactorily overall and are achieving well in English. Consequently, there are indications that the percentage of pupils reaching the expected level for pupils of this age is likely to rise in all three subjects and the proportion of pupils exceeding the expected level may rise slightly this year. Pupils are now making better progress as a result of the good teaching of basic skills and higher expectations of work and behaviour. The learning mentor is supporting the most vulnerable pupils with behavioural difficulties and poor attitudes to learning and there are signs of improvement for these pupils also. The targets set are unlikely to be met on the current performance. There is little difference in the performance of boys and girls evident among the current Year 6 pupils.

6. In information and communication technology (ICT) and music, standards are average by the end of Year 2, but are below average by the end of Year 6. Although pupils' achievement is satisfactory in ICT, and good in music in Years 1 and 2, achievement is unsatisfactory in both subjects in Years 3 to 6. In ICT, good progress is evident in some lessons now that the computer suite is in use. However, pupils' skills are at a lower level than expected for their age in Years 5 and 6 because of insufficient opportunities to develop their skills earlier in their school life. The teachers have not yet undertaken the training provided for all teachers and so, amongst them, there is some insecurity in their subject knowledge and a lack of confidence in teaching the subject. Standards in art and design, physical education and religious education are average by the end of Year 2 and Year 6 and achievement is satisfactory. In design and technology, history and geography, standards are below average at the end of Year 2 and Year 6 and pupils are underachieving. Pupils do not have sufficient depth of knowledge as insufficient time is allocated to teaching these subjects in most year groups.

7. The full implementation of the National Literacy Strategy is continuing to have a good impact on pupils' standards of work in reading, writing, speaking and listening, although some lessons are too long for pupils to sustain their concentration. Pupils make good progress in extending their range of vocabulary and speak with more confidence as they mature, but only a few are articulate, confident speakers by the time they leave. Listening skills develop satisfactorily, but a significant number of pupils are not willing to listen to the views of others or wait for their turn to speak. The English co-ordinator has identified writing and aspects of reading as being weaker and has amended the school's implementation of the literacy strategy successfully in the drive to raise standards. The improvement is evident in the wider range of pupils' writing in most year groups. The movement away from a commercial scheme and worksheets is also helping to improve pupils' writing skills as previously they were confined to completing them. Few pupils are avid readers, but the discussion of texts during literacy hours, for example 'Harry Potter and the Philosopher's Stone' in Year 6 is helping pupils to increase their understanding of the meaning of different texts and the author's intentions. In writing, pupils make slower, but satisfactory progress in improving their accuracy in spelling, grammar and punctuation. They gain confidence in writing for different purposes, but sometimes struggle to organise their writing to express their views clearly. There are few examples of good quality stories on display around the school to give pupils something to aspire to. Pupils use their literacy skills to support their learning in other subjects such as science and history, but in some classes the use of worksheets in several subjects does not allow pupils to record all the new knowledge acquired from lessons.

8. The implementation of the National Numeracy Strategy is having a positive effect on pupils' mental recall of number facts and their development of strategies for solving problems. A significant majority of pupils make satisfactory progress in developing their understanding of the four rules of number and in applying them to solving problems. They have sound understanding of fractions, decimals and percentages. They know the properties of two and three-dimensional shapes and use standard measures accurately. Pupils can collate data and present it in a range of forms. Pupils use their

numeracy skills when measuring accurately, for example during science investigations or when making models in design and technology.

9. Pupils with special educational needs are achieving standards appropriate for their prior attainment and most make satisfactory progress towards their targets. Those with emotional and behavioural difficulties often make slower and sometimes unsatisfactory progress. The proportion of pupils with formal statements of their needs is low, as previously pupils were placed on the special needs register, but they were rarely moved on to the next stage when progress was reviewed, as insufficient evidence was available. A further nine pupils now meet the criteria, but do not have formal statements. Pupils who have English as an additional language make satisfactory progress overall, some are identified as potentially gifted and are making satisfactory progress, along with other pupils who have been identified. There is no significant variation in the attainment of pupils from different minority ethnic groups.

Pupils' attitudes, values and personal development

10. The large majority of pupils have good attitudes to school. Pupils say that they enjoy school life and they participate with enthusiasm in the extra activities and games organised during the lunch hour, after school and in the holidays. In class they show interest in their work, are proud of their achievements and are eager to gain merit points, certificates and to sign their names in the 'golden book', which records achievements in both academic and personal development. Pupils say that they enjoy the topics raised during school assemblies and they participate well and listen carefully. They like the opportunities to hear about the world outside school and they think about their own part in a school community, which values every member and provides for the needs of all. Pupils try hard with work which they find challenging. Pupils in both the Year 4 classes worked hard and made very good progress with their numeracy lessons. They worked enthusiastically on calculations, which were testing their abilities, and gave their full attention to their work.

11. Behaviour is satisfactory overall although a few pupils' behaviour is sometimes challenging. During the last school year, the school excluded pupils on six occasions, in one case permanently. Since September four exclusions were recorded but no pupil has been excluded this term. The new behaviour policy is still in draft form but has been applied rigorously so that all pupils know that unsatisfactory behaviour is not tolerated in lessons, around the school or in the playground. Most pupils show the behaviour that is expected of them and they do not disrupt lessons or playground activities, although occasionally play is over-boisterous. The school responds quickly to incidents of poor behaviour and co-operates with parents in efforts to make sure that such incidents do not happen again. Pupils know the importance of good behaviour on trips to swimming lessons and to activities at the secondary school and they know that participation in extra curricular games and activities is dependent on good behaviour. A significant minority of parents who completed the OFSTED questionnaire do not agree that behaviour is good but inspectors agree with the majority of parents who are satisfied with the overall behaviour in school and the very good behaviour shown by many pupils who are pleasant, helpful and polite.

12. Pupils' personal development is satisfactory overall, but some have suffered from the lack of continuity of staff. Most pupils work and play well together with their friends, the older ones are aware that they need to set a good example to the younger ones. In the playground, Year 6 'playground friends' help the younger pupils, and they have had training in ways to support them and to play games with them. Skipping and football games are enjoyed by both boys and girls often without the need for adult involvement. Pupils have good relationships with the midday staff and the classroom assistants as well as with their teachers. Extra curricular activities, school visits and visitors to the school have all contributed well to pupils' awareness of the part they can play in a community. Very occasional incidents of racial harassment, such as name calling, have been taken seriously and pupils show interest and respect for beliefs and cultures other than their own. The school inclusion officer and learning mentor have provided valuable help for pupils who have difficulties in adapting to life in a community.

Assembly topics and classroom activities, which encourage pupils to explore their feelings and relationships and to think about the needs of others (circle time) as a result, pupils understand the impact of their actions on others.

13. Attendance in the last school year, 2000/2001, was well below the national average and unauthorised absence was above the national figure. However the school, together with the educational welfare service, has worked hard to raise pupils' attendance and the percentage has improved to 91.6 per cent, although this is still below the national figure for last year. Unauthorised absence has decreased following the school's policy to contact homes on the first day, if no reason for absence has been given

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The teaching and pupils' learning are good in the reception classes and satisfactory overall in Years 1 to 6. The teaching has improved since the previous inspection, particularly the proportions of good and very good teaching, but there are still examples of unsatisfactory and occasionally poor teaching. More lessons were seen in English and mathematics than in other subjects and these subjects have been the focus for improvement. When the whole range of evidence is taken into account, overall teaching in Years 1 to 6 is satisfactory. The weaknesses in teaching, particularly in Years 3 to 6, identified at the time of the previous inspection have been remedied. Of the 79 lessons observed, 17 per cent were very good or better, a further 45 per cent were good. Thirty-two per cent were satisfactory, four per cent unsatisfactory and one lesson was poor. The scrutiny of work indicated that teaching in Year 4 has improved since January 2002, with the appointment of a very experienced teacher who uses effective behaviour management strategies, which enable the pace of lessons to be maintained, with little disruption for others. The overall strengths in the teaching are in the detailed planning and clear identification of what pupils are expected to learn. Teachers usually share with pupils what they are expected to learn in lessons and towards the end of the best lessons evaluate what has been achieved. In satisfactory lessons, teachers often focus on what pupils are to do more than on what they are to learn. The teaching of basic skills in literacy and numeracy is good and is helping pupils to make more rapid progress in their learning in these subjects. Inside their book covers, pupils have targets for improving their literacy skills and in most classes their numeracy skills. When marking pupils' work, teachers in some classes make specific reference to the individual targets, so that pupils are fully aware of their pace of learning and progress towards achieving the targets, or what they need to focus on to improve. There are effective methods for improving the accuracy of pupils' spelling in Year 5, through recording their individual inaccuracies in a spelling log and learning them before being tested by their partner. The method of using 'talking partners' where pupils discuss their ideas and views with each other helps them to develop confidence in speaking and expressing their views more clearly. The use of 'hot seating' where the teacher, or pupils act as characters from stories, for other pupils to question about their actions or feelings is effective in challenging pupils to think more deeply about what they have read. For example, when Year 1 pupils questioned the teacher, who was acting as Goldilocks, about why she had entered the bear's house.

15. In Years 1, 2 and 3, teachers often sit pupils on the carpet facing them. This ensures the teachers maintain eye-contact with all pupils and help them to sustain their concentration. They direct questions to pupils not participating, or who need to pay more attention. Throughout the school, teachers usually manage pupils well in lessons, especially the small number who have poor attitudes to learning and could be potentially disruptive. Several teachers use effective methods for gaining pupils' attention without raising their voices, for example clicking their fingers, or counting down from five. When necessary, pupils who refuse to obey their teacher's instructions are removed from the classroom to prevent disruption for others and to make pupils understand that such behaviour is not tolerated. The other strengths in the teaching are the effective deployment of teaching and learning support assistants and the good use of learning resources, particularly to provide practical activities, which pupils enjoy. Teaching assistants support individual or small groups of pupils during whole class sessions, to ensure they are fully included, or assess the involvement of pupils and whether their answers are relevant to

the question posed. This helps in assessing their understanding. These groups include pupils with special educational needs or who have English as an additional language so they are fully included in class activities. In lessons involving practical activities, such as music and science, the pupils become engrossed in their work behave well throughout and their pace of learning is good.

16. In the Foundation Stage, teachers have a good knowledge and understanding of the curriculum for these young children and plan a wide range of activities for each session, which include all the areas of learning. There is a good balance between the opportunities for the children to choose what they do and those activities that are led by adults. The relationships are a particular strength and help the children to settle quickly and to begin to explore and investigate through the good range of activities and experiences.

17. Teachers have adequate knowledge of most of the subjects they teach, the exceptions being in ICT and music, particularly in Years 3 to 6. The teachers have not yet undertaken the training in ICT available for all teachers, consequently, amongst them there is some insecurity in their knowledge and a lack of confidence in teaching the skills. There is insufficient teaching of knowledge and skills in design and technology, history and geography in most year groups and in music in Years 3 and 4 and pupils do not learn as much as they should. The teaching of science is good in Years 1 to 6, as more emphasis is now placed on developing pupils' investigative skills.

18. Poor teaching in Year 1 was due to low expectations and poor management of the pupils. Unsatisfactory teaching in English, physical education and religious education was due to pupils' poor attitudes and the unwillingness of a few to participate sensibly in lessons. Teachers worked hard to involve these pupils, but in so doing the pace slowed for others and they did not learn as much as they could. In an unsatisfactory music lesson, pupils made insufficient progress in developing skills, as the music content of the lesson was limited. There is inconsistency in the quality of marking between the classes, with some very good, but some cursory marking which tells pupils little about what they need to do to improve. Similarly, there is inconsistency in setting homework, with some teachers not following the agreed policy. Where the homework set requires pupils to carry out research, those without computers or books at home are at a disadvantage.

19. The teaching meets the learning needs of most pupils satisfactorily, including the potentially gifted pupils, those with special educational needs and those who have English as an additional language. In English and mathematics, the learning needs of pupils with English as an additional language are well met. This is because of the generous number of classroom support assistants, many appointed by the current headteacher, who because of their training provide good support for pupils and for the teachers. Many of them work voluntarily beyond the hours they are paid for, which is beneficial for the pupils' learning. Pupils who are withdrawn from acts of worship, at the request of their parents, often receive additional support with their reading during assembly time and so make good progress in learning to read with understanding.

20. The pupils' learning is mostly sound and they make satisfactory or better progress in most lessons. Most pupils made gains in their knowledge and understanding, or consolidated skills in their lessons. Where the pupils' progress was less marked it was because their ability to concentrate was limited or their learning skills were poorly developed. This was more noticeable in the lower-ability groups. In many lessons, particularly in Years 4 to 6 teachers work hard to raise pupils' own expectations of the amount and quality of work they should produce. For example, in Year 6, where pupils were working through a previous National Curriculum test paper in English, the pupils gained a deeper understanding of how much detail to include and how quickly they would need to work in order to complete the paper in the time allowed. The overall improvement in teaching is helping pupils to make better progress in lessons and raise their attainment, but with a higher proportion of very good teaching, pupils could make good or better progress.

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

21. The broadly based curriculum meets all the statutory requirements for the National Curriculum and religious education but the balance between subjects is unsatisfactory in Years 1 to 6. Whilst a very good amount of teaching time is allocated to English and mathematics, this results in limited time for some other subjects. This is compounded by the way in which the timetable is set out, with long literacy and numeracy lessons, and short lessons in some other subjects. This is unsatisfactory because pupils have insufficient time to express themselves physically and creatively or develop their skills progressively. This has an adverse effect on their progress, particularly in design and technology, geography, music and history. A significant minority of pupils, particularly those with special educational needs, find it hard to maintain concentration throughout the longer, more formal lessons. This sometimes results in unsatisfactory behaviour by them, which then slows the learning of the whole class. At the time of the previous inspection, insufficient time was devoted to ICT and the curriculum for religious education in Years 3 to 6 did not meet statutory requirements. These points have both now been rectified by the introduction of new policies and schemes of work.

22. The curriculum for the foundation stage provides a good range of learning experiences for the children in the Reception classes, enabling them to build on their prior knowledge and skills. There is a detailed policy in use and planning follows closely the national guidance for all areas of learning. The curriculum provides a good balance between activities led by adults and opportunities for the children to choose what they do.

23. In Years 1 to 6, policies are in place for English, mathematics, science, ICT and religious education and the school is developing policies for other subjects, through consultation with staff and governors. National Literacy and Numeracy Strategies continue to have a positive impact on learning and that for literacy is good; provision is well targeted to groups of pupils, with additional support for both higher and lower attaining pupils. Curriculum planning has improved since the previous inspection and is now satisfactory. The school has adopted many new schemes of work, so that teachers have satisfactory guidance on planning to develop pupils' skills and knowledge progressively. There are clear learning targets, which are shared with pupils, so that they know what they are going to learn in lessons and teachers plan work well to meet the needs of pupils. Few teachers identify clearly how they are to provide opportunities to develop pupils' literacy, numeracy and ICT skills in other subjects. For example, whilst teachers identify where they might develop literacy skills, such as subject specific vocabulary, few identify particular writing skills like note taking, letters or diaries. Whilst ICT is well taught in the computer suite it is not yet established in classrooms as an everyday tool for learning. Some sound links are made between subjects, to maximise the use of time, but this is not widespread. Planning is regularly monitored to ensure that the curriculum is fully covered and co-ordinators check the quality of teaching and learning to highlight areas they need further development. This is an improvement since the previous inspection when monitoring was unsatisfactory.

24. At the time of the previous inspection, the range of extra-curricular activities was unsatisfactory but the school has made many improvements and there is now a good range of lunchtime and after-school clubs that are well supported by pupils, such as football, chess, computers, origami and baking. There is also a satisfactory range of trips and visitors to school, some of which are supported by the EAZ, to make learning real for pupils.

25. An equal opportunities policy is consistently implemented, with no significant difference in achievement because of gender, disability, race or culture. Teacher questioning and allocation of jobs within the classroom show no bias towards any group. All pupils have full access to the curriculum and work is well planned to meet their needs.

26. The provision for pupils with special educational needs is good, particularly in English. All staff working with pupils have copies of the individual education or behaviour plans and use them when planning activities to help pupils make progress towards their targets. Notes on pupils' attainment and participation in lessons are made and shared with the teachers, so that activities are planned to meet their needs. There is a good number of teaching and support assistants to help these pupils and most have been trained in different aspects of their work. Unfortunately for some of these pupils, their attitudes to school and their underdeveloped learning skills prevent them from making as much progress as they could.

27. The school has satisfactory links with the community, which enrich pupils' learning. For example, local football clubs support the development of games' skills in physical education lessons and local ministers lead acts of collective worship and welcome pupils into their churches. There are very good links with local schools, through the EAZ, which support curriculum development. The link with the nearby local secondary school is particularly good and provides good opportunities for pupils to undertake work in many areas of the curriculum. For example, Year 2 pupils took part in music lessons and made a CD of favourite nursery rhymes, pupils in Year 5 currently take part in dramas based on moral issues and secondary school staff teach French or German to pupils in Year 6.

28. The programme for personal, social and health education (PSHE), including sex education and guidance on the misuse of substances is satisfactory. Pupils have opportunities to discuss a variety of topics and accept personal responsibility for issues that arise in their lives, both in PSHE and religious education lessons but the length of some lessons affects the rate of learning. For example, Year 5 pupils, learning about the misuse of substances, watched part of a good quality video but did not have time to finish the relevant episode. Neither did they have time to discuss its implications whilst it was fresh in their minds.

29. The provision for pupils' personal development is satisfactory, overall, and is improving. The provision for spiritual development is satisfactory. Requirements for daily acts of collective worship are met and provide opportunities for prayer and reflection. Teachers allow time at the end of lessons for pupils to think about what they have learned but this does not usually involve pupils in reflecting on this for themselves. Success is celebrated in weekly assemblies and in the way that pupils' work is displayed. As at the time of the previous inspection, teachers do not fully exploit their opportunities to develop pupils' spiritual awareness through subjects such as art or music.

30. Provision for pupils' moral development is good. A new code of conduct is well represented in displays, to remind pupils how to achieve success and most teachers use this positively in lessons. Success is rewarded publicly through the award of certificates and entries into a 'golden book', which pupils value highly. New initiatives to improve behaviour in the dining room and playground have already been effective. Pupils are involved in a range of lunchtime activities, such as activity clubs and playground games. A learning mentor works effectively to support the significant minority of pupils with behavioural difficulties and this work is having positive benefits for the whole school. Pupils are helped to understand the consequences of their own actions and have a sound understanding of right and wrong.

31. The provision for social development is good, which is an improvement on the previous inspection. Pupils happily take on responsibility and work together co-operatively. There are many clubs and visits, including an annual residential one for Year 4, which not only extend academic learning but also give valuable opportunities for the development of social skills. Work has begun on forming a school council to further extend pupils' citizenship skills.

32. The provision for cultural development is satisfactory, which is an improvement on the previous inspection. The school has introduced a local studies topic in history and geography, which was not in place at that time. Pupils listen to the work of famous composers as they enter assemblies and

undertake studies of famous artists and the art of other cultures. For example, they learn about Indian and Aboriginal art and the work of Post-Impressionists, such as Van Gogh. Pupils are beginning to learn about the customs and beliefs of other ethnic and faith groups, mainly through studies in religious education. For example, children in the reception class are studying the way Chinese people live and celebrate Chinese New Year.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school has very good procedures for ensuring pupils' welfare. Staff know what to do if they have any concerns about child protection issues and further staff training is already planned for the next school year.

34. The school has made risk assessments and has good procedures to audit the premises regularly for any health and safety concerns. In April, training for fourteen members of staff will increase the number of qualified first aiders. Pupils' medical needs are met and the school encourages healthy eating and lifestyle.

35. The midday assistants work well as a team, each taking responsibility for the supervision of one class or year group in the case of the older pupils. The midday staff are vigilant, have good relationships with pupils and know them well. The staff have been trained and organise and supervise different playground games and activities. Lunchtime activities organised by the learning mentor and other staff are very well attended.

36. In lessons, teaching assistants work very well with groups of pupils giving them both personal and academic support. The school now has some very good procedures to encourage the personal growth of all pupils and to provide them with continuous, dependable support. The learning mentor and inclusion co-ordinator provide valuable guidance to individual pupils who need academic and personal support, which includes working with parents and sometimes with agencies outside the school. Pupils from ethnic minorities, including those who do not speak English at home are fully integrated into the school community. The school makes good provision to support pupils who have special educational needs and different levels of attainment.

37. The teaching and support staff have good procedures for including pupils, when they are new to the school. Some of the procedures to prepare pupils for transition to the local secondary school are excellent. The "peace project" helps the older pupils to gain self-confidence, to counter stress and deal with unfamiliar situations. A theatre workshop introduces Year 6 pupils to those from other schools. Other visits to the secondary school include lunch, an arts summer school, literacy and science projects, which together with close liaison between primary and secondary teachers makes sure that all pupils' individual achievements and needs are known and met when they start their secondary education.

38. Procedures for monitoring and improving attendance and for monitoring and eliminating oppressive behaviour are very good. The learning mentor works closely with all teachers, with the educational welfare (inclusion) service and other agencies to help pupils and their families. The school has good procedures to reward good individual and class attendance. Incidents of oppressive behaviour are always recorded. Pupils who have behaviour difficulties are closely monitored and supported well, so that they can try to achieve the school's expected conduct and attitudes towards others. The school has good procedures, including a popular breakfast club, to help pupils to arrive on time, but a few pupils still arrive late and the school continues to work with parents in efforts to encourage their children to attend school and arrive on time.

39. Monitoring and promotion of good behaviour are satisfactory. The behaviour and anti-bullying policies are still in draft but are proving effective in establishing the high standards of behaviour the school expects. The school does not ensure that the policy is applied consistently, particularly in classes that have lacked continuity of teaching. The positive emphasis on praise and reward for good behaviour is particularly effective and was a feature of the very good lessons.

40. Procedures for assessing pupils' attainment and for monitoring and supporting their academic progress are satisfactory. Since the previous inspection, the school has developed a range of good assessment procedures in English and mathematics. These provide appropriate information, by which the school can check on the progress of individual pupils or highlight weaknesses in the curriculum. The information is used to group pupils into classes for literacy and numeracy and to highlight pupils who need extra support or pupils who are potentially gifted in English. These pupils receive extra support to help them achieve appropriately. Individual targets are set in literacy and numeracy and these are displayed in pupils' books in most classes so that they know what they have to do to improve. Some teachers make very good use of the targets in planning lessons, in encouraging pupils to evaluate their own success and in marking, however, others do not use them consistently. Assessment in other subjects is not well established and therefore teachers do not have enough information to help them plan a good match of work for all pupils. There is a whole school system of evaluating attainment in lessons to provide teachers with easily accessible information to plan the next steps for all, but it is not consistently used in all subjects to build sufficiently on what pupils have already learned. Assessment procedures for pupils with special educational needs are good and enable teachers to monitor their progress and set and review appropriate learning targets.

41. Whilst the school's marking policy is effective in providing a consistent approach to highlighting success or mistakes, it is less effective in helping pupils to improve their work. Only a few teachers write very clear guidance on how pupils might improve, whilst others restrict themselves to congratulatory comments or ticks.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The majority of parents are satisfied with what the school provides and achieves. A large majority say that their children like school, are expected to work hard and do their best and are making good progress.

43. A minority of parents are not happy with the out of school activities. However the inspection found that the school makes good provision for activities at lunchtime and after school, educational visits during term time and activities during the holidays. Pupils are offered very good opportunities of visits and activities that help their transition to secondary school. At present there are no inter-school sport competitions to enhance the existing provision.

44. A minority of parents, in particular those who have children in Years 3 to 6, have concerns about behaviour in class and in the playground. During the inspection behaviour was good in the large majority of lessons and in the playground and was satisfactory at lunch. Occasional incidents of unacceptable behaviour are dealt with firmly. The new behaviour policy sets the high standards expected of all pupils and the emphasis on rewarding good behaviour is already taking effect. The school has very good procedures to help pupils modify their behaviour, working together with their parents.

45. Some parents say that they are not well informed and that the school does not work closely with them. The headteacher and staff are very keen to discuss any parents' concerns individually and all parents are invited to termly meetings to discuss their children's progress. The school has good procedures to include and inform parents in their children's education when they start school and when they move on to secondary school.

46. The school provides opportunities for parents to attend courses and workshops, which include information on helping with reading, literacy and numeracy as well as guidance on helping their children's personal development. However, they do not give parents any information about the topics their children will be studying each term, which would be helpful. Reports are well presented but do not always say how well the pupil is achieving in each subject and sometimes contain inappropriate jargon.

47. Inspectors agree with some parents that the provision of homework is inconsistent. The school has a good policy, which could be more consistently applied, and provide increasing amounts as pupils progress through the school. The homework set is not recorded in a home-school diary.

48. The parents' views about the leadership and management of the school are not justified. Inspectors found the school to be well led and managed with good procedures to work in partnership with parents. The management has introduced many very good initiatives to raise standards and has good plans to extend even further the opportunities for parents to work in partnership with school staff, which have the potential to remove the misconceptions of some parents that the school does not work closely with them.

49. The school has good induction procedures, which enable the children to settle quickly into class routines. All parents are invited to attend an introductory meeting with the headteacher and class teacher before admission, and are offered a further interview to discuss their individual child's needs. Part-time attendance for the first two weeks helps children adjust gradually to school life. The school organises literacy and numeracy workshops in order to give new parents support in helping their children at home. These meetings are not as effective as they could be as few parents attend. Consideration needs to be given to the timing of these sessions in order to enable more parents to take advantage of the good support offered.

50. The workshops and courses for parents will continue to be offered. A few parents help in school. Those who do help make a very welcome contribution to school life and some have consequently been recruited onto the school staff. The school works hard to encourage parents to take an active part in school life and the education of their children, but many parents do not respond.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the school are good and have been the main factors in changing the school's fortunes. The headteacher is giving clear educational direction to the school's work and has achieved a great deal in a relatively short time since her permanent appointment in May 2001, especially when the absence of the deputy headteacher since November 2000 is taken into account. The headteacher has a good grasp of the strengths and weaknesses of the school, along with clear strategies for making improvements. She has coped very well with the turbulence in staffing and has kept the school moving forward in challenging circumstances. Few teachers employed in the school at the time of the previous inspection remain and although the school has difficulty in recruiting, some good appointments have been made which have strengthened the teaching. Seventy different supply teachers were employed in the last year, many only staying for one day as they found the school too challenging to work in. The situation has improved since the beginning of the current school year. There are fewer staff absences and supply teachers are happy to stay for longer periods. The serious weaknesses found at the time of the previous inspection have been overcome.

52. The headteacher has clear views about the training needs of staff and all initiatives are linked carefully to a cycle of staff development and review. Each teacher has a professional development portfolio, with immaculate, up to date records. All lesson observation forms are included with the areas for development, which have been discussed and agreed, clearly stated. Targets set for teachers as part of their performance management process include one linked to the school's priority area for development. Whilst the procedures for monitoring and developing teaching are good, and leading to improvement, there has been some slippage in the programme and lessons in religious education have not yet been observed. The headteacher successfully achieved her early priorities to improve the school environment, teachers' planning and establishing systems to secure school improvement. Consequently, the staff are beginning to work well together, with a shared commitment to raising standards. Two acting deputy headteachers have been appointed with very clearly defined roles and they are supporting the headteacher well in the drive to raise standards. Both undertook additional training, funded through the EAZ, to help them to carry out their responsibilities more effectively and so

play a greater part in school self-evaluation and review. Three other members of staff are currently undertaking a middle management course to improve their knowledge and skills and so develop their skills as curriculum co-ordinators in order to raise standards.

53. The governing body fulfils all its statutory obligations satisfactorily. Governors are playing an increasing role in decision making as the headteacher has worked well with them to sharpen their working methods and she ensures they have detailed and clear information on which to base their decisions. There is a coherent committee structure to feed information into full governing body meetings and training has been undertaken to increase governors' knowledge of aspects of their roles. As a result the governors are now committed and beginning to monitor the school's work effectively. They know how to check the cost of educating a pupil in this school with other schools, and are starting to monitor standards more closely to judge if the money allocated and action taken are leading to higher standards.

54. The local education authority and the EAZ have supported the school well in a number of respects, but particularly in the monitoring and evaluation of the school's work and taking effective action to overcome identified weaknesses. The two deputy headteachers have put their training to good use to collate test results and information and so identify where pupils can improve their knowledge and skills. This has filtered through into the teaching, with emphasis, for example on aspects of pupils' reading and writing and the development of investigative skills in science. The link advisor has, for example, worked with the school on a range of management issues and subject specialist advisers have given positive support in targeted areas such as literacy and numeracy. All these measures are beginning to lead to rising standards.

55. The school pursues its aims satisfactorily. It aims to help pupils to achieve their full potential. However, because of the behaviour of a small number of pupils in Years 4 to 6, the time spent on discipline in some lessons prevents others from making as much progress as they could. Given the turbulence in staffing, the awareness of staff as to what needs to be done is variable, however, there is the capacity to succeed in making further improvement under the present leadership of the headteacher. Several of the curriculum co-ordinators are very new to their roles and not yet fully aware of what needs to be improved. However, other co-ordinators, for example in English and mathematics contribute effectively to school development and improvement. The inclusion co-ordinator makes a significant contribution to school improvement, knowing the needs of individual pupils well and supporting them to ensure full inclusion as far as possible.

56. The school improvement plan has identified the relevant priorities for development in order to raise standards. It is a useful document, although there is some confusion between actions to be taken to secure improvement and the outcomes expected. For example, 'improve attendance' is written as an action, but it is not clear how this will be brought about. The budget plan is closely linked to the priority areas for development in the school improvement plan to ensure the successful completion. Financial resources are used in the best interests of the pupils. The governors check expenditure at regular intervals and have a good knowledge of the use of funding from specific grants. For example, that for staff development and training, for SEN and the use of the funding from the 'Excellence in Cities' initiative to employ the learning mentor to support the most vulnerable families. Funding from the EMAG is used well to support pupils who speak English as an additional language and ensure they have full access to the activities in all lessons. They are aware of how much is likely to be left in the budget towards the end of the financial year. Governors are well aware of the need to plan strategically for the longer-term development of the school and to monitor the work of the school more rigorously through the school improvement plan and other information. The school has not had an auditor's report since before the previous inspection. The school makes good use of management information systems to aid the efficiency of the school. The school administrator manages the day-to-day aspects of the budget very efficiently, aids the smooth running of the school and enables teachers to concentrate on the pupils.

57. There are sufficient staff and a good number of teaching assistants for the number of pupils. The accommodation is adequate, although some rooms are cramped. There are sufficient learning resources for teaching all subjects except for the quantity and range of books in the library, insufficient computer software to support pupils' learning in all subjects and the range of tools and materials for use in design and technology.

58. The leadership and management of the school were unsatisfactory at the time of the previous inspection. Good progress has been made in overcoming the weaknesses identified in the previous inspection report and the strong leadership is now becoming evident in the rising standards. Links have been established with 'Beacon' schools, visits made and best practice is being introduced to Hatfield as a result.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to build on the improvements already made and continue the drive to raise standards, the headteacher and staff, supported by the governors should:

(1) Raise standards in English by:

- improving pupils' skills in writing, particularly in the content and accuracy of their work;
- providing more opportunities for pupils to develop their speaking and listening skills;
- reducing the reliance on worksheets and textbooks;
- improving pupils' understanding of what they have read;
- improving the range and quantity of library books and using them to develop pupils' research skills.

Discussed in paragraphs 7, 66, 71-79.

(2) Raise standards in mathematics by:

- providing sufficient challenge for pupils in all lessons by raising teachers' expectations;
- improving the consistency in setting homework, and in marking so that all pupils know what they have to do to improve;
- making better use of computers to support pupils' learning.

Discussed in paragraph 8, 83

(3) Raise standards in science by;

- setting targets for improvement, particularly for lower attaining pupils and checking progress towards them;
- making better use of the computers available in classrooms to support pupils' learning.

Discussed in paragraphs 85 - 89

(4) Raise standards in information and communication technology by the end of Year 6 by:

- providing training for teachers to improve their knowledge and skills;
- increasing the resources, particularly software so that all aspects of the subject can be taught in sufficient depth;
- making better use of the computers in classrooms for pupils to practise skills learned in lessons in the computer suite and to support learning in other subjects.

Discussed in paragraphs 83, 85, 115-122

(5) Improve the overall quality of teaching to match that of the best through a more rigorous programme of monitoring and development to raise expectations further and increase the pace, challenge and interest in lessons.

Discussed in paragraphs 18, 20

- (6) Improve the balance of time allocated to subjects to provide more opportunities for pupils to develop their creativity and to allow more time for the progressive development of pupils' skills and knowledge in all subjects.

Discussed in paragraph 21

In addition to the key issues above the governors should consider including the following minor issues in their action plan:

1. Improve the consistency in setting homework. (discussed in paragraph 18)
2. Take all possible steps to improve attendance rates. (discussed in paragraph 13)
3. Improve reports to parents so they give clear information on how well their children are doing in all subjects. (discussed in paragraph 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	36	25	4	1	0
Percentage	1	16	46	32	4	1	0

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

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)	N/a	394
Number of full-time pupils known to be eligible for free school meals	N/a	142

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	4
Number of pupils on the school's special educational needs register	N/a	92

English as an additional language

	No of pupils
Number of pupils with English as an additional language	25

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	9.4
National comparative data	5.6

Unauthorised absence

	%
School data	2.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	23	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	26	26
	Girls	19	19	18
	Total	41	45	44
Percentage of pupils at NC level 2 or above	School	73 (80)	80 (78)	79 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	26	25
	Girls	19	17	20
	Total	44	43	45
Percentage of pupils at NC level 2 or above	School	79 (80)	77 (80)	80 (81)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	28	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	15
	Girls	15	12	16
	Total	27	24	31
Percentage of pupils at NC level 4 or above	School	46 (64)	41 (59)	53 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	16	13	17
	Total	29	26	33
Percentage of pupils at NC level 4 or above	School	49 (64)	44 (61)	56 (77)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	9
Black – other	0
Indian	1
Pakistani	12
Bangladeshi	0
Chinese	0
White	283
Any other minority ethnic group	26

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	1
Other minority ethnic groups	2	

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)	15
Number of pupils per qualified teacher	23.6:1
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	339

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	863,218
Total expenditure	875,489
Expenditure per pupil	2,205
Balance brought forward from previous year	14,934
Balance carried forward to next year	2,663

Recruitment of teachers

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	11
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	394
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	45	8	3	0
My child is making good progress in school.	32	60	8	0	0
Behaviour in the school is good.	26	46	14	9	5
My child gets the right amount of work to do at home.	20	45	20	15	0
The teaching is good.	32	53	12	1	2
I am kept well informed about how my child is getting on.	24	50	19	7	0
I would feel comfortable about approaching the school with questions or a problem.	45	35	16	4	0
The school expects my child to work hard and achieve his or her best.	38	52	7	2	1
The school works closely with parents.	22	42	28	6	2
The school is well led and managed.	22	45	24	2	7
The school is helping my child become mature and responsible.	27	61	7	0	5
The school provides an interesting range of activities outside lessons.	20	25	25	19	11

Other issues raised by parents

Six letters were received. The only other issue raised was that classes had been denied physical education lessons because some pupils did not have suitable clothing to change into. This may have happened with the large number of supply teachers, but is not the school's policy.

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

60. Children are admitted to the Reception class in the September or January of the school year in which they become five. Currently there are 30 full-time pupils, mostly September starters in one Reception class, and 30 new starters who attend part-time in the other Reception class. Each class is led by a teacher and supported by a classroom assistant.

61. The Reception classes follow the Early Learning Goals, the nationally recommended curriculum for children in the Foundation Stage (Nursery and Reception age groups). This consists of six areas of learning: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Each area of learning is made up of four stages or *Stepping-Stones*, from which progress and standards can be measured.

62. Whilst there is a wide range of attainment on entry, a high percentage of children start school with poorly developed skills in all areas, but especially in language, number, and social development. Assessments made soon after the children start school confirm this. Assessment information also indicates a gradual fall in children's attainment on entry over the last three years and so standards on entry to the school are lower than they were at the time of the last inspection.

63. The overall quality of teaching and learning continues to be good. Teaching in three-quarters of the lessons seen was good and there was no unsatisfactory teaching. Teachers use their good knowledge and understanding to plan an interesting curriculum based on appropriate first-hand experiences in all areas of learning. Teachers and teaching assistants work closely together to meet the children's needs. The good management of the foundation stage has been maintained and satisfactory improvement made since the previous inspection.

64. As a result of the relevant curriculum and the good teaching the children achieve well in all areas of learning except physical development, albeit from a low starting point. In their personal, social and emotional development they are likely to reach the Early Learning Goals before they start in Year 1. In all other areas of learning, whilst a few children are working on the third *Stepping-Stone* a high percentage are currently working towards the second *Stepping-Stone* and are unlikely to reach the Early Learning Goals by the time they start in Year 1. Consequently standards are below average in these areas of learning. Children with special educational needs are identified early and receive appropriate support. They make good progress alongside their peers. Teachers and support assistants make sure that children who speak English as an additional language are fully included in all activities. They make good progress.

Personal, social and emotional development

65. Very good teaching enables children to make rapid progress in developing their skills. Almost all children leave their carers willingly and enjoy coming to school. However, many new starters are just settling in and are not yet confident, for instance, to answer their names as the register is called. Older children are independent to select activities. They sustain concentration for extended periods as when playing with a construction toy or painting at the easel. Most children appreciate established routines like snack time and are beginning to respond to the needs of others by sharing or taking turns. Higher attainers are particularly keen to take responsibility for minor tasks like giving out the milk. Almost all are curious and eager to learn but few have confidence or appropriate language to ask questions or initiate discussion. The well-organised displays and opportunities for role-play increase the children's

awareness of different cultures. They learn about other cultures from using Chinese artefacts in the home corner and are enthusiastic to join in chasing away bad luck as they dress up to take part in the Dragon Procession. Incidental opportunities to promote personal and social development are taken throughout the day. Adults model attitudes of care and respect for children, each other and the environment. All of the staff encourage good supportive relationships with children and constantly give positive feedback to increase the children's confidence. Ongoing assessment is carried out carefully by observation so that staff are quickly alerted to the particular needs of individual pupils. Regulations concerning the teaching of religious education are fully met.

Communication, language and literacy

66. The vast majority of the children are becoming confident to communicate with each other using short phrases and gestures. They often talk alongside a friend rather than with them. Their speech is frequently indistinct and inaudible in whole class discussions. A significant minority of boys are often reluctant to join in unless approached personally. Many children have limited vocabulary; for instance, to describe what they have observed in a simple science activity. Whilst a few have difficulty in maintaining concentration, the vast majority enjoy listening to the teachers' dramatic reading of short traditional tales like 'The Three Billy Goats Gruff'. They are particularly enthusiastic to repeat the troll's words in 'scary' or 'angry' voices. With adult help, the children repeat phrases from the book when acting out the story with finger puppets. Not all children handle books carefully when reading independently in the book corner. However, they know how to turn the pages and are beginning to use the pictures to tell a story. They read simple familiar captions from memory and understand the concept of a word. Most recognise some letters by shape and sound, but use them indiscriminately in their own writing. Higher attainers recognise words in the first readers and use picture clues to make sense of the text. They put letters together to spell out words in their writing. Teaching and learning are good. Particular emphasis is rightly placed on promoting speaking and listening skills across the whole curriculum through a broad range of interesting first-hand experiences. Role-play is used to particular effect, for instance, when acting out stories in the home corner or rehearsing dialogue with finger puppets. Teachers intervene purposefully in the children's play asking questions to extend the children's ideas and to increase their vocabulary and understanding. Teachers use elements of the literacy hour effectively to promote the development of skills over time. All work is planned to build securely on what the children already know. Clear task objectives are usually shared in a simple way with the children so that they know exactly what is expected of them. Occasionally, when group work goes on too long and there is insufficient teacher intervention or support in an activity, children lose concentration and the pace of learning slows.

Mathematical development

67. All children sort, match and count objects in many varied practical activities. Opportunities like counting the children present, or the number allowed to play with a toy provide everyday purposeful ways in which children practise their skills. Higher attainers count accurately and order numerals to ten (a few to 20), spotting where numbers are missing. They are beginning to use appropriate positional language such as 'before', 'after' and 'in between'. Average attainers are beginning to recognise numbers to five when playing a ladybird game and count out the right number with varying degrees of accuracy. They are extending their mathematical vocabulary through songs and stories, for example, 'The Three Bears'. Children suggest words like 'huge', 'gigantic' and 'enormous' to exchange for 'big'. They can sort a selection of clothes by size. Teaching and learning are good. Teachers plan clearly focused practical activities which interest the children and motivate them to learn. Resources are efficiently prepared to enable all to take part in purposeful first-hand learning. Mathematical language is used carefully and precisely to promote the understanding of concepts. Occasionally, counting activities are too easy for the higher attainers, providing insufficient challenge.

Knowledge and understanding of the world

68. All of the children are learning to use their senses to explore the world around them. They concentrate hard to look closely and see how toys are made to move and then experience the feeling of pushing and pulling. They are extending their vocabulary to use key words such as *push*, *pull*, *twist*, *turn*, *press* and *wind* to describe ways in which to make the toys move. Their ability to take initiative and ask questions is limited. The children are competent in using computers to extend their learning. They can control objects on the screen using the keyboard. Their knowledge of the use of technology is good. With much help, they download and print the photos they have taken in order to make a book. Teaching and learning are good. The teachers' enthusiasm and lively approach engage the pupils in exciting investigations. All staff take care to build supportive relationships which raise the children's self-esteem, and encourage them to explore situations and ideas without fear of failure. Good use is made of the outdoor environment as a base for learning. For instance, after the class has investigated the way small toys can be moved, groups carry on their testing outside with large wheeled toys.

Physical development

69. The children use the school hall regularly for physical education lessons and are becoming confident at climbing and balancing on large apparatus. They share space sensibly when taking part in ring games, and move freely with confidence and pleasure when joining in 'Follow My Leader'. There is limited access to outdoor play due to the constraints of the building. Nevertheless, opportunities are provided in class lessons for children to control large wheeled toys, and to enjoy the space in games such as 'What Time Is It Mr Wolf?' They are beginning to collaborate and accept the rules of the game. Few are able to dress or undress independently for physical education and their control over small equipment such as balls is not well developed. Most children use tools, for example, pencils and paintbrushes with reasonable control and manipulate construction toys with increasing skill. Not all are adept at using scissors. Teaching and learning are satisfactory in this area. Teachers give clear instructions and establish routines carefully. Children are managed positively in a calm supportive atmosphere both indoors and out. Sometimes the pace in physical education lessons is slow and higher attainers do not achieve as well as they could. The school has earmarked funds and has clear plans to improve facilities for outdoor play in the near future.

Creative development

70. Children explore a range of media with adult support and with some independence. They respond positively to the good range of opportunities for role-play, but are unable to sustain concentration to act out parts of a story such as 'The Three Pigs'. They show some imagination especially in celebrating the Chinese New Year. They select shiny materials and cut and stick to make decorations. With much adult help they collaborate with others to make a large dragon from boxes or to print material for a dragon dance mask. With support, they are learning to enjoy the process of making things but initiate few ideas of their own. They join in an increasing range of songs and rhymes. Teaching and learning are good. Activities are interesting and purposeful. They are suited to the children's needs and generate enthusiasm. Resources are well organised and accessible so that the children have all they need to succeed. All staff use questions sensitively to encourage the pupils to think about what they are doing.

ENGLISH

71. Standards of work are well below average at the end of Year 2 and Year 6. At the time of the previous inspection, standards were reported as being well below average in national tests, but rose to below average in the work seen. Standards have not been maintained in all aspects due to the severe turbulence in staffing. However, standards are beginning to rise, although this will not be evident in the results at the end of Year 2 this year. The current Year 2 has the largest proportion of pupils with English as an additional language the school has ever had in one year group, and the proportion of

pupils with special educational needs is higher than typical. Consequently the proportion of pupils working at the expected level for their age is lower than last year, with few pupils working at higher levels. The pupils in Year 6 were in a mixed age class last year, where the older pupils did not set good examples in working practices, and these factors have affected their overall progress and achievement. For a few pupils, poor attendance and attitudes to their work have also affected their progress. Pupils throughout the school are now achieving well in most aspects of the subject. The proportion of pupils on course to reach the level expected by the end of Year 6 is expected to rise noticeably this year. Most pupils with special educational needs and those with English as an additional language make good progress as they are well supported in lessons. The exception is a small group of pupils in Years 4 to 6, with behavioural difficulties and who have difficulty concentrating on their work. The organisation of pupils into groups based on their prior learning in Years 3 to 6 is enabling most pupils to make better progress than previously, with little difference in the attainment of boys and girls, or between pupils from different minority ethnic groups.

72. Inspection evidence shows standards in all other year groups are improving. This is because of the successful implementation of the National Literacy Strategy, thorough analysis of test results and pupils' performance to see where they need further teaching, and the focus on groups of pupils who need a boost to help them to catch up. Several good appointments have been made in the last year, which have strengthened the teaching, particularly in Year 4 and this is partly why pupils in this year group are making better progress than previously. In all classes up to Year 3, there is less reliance on commercial schemes of work, pupils are making better progress, and the pace of learning has increased, as lessons are more interesting.

73. Standards in speaking and listening are below average by the end of Year 2 and Year 6. Many pupils enter school with a limited range of vocabulary, but despite the efforts made in all classes to increase the pupils' range of vocabulary they do not have as wide a range as most pupils of their age by the time they leave the school. In Year 2, pupils did not know the meaning of 'galloping', when reading a poem, and in Year 4, pupils did not understand 'portion' or 'carnation'. In many lessons teachers tend to do too much of the talking, and so maintain discipline, which does little to improve pupils' speaking skills and they tend not to listen attentively. As a consequence, particularly in Years 4 to 6, a significant number of pupils, mostly boys, struggle to listen to the views and opinions of each other and to their teacher. A few call out inappropriately, instead of waiting for their turn to speak. Many pupils throughout the school lack confidence in speaking and in reading out their work. They usually put up their hands to answer questions, but sometimes struggle to find the words they need to express their views clearly. There are examples of teachers not using correct tenses when speaking to pupils, such as 'you should be sat up in your places', which does not help pupils in developing good speaking skills or accuracy in writing.

74. Current standards in reading are below average at the end of Year 2 and Year 6. However, pupils make good progress in developing a range of strategies for attempting to read unfamiliar words in Years 1 and 2. For example, pupils in Year 2 use their knowledge of letter sounds, or split words into smaller parts. They use these strategies well in literacy lessons, for instance when reading a favourite poem. Higher attaining pupils read a range of texts accurately and fluently for instance stories, simple instructions and poems. Average attaining pupils read more hesitantly, read most words accurately as the books are appropriately challenging, but do not always understand what they have read. Most pupils with English as an additional language make good progress in developing skills in reading through the good and regular support they receive. Their range of vocabulary also increases rapidly. By the end of Year 6, pupils read with some expression and whilst their reading is mostly accurate, only higher attaining pupils have secure understanding of what they have read. They have limited knowledge of a range of children's authors, and few show a love of literature. The only authors named were Roald Dahl, J.K. Rowling and Jacqueline Wilson. Higher attaining pupils can work out the meaning of phrases such as 'true to her resolve' and refer to the text to justify the answer. Average and lower attaining pupils give their opinion as to the type of people the characters in the story might be, but cannot justify

their views using references to the text. They often reread sentences to work out unfamiliar words. They read non-fiction books satisfactorily. Higher attaining pupils can recall facts they have read to answer questions, other pupils successfully scan the paragraph for the information. The pupils know how to find information in the school library, but there are too few books for the library to be a valuable resource for developing pupils' reading or research skills. The school has identified this weakness in pupils' reading skills and is concentrating on helping them to understand what the author is inferring in the text and what can be deduced from it. Where teachers work with small groups in literacy hours, for example in Year 6, the teaching is very good, with skilful questioning to encourage pupils to consider the author's intentions in more depth. As a result pupils are making better progress in developing reading skills.

75. In writing, current standards are well below average at the end of Year 2 and Year 6. This is the weakest aspect of the subject, although pupils' skills in writing independently are improving in all classes up to Year 3. In Years 4 and 5, a significant group of pupils, mostly boys, have poor attitudes towards their written work and progress is slower. Pupils in Year 6 who had been identified as needing a boost to their performance prior to taking the National Curriculum tests are not getting the support they need at present as no teacher can be found to fill the post. Better progress is being made in Years 1 to 3 because there is less reliance on using worksheets and more emphasis on encouraging pupils to record their work independently. By the end of Year 2, higher attaining pupils are beginning to write short stories with a logical sequence of events, some accurate use of full stops and capital letters and the most commonly used words spelt accurately. Average attaining pupils are attempting to write stories, but they are difficult to follow as little punctuation is used. Lower attaining pupils struggle to learn how to spell words accurately, for example in their instructions for making a pizza, they write 'pot' instead of 'put'. Higher standards are evident in Year 3, where pupils' writing skills are developing well. The scrutiny of work showed a good range of writing, for example, stories, letters, a fable and poetry, with effective use of adjectives to add interest for the reader. Pupils' work shows clear understanding of suitable story openings, although spelling is still a weakness for average and lower attaining pupils. A general weakness is in pupils' understanding of verbs and tenses. A frequent inaccuracy is 'we was'. The presentation of pupils' work in Year 3 is also better, with handwriting skills transferred to writing in other subjects. In Years 4 and 5, the scrutiny of work showed there has been more reliance on worksheets and the commercial scheme of work and progress has been slower, particularly for lower attaining pupils who receive more worksheets than other pupils. However, since January and a change of teacher in one class, the situation has improved and pupils are making better progress. This is because of the effective strategies for managing behaviour, and the emphasis being placed on pupils writing up their work in other subjects independently, rather than completing worksheets.

76. By the end of Year 6, pupils can write for a range of purposes, such as poems, play scripts, letters and stories. The scrutiny of work showed pupils have completed many formal exercises to increase their understanding of, for instance, alliteration and similes, at the expense of developing their confidence as independent writers. Often the skills learned from the formal exercises are not transferred into their other writing. There are few examples of longer, interesting stories on display for others to aspire to. Because of the number of formal exercises, pupils are slower to develop accuracy in their spelling. Pupils use their writing skills to record work in other subjects, but because their skills are insufficiently developed there is a lack of detail in what they record. For example, pupils in Year 4 wrote about their science experiment on friction and whilst they could explain orally what had happened and why, from their written work, it was not clear why the ice cube had split into two pieces. There is evidence of better progress for lower attaining pupils in Year 6, for example, poems showing good use of alliteration – 'a sloppy, slimy, sizzling sausage'. The weakness in understanding of past and present tenses is still evident. There is some variation in pupils' handwriting and presentation of work, with some pupils still printing in Year 6.

77. Pupils do not show real interest and enthusiasm for lessons in Years 4 to 6. This is partly because some lessons last for over one and a half hours and this is too long for them to sustain their concentration. The over-reliance on the use of a commercial scheme leads to a lack of interest in lessons, which results in pupils not putting sufficient effort into their work and not producing as much as they could. Pupils' poor literacy skills are hindering their progress in other subjects, as they cannot record quickly or accurately enough.

78. The quality of teaching and pupils' learning are good overall in Years 1 to 6 but range from very good to unsatisfactory. Teachers are making better use of assessment information to identify where pupils need to improve and are focusing on these areas. Teachers are particularly good at teaching basic skills in reading in all year groups, which help pupils develop effective strategies for reading unfamiliar words. Very good teaching in Year 3 resulted from detailed lesson planning, effective behaviour management strategies and high expectations of the pupils. Pupils were encouraged to listen when the teacher began to whisper to create an air of excitement. One of the great strengths was the way in which pupils' confidence was built up, so they rose to the challenge of the task and worked hard. Another very good lesson with a small group of potentially gifted pupils from Years 3 and 4 was characterised by the teacher's skilful, probing questioning, which enabled pupils to consider carefully, and improve, their story opening to make it exciting for the reader. Time deadlines were set for the completion of the task, which maintained a brisk pace throughout. The method of using 'talking partners' to discuss or share ideas works well throughout the year groups. In Year 5, the method of requiring pupils to record their spelling errors in a spelling log, and to learn the correct spelling for homework, before being tested by their 'talking partner' is particularly effective in improving each pupil's accuracy in spelling. Teachers share the learning objectives with pupils at the beginning of lessons and evaluate the success in achieving them at the end. This helps pupils to understand the pace of their learning. They also have individual targets to aim for and to increase their knowledge of their own learning. The one unsatisfactory lesson in Year 1 resulted from ineffective strategies for managing pupils' behaviour. Pupils left the room during the writing task to talk to friends working on computers and this went unnoticed. The general weakness in teaching is in modelling writing. Teachers did not work with groups or whole sets to improve specific aspects or the content of what pupils had already written. There was little evidence in the pupils' books of redrafting their work in order to improve it. Pupils use computers to support their work by typing up stories or poems and recording work in other subjects such as science.

79. The subject is well led and managed. The senior co-ordinator has undertaken a thorough analysis of the test results and information and has identified the relevant priorities for development in an action plan. She has a good overview of standards throughout the school from observing lessons and scrutinising teachers' planning and pupils' books and feeds back to teachers on where improvement can be made. The second co-ordinator appointed more recently has helped in improving the accuracy of teachers' assessments through moderating samples of pupils' writing. Overall improvement since the previous inspection is satisfactory.

MATHEMATICS

80. Standards are well below average at the end of Years 2 and 6. At the time of the previous inspection standards were said to be well below average in national tests, but rising to be below average in work observed. Since that time, the school has had much turbulence in staffing and the improvement was not maintained. However, standards are again beginning to rise and pupils' achievement is satisfactory throughout the school. The rate of improvement over time is not as great as the national rate and fluctuates too much year to year. Most pupils in Year 2 work at the levels expected for their age but overall standards in Year 2 are much affected by a large proportion of pupils with special educational needs (SEN) and a rising number of pupils with English as an additional language (EAL). Whilst these pupils make good progress, few work at the same levels as other pupils. In Year 6, most pupils are working at the level expected for their age and almost one-fifth are working

at the next higher level. However, there are about a quarter of pupils with SEN or who are lower attainers. They make sound progress but are working at a lower level than others in the year group and this affects standards overall. Pupils are taught in two groups based on their level of understanding. The school had made suitable extra provision for SEN and lower attaining pupils by employing an extra teacher. This created three teaching groups; the two class teachers could focus on the pupils with SEN and higher and average attainers whilst the extra teacher boosted the achievement of the lower attainers. However, when she left at the end of term the school was unable to recruit another teacher and the rate of progress of lower attaining pupils slowed to be satisfactory, rather than good.

81. Standards of work in Year 2 are a little lower than last year because a few more pupils are working at a lower level and less are exceeding the level expected for their age. Standards vary from year to year but over the past three years have been maintained at similar levels. There are no significant differences between boys and girls in test results or current work. In Years 1 and 2, teachers build up pupils' confidence in the application of number skills using a variety of materials and techniques. By the end of Year 2, most pupils have a sound understanding of numbers to 100, adding and subtracting two-digit numbers. They know their 2, 5 and 10 times tables and apply their skills to solving problems. Higher attainers work with numbers over 100 and lower attainers work with numbers to 20. Pupils have a satisfactory understanding of shape, space and measure. They collect data and convert it into simple graphs but do not use ICT sufficiently to support this work.

82. Current work in Year 6 shows that pupils are achieving satisfactorily. There is no significant difference between the standards achieved by boys and girls. Through Years 3 to 5, most pupils are working at appropriate levels for their age. Although there is still a measure of underachievement, particularly in Year 4, which is being rectified through skilful teaching. In Year 6, most pupils know their multiplication tables and add, subtract, multiply and divide large numbers with confidence. Lower attainers know most tables but are not as confident in recalling facts quickly when answering questions in mental arithmetic sessions or in solving problems. Pupils convert fractions to decimals and percentages and calculate averages. Higher attainers solve complex problems using their skills effectively whilst lower attainers and pupils with SEN learn to break down large numbers to help them solve problems. Pupils have sound knowledge of shape and space, measure accurately and convert data into a range of graphs, interpreting these successfully. Pupils use their numeracy skills satisfactorily to support their work in other subjects such as in science and design and technology. However, they do not make use of ICT in this work and their skills are underdeveloped.

83. Teaching and learning are good, overall, although in lessons observed ranged from very good to poor. They were at least satisfactory in all but one of the lessons observed. This is a significant improvement on the previous inspection, when a fifth of teaching in Years 3 to 6 was unsatisfactory and only a fifth was good. In the poor lesson in Year 1, pupils behaved badly and the class teacher did not have effective strategies to maintain control of the class. Teaching in most lessons was good and in four lessons, in Years 4 and 6, it was very good. In these lessons, teachers had high expectations of their pupils and set a good level of challenge in their work. Teachers are enthusiastic about mathematics and this rubs off on pupils, who respond by concentrating hard to complete tasks. Lessons are planned well, with clear learning targets and a good match of work to challenge all pupils appropriately. In all lessons, the mental arithmetic sessions are lively and pupils enjoy working at a quick pace when answering quick-fire sums. Teachers share their learning targets with pupils and in the better lessons, review these targets at the closing session, so that pupils know how successful they have been. There are few opportunities for pupils to reflect and recognise for themselves how much they have learned. Lessons proceed at a good pace and most pupils enjoy their work; they complete a good amount and present it well in their books, taking a pride in setting it out neatly. However, in a Year 1 class, work is often unfinished and untidy, reflecting unsatisfactory attitudes and low expectations. Pupils are usually well managed, with the positive use of the school's code of conduct. In some classes, particularly in Years 4 and 5, there are significant groups of pupils with SEN related to behavioural difficulties. Some of them find it hard to maintain concentration throughout the long sessions. These pupils are well managed and learning assistants are well used to support them, but, occasionally, they fail to respond to adults and do not learn enough, despite good teaching. Teachers

mark books regularly and praise pupils' efforts but only a few write comments to help them improve. Particularly good practice was noted in a Year 4 class, where the teacher not only commented on the work but also referred to the pupils' individual learning targets. The use of homework to support learning is unsatisfactory. Although that given is usually appropriate, it is not provided frequently enough for older pupils. Teachers make insufficient use of ICT to support learning in the classroom. Although there are attractive displays to support pupils' learning, there are insufficient examples of pupils' work displayed to celebrate success and inspire other pupils.

84. The subject is well led and managed by two co-ordinators, who work closely together to check the quality of planning, teaching and learning in classrooms and work in pupils' books. They have a clear focus to this work and report back to teachers and the headteacher on their findings. This is an improvement since the last inspection, when classroom observations lacked rigour and pupils' work was not checked. The co-ordinators have a good overview of standards and use assessment information well to highlight areas for improvement. They identify pupils who need extra support and are beginning to check that pupils make consistent progress through the school. The use of assessment has improved since the previous inspection. The National Numeracy Strategy is now soundly established and is having positive benefits for pupils, although because of the turbulent pattern of staffing over the recent years, it has not yet had a full impact at the end of Year 6. The school is now in a sound position to improve standards.

SCIENCE

85. Standards of work are below average at the end of Year 2 and Year 6. This is because of a significant number of lower attaining pupils in the year groups whose attainments are well below the national standards and consequently their results lower the average attainment for the whole group. A further important factor affecting standards is that the education of the pupils was seriously disrupted by the turbulence in staff. Although the attainments are now improving against a background of more consistent teaching, in order to improve still further the school needs to set progressive targets, especially for lower attaining pupils, to gradually improve their performance. Insufficient use is made of ICT to support pupils' learning. Nevertheless, pupils throughout the school are achieving satisfactorily, including those with special educational needs or with English as an additional language.

86. Standards of work by the end of Year 2 have improved since the last inspection when they were well below average. An important factor in this improvement is the emphasis on teaching investigative skills and developing the pupils' range of scientific vocabulary, not only in Years 1 and 2 but throughout the school. In a Year 2 lesson, for example, the pupils investigated whether a large or small vehicle travelled the farthest when given a push. They carried out the experiment and carefully measured the distances. Through careful questioning the teacher led the pupils' discussion into the concept of a fair test because some pupils pointed out that sometimes the cars were given a hard push and at other times a soft push. Other pupils investigated what happened to butter and chocolate when they are heated and observed what the materials did when they cooled down before recording the results on a diagram. In discussion with the pupils it is apparent that besides acquiring investigative skills they also have a sound range of scientific knowledge. They know, for example that humans need food, water and air to stay alive. When talking about daisies they are aware that the roots suck up water and food from the soil and send it up to the leaves and also that the roots stop the plant from being blown over. Their scientific vocabulary is developing and they can explain the meaning of words like "transparent" and "magnetic". They know that most of our light comes from the sun and that a torch needs a battery and a bulb to give out light.

87. Pupils' investigative skills and their ability to carry out a fair test were a weakness at the time of the previous inspection. This has now been remedied and such skills are making a worthwhile contribution to the raising of standards because all the work that was seen in the school was based on scientific investigation. For example in Year 6, the pupils were working collaboratively in mixed ability groups devising their own test to investigate how different types of sugar dissolved in water of different

temperatures. It was clear that all the pupils had a fluent knowledge of a fair test and each group devised their own investigation. One group used water in three different beakers at varying temperatures and did not agitate the water. Another group used water of the same temperature and stirred the sugar and water for a set number of times. The pupils were clearly able to explain the methods they were using and wrote up their results in a scientific way. Through talking to the pupils it is clear that besides being taught investigative skills they acquire a wide range of scientific knowledge. For example they know about the functions of the heart and can explain why your heartbeat goes up when you exercise and drops again when you stop. When talking about healthy living they know that smoking, alcohol and certain drugs are harmful to health. They are able to discuss the environment and know that petrol fumes pollute the atmosphere and that cutting down too many trees has a detrimental effect on the environment. With the help of a diagram they can explain how a simple circuit works. They can demonstrate and draw the earth and the moon in relation to the sun. It is clear investigative skills and scientific knowledge are systematically built up as the pupils move up the school. The school is committed to inclusive education and all pupils have full access to the science curriculum.

88. Overall the quality of teaching and pupils' learning is good throughout the school. The teachers set out to teach the pupils how to think and investigate in a scientific way and they are successful in their aim. In the majority of lessons the teachers are able to create a learning atmosphere in the classroom and this encourages scientific investigation. The teachers' knowledge is good and this is well used to plan interesting lessons. There is good use of questioning to make the pupils think scientifically and all pupils are encouraged to join in discussions. Teachers have a caring relationship with their pupils and handle difficult pupils well and with understanding. Consequently behaviour is usually good and, as the pupils co-operate well, this makes a valuable contribution to the improving standards. Lessons are well planned and the appropriate equipment is always available. As a result no time is wasted and pupils do not become frustrated due to poor facilities for investigations. The teachers ensure that the pupils' literacy and numeracy skills are used well and consolidated when using calculations in investigations, presenting findings on graphs and writing up the results of their investigations.

89. Management of the subject has improved since the previous inspection. It is now satisfactory. There is a good, comprehensive scheme of work and an overall plan that covers all the required aspects. The co-ordinator does not monitor teaching, but training for this is already planned. Pupils are assessed at the end of each topic and records are kept to monitor pupils' progress. The co-ordinator has not analysed the test results question by question to see which areas the pupils are having difficulty with. Specific targets are not set for individuals or groups. Science makes a valuable contribution to the spiritual, moral and social development of the pupils. Overall, satisfactory improvement has been made since the previous inspection.

ART AND DESIGN

90. Only one lesson was seen during the inspection due to the arrangement of the timetable. Judgements are based on examination of pupils' work and discussions with teachers and pupils. Standards of work at the end of Year 2 and Year 6 are average and similar to those reported at the last inspection. The weakness in the limited opportunities for three-dimensional work has not been remedied. Nonetheless, pupils' achievement is satisfactory, including pupils with special educational needs or who have English as an additional language.

91. By the end of Year 2, the pupils use a variety of media, materials and skills satisfactorily to create pictures. Pupils mix paint successfully to produce, for example, a range of warm autumn colours. Their observational drawing skills develop satisfactorily as shown by their accurate sketches of plants. Pupils have used crayons and ink to produce attractive, detailed drawings of the cross section of an orange, twigs and leaves. They acquire knowledge of the materials and techniques used by famous artists to create mood and effect and apply them to their own work. For example, having studied the work of Mondrian; a class used a computer program to make bold, colourful pictures in a similar style. Pupils

create their own collages using a variety of materials. However, there is limited evidence of three-dimensional work and only rarely are pupils encouraged to work collaboratively to produce large pictures. There are good links to work in other subjects, such as history, such as when pupils made large pictures of Florence Nightingale.

92. Pupils continue to develop their skills and techniques satisfactorily in Years 3 to 6. They improve their observational drawing skills through the use of a viewfinder to enlarge part of a picture. The teacher gave advice about technique and used other pupils' work effectively to demonstrate good practice. Sketchbooks are being introduced into school and they are being used well to practise skills, such as shading with soft pencils. As a result of this, for example, one pupil made a dynamic drawing of a snake. Pupils are taught to be painstaking with observational drawings and made fine drawings of seashells using pencils and ink and interesting portraits of each other. A variety of media and techniques are used effectively and pupils are confident in selecting their own materials. For example some pupils prefer using chalk, others use wax resist with a colour wash to produce subtle pictures and patterns. The pupils acquire further knowledge of the work and techniques used by famous artists such as Van Gogh and Gauguin and use similar techniques successfully in their own work. Pupils use art packages and make reflective pictures using a computer. The good links to work in other subjects continue, for example in history when pupils made attractive drawings of Greek vases. Some good quality Greek helmets were made, but there are still insufficient opportunities for three-dimensional work. The school actively encourages inclusive education and consequently there is full access for all the pupils to the curriculum.

93. Overall the quality of teaching and learning are satisfactory and similar to that reported at the last inspection. Teachers have secure subject knowledge, which has a beneficial effect on learning in the subject. Clear instructions are given in how to approach tasks, although insufficient emphasis is placed on developing pupils' understanding of the different techniques used by famous artists. The teachers have an affable relationship with their pupils and as a result most respond well, behaviour is good and pupils' productivity and pace of learning is satisfactory.

94. The management of the subject is satisfactory and has improved since the last inspection when it was described as poor. There is now a good quality scheme of work, which supports the teaching and the development of pupils' skills. However there is no assessment and recording in the subject in order to guide future work. There is no monitoring of teaching but the co-ordinators scrutinise samples of pupils' work to check all aspects are being covered and pupils are making sufficient progress. Displays of work enhance the learning environment of the school. The subject makes a worthwhile contribution to the spiritual, moral, social and cultural development of the pupils.

DESIGN AND TECHNOLOGY

95. During the inspection it was only possible to observe one lesson because of the arrangement of the timetable. Judgements are based on this lesson, the scrutiny of pupils' work and discussions with teachers and pupils.

96. Standards at the end of Year 2 are below average and this indicates that standards have declined since the last inspection when they were average. This is because the pupils do not produce a sufficient amount of work and do not cover all the areas of the National Curriculum. For example, during the current academic year, Year 1 pupils have only completed one piece of work, when they designed and made a house out of cardboard. Year 2 pupils made a glove puppet out of felt type material. The pupils do not have enough experience of a wide range of materials or develop the skills required to work with them. Nor do the pupils experiment with food technology. This term the older pupils are investigating vehicles and this is linked to forces in science so that the pupils will become familiar with mechanisms such as wheels and axles. The pupils are being taught useful methods of working, for example, before making the glove puppets they investigated puppets and made suitable plans before making the models,

which were of a satisfactory standard. Because of their narrow experiences all pupils are underachieving.

97. By the end of Year 6, standards are below average, but are slightly better than at the time of the previous inspection. Standards of attainment are not yet high enough. This is because the pupils do not have enough experiences and do not cover all the necessary aspects required. For example, the pupils do not make structures and investigate how they can be made stronger. They have little experience of mechanisms like cams, wheels, belts or pulleys although one class is beginning to investigate levers to be incorporated in their models. There are no control units in school and as a result the pupils cannot use ICT to make their models more interesting. There is a shortage of rigid materials and suitable tools. Food technology is only investigated occasionally. However in some areas in which pupils do have experience the work they produce is of good quality. For example, the older pupils designed and made some interesting, musical instruments and this work was clearly linked to their topic on sound in science. The resultant models were attractive, well made and included pan pipes made from assorted plastic bottles, guitars with vibrating rubber bands for strings, various shakers, and hollow instruments played with beaters. The pupils clearly took a pride in their work and gave their models a brightly painted finish. Because the pupils do not have a wide enough range of experiences and opportunities to develop their skills, insufficient progress is made and their achievement is unsatisfactory. This includes pupils with special educational needs and those with English as an additional language. One important aim of the school is to provide inclusive education and consequently there is full access to all the work done by all the pupils.

98. The quality of the models produced suggests that the teaching is satisfactory, but overall, the teaching and pupils' learning are unsatisfactory because the pupils are not taught a wide enough range of all the aspects of design and technology. The finished products suggest that the pupils enjoy the subject and take pride in their work because they take care when making their models and ensure a neat and attractive finish is applied to them.

99. Overall the management of the subject is unsatisfactory but shows positive signs of improving. This is better than the previous inspection when management was said to be very poor with no co-ordinator and no scheme of work. The newly appointed co-ordinators have introduced a good quality scheme of work but have not yet devised a long term overall plan so that each teacher knows what to teach and when. Resources are limited, for example a narrow range of rigid materials and suitable tools to use with them. There is no assessment and recording system so skills cannot be taught progressively and improved by planned consolidation. The subject makes a worthwhile contribution to the pupils' cultural development because, for example, the pupils investigate how different instruments make a unique contribution to music. Improvement since the previous inspection is satisfactory.

GEOGRAPHY

100. Standards of work are below average at the end of Year 2 and Year 6 and are lower than those reported in the last inspection. Pupils throughout the school are underachieving due to the unsatisfactory management of the subject, the previous turbulence in staffing and the low allocation of time for teaching in some year groups.

101. In Years 1 and 2 the pupils keep postcards sent by Barnaby Bear when he accompanies people on their holidays and day trips. He collects lots of interesting pictures that teach the pupils about various places he visits. As a consequence, pupils can compare the town of Kendal with the city of Sheffield. Through looking carefully at the photographs, the pupils begin to appreciate the main features of Kendal and the surrounding countryside and make comparisons with the city that they know. One lower attaining pupil remarking 'I bet they haven't got a Meadow Hall', which is the large shopping complex in Sheffield. Pupils find it difficult to appreciate the distance between Kendal and Sheffield when looking at the large map of the United Kingdom, with a higher achieving pupil

suggesting that it didn't seem far and she could probably walk there. Pupils know some features of different buildings in the locality and have linked them with work in mathematics, such as when they noted that windows are usually square and doors rectangular.

102. Pupils in Year 3 are able to identify rooms on a school plan, label the plan and make a key. Lower attaining pupils require reinforcement in order to complete the task but made good attempts to give directions. Work on display and in books shows that the pupils in Year 4 have extended the work on planning to include investigating the need for fire-doors and where will be the best place to position them. By the end of Year 6, pupils understand how to care for the environment and the need to recycle rubbish. They have some knowledge and understanding of places and make comparisons between life in India and England. Similarly, they have some understanding of the effect of rivers on the landscape. When talking to a group of Year 6 pupils their knowledge of rivers and of countries studied, such as Africa was very sketchy. More recently 'What's in the news' has been introduced to the curriculum and the pupils were more confident when talking about this. They were able to discuss the recent eruption of the volcano and the destruction of the city, but could not name the country, or the city where it had taken place.

103. The teaching and learning seen in lessons was satisfactory. Strengths in the teaching seen were clear explanations enabling the pupils to make comparisons and to form judgements as one did when he declared that 'a town is smaller than a city'. Resources are used well to attract and hold the pupils' interest enabling them to gain a greater understanding of the features of the countries and places that they are studying. An example of this was seen when Barnaby Bear was in the 'hot seat' answering questions about his visit to Kendal. He was able to tell the pupils that during his recent visit 'it was very cold and rainy, but very green'. However, the low time allocation to teaching in most years, the high number of changes of staff and a significant number of short-term replacement teachers have had a significant effect on the continuity of teaching resulting in a slow pace of learning for the pupils.

104. Pupils work well in mixed ability groups and those with special educational needs and from ethnic minority groups benefit from this and their pace of learning is good. They are well supported by teaching assistants who often give their time voluntarily.

105. The same two teachers co-ordinate both history and geography. One has only recently been appointed and the other, who was appointed last year, now only works for one day a week and was absent during the inspection. Planning in both subjects follows national guidelines and is good. Although the planning shows that pupils cover the National Curriculum programmes of study, there is insufficient evidence to show the depth of pupils' knowledge and understanding. The teachers' marking of books shows that there is satisfactory day to day assessment of the work but there are no formal assessments or records to show that pupils have achieved targets set in the programme of study. Resources are gradually being developed to support the new curriculum. However, the use of ICT is inconsistent and underdeveloped in geography. There is no policy document in operation. There is a good development plan which has outlined action for many of these shortfalls; however the constant changes in staffing and adjusting of the timetable has effected the overall teaching and learning and prevented satisfactory progress being made in both these subjects.

HISTORY

106. Standards of work are below average at the end of Year 2 and Year 6 and all pupils are underachieving. This is because inadequate time is given to teaching the subject; the management of the subject is unsatisfactory and previously there was disruption in teaching. Standards have declined at the end of Year 2 since the previous inspection, but are similar at the end of Year 6. Overall improvement since the previous inspection has been unsatisfactory.

107. No lessons were observed in Years 1 and 2, judgements are based on work on display and in pupils' books. By the end of Year 2 the pupils are beginning to become aware of past and present. They compare old and new toys and consider how they are different. They begin to develop an understanding of major events in history and the lives of famous people, evident in their writing about the life of Florence Nightingale and the Great Fire of London, which show a sound level of knowledge. Both history and geography share a half-hour in the weekly timetable and this is insufficient to enable the pupils to acquire sufficient knowledge or understanding in either subject.

108. Pupils in Year 4 have some knowledge of the culture of the Egyptians and make good use of the computer suite to acquire knowledge, particularly about the scribes' two main duties, what the Egyptians built their homes from and why they built the pyramids. Higher attaining pupils can access information independently from a given web site and so increase their knowledge and pace of learning. In a lesson seen, background information was displayed on an overhead projector, so all pupils can access the information. As a result of this good inclusion, all pupils achieved well in the lesson and were able to contribute to the discussion about the climate, the flooding and its effect on the soil and ultimately on the Egyptians. Year 6 pupils showed sound understanding of life in Victorian Britain when they made good contributions to class discussions about the advantages and disadvantages of living in a model village owned by their employer. The pupils considered facts, made comparisons and formed opinions, for example, a pupil remarked 'that was very sexist' when a father in the video made reference to his daughter having all the brains in the family and that this was a waste.

109. When asked to, pupils work well either in pairs or groups. Because of this there is good inclusion. Pupils with special educational needs and those from ethnic minorities are well supported in their lessons and make good progress in their learning.

110. Teachers plan opportunities for pupils to learn how to access information using the newly formed library. During a Year 6 lesson, a group of pupils were withdrawn and effectively taught library skills to enable them to locate history reference books. They learned how to access and note information from the 1891 Census database and so increased their knowledge about life at that time. However, pupils' independent research skills are not as well developed, as they should be, by the end of Year 6 and they have insufficient depth of knowledge of the different periods in history.

111. The teaching seen in the small sample of lessons was good. However, the amount of teaching is unsatisfactory throughout the school and does not enable pupils to acquire knowledge or develop their skills at a satisfactory pace. There are examples of the use of very good quality photographs to aid teaching and effective use of ICT, for example, for the front page of the 'Tudor Times' newspaper produced by pupils in Year 4. Visits, for example, to a Victorian classroom where Year 6 pupils experienced life as a child at that time brings history to life and increases pupils' knowledge and understanding of periods in history effectively.

112. A teacher had to work hard to maintain discipline in a class with a significant minority of pupils with individual behavioural plans, but did so successfully. Some pupils have low self-esteem, this was apparent when pupils were asked to write their name in hieroglyphics. Because the teacher encouraged and supported the pupils well, they were able to complete the task satisfactorily.

113. The two co-ordinators for the subject are the same as for geography and so the judgements, comments and weaknesses are the same.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Standards or work are average at the end of Year 2, below average at the end of Year 6 and are similar to those found at the time of the previous inspection. Most pupils achieve satisfactorily in Years 1 and 2, but pupils in Years 3 to 6, including those with special educational needs or who have English

as an additional language, do not achieve well enough. Throughout the school, there is no significant difference between the achievements of boys and girls or between pupils from different ethnic and cultural backgrounds. Insufficient account is taken of the needs of pupils of different abilities in short term planning.

115. By the end of Year 2, pupils can control a mouse easily and use different tools when creating pictures or importing images. They also use the computer successfully for simple data handling, linking it to other subjects. Word processing shows progression, from simple messages in Year 1 to decorated poems in Year 2, which they save and print. Pupils' skills in control technology are weaker, as they have not had sufficient experiences in this aspect of the subject.

116. Since the last inspection, there has been unsatisfactory improvement in the standards achieved by the end of Year 6. The ICT suite is in use every afternoon and because it enables all pupils to practise their skills, they make good progress in these lessons. Unfortunately, many pupils in Years 5 and 6 have not experienced good provision earlier in their school life and their new learning cannot build easily on what they already know and can do. This is compounded by the fact that several teachers lack the subject knowledge to plan so that pupils' skills, knowledge and understanding are reinforced and improved as they learn in other subjects. Many of the older pupils have had little experience of setting up or interrogating databases, using spreadsheet data for modelling, programming the computer to control movement or sound, or of using computer equipment to sense physical data. Desktop-publishing skills are under-developed, although these are being developed well in the after-school computer club for some pupils. The equipment for teaching pupils how to use sensors has not yet been set up and the training for teachers in all aspects of the subject has not yet taken place.

117. Research skills using the Internet are now developing well. There are examples of very good teaching, for instance a Year 3 science lesson contained many elements of best practice. All pupils were motivated, the activity was structured well by the teacher so that pupils were learning independently and helping each other, and the teacher was able to give quality time to pairs of pupils. Similarly, elements of the art and design curriculum are taught well. In a Year 6 lesson, useful links to impressionism and reflected images helped pupils to produce their own striking images. Although this lesson was at the end of the school day and followed a practical science lesson the pupils focused on the task in hand and took pride in their work. The timings of lessons in the afternoon can be challenging for pupils when they have to switch from a very different activity.

118. Good behaviour was seen, as lessons were interesting. Well-motivated pupils worked with enthusiasm. They want to succeed, are determined to master the skills they need and work very well together and keep each other achieving.

119. Teaching and learning are satisfactory in Years 1 and 2, but are unsatisfactory in Years 3 to 6. Individual lessons are sometimes taught well, but the narrow range of opportunities for some classes, linked to a lack of subject knowledge and insufficient use of computers in or outside classrooms is hindering progress. Teaching is well organised and learning support assistants are always well deployed in the suite. The strongest teaching provides clear explanations, introduces new tools at an appropriate pace, reminds pupils about important learning points and gives them time to practise their skills. A good example of teaching at its best was seen in a Year 2 lesson that focused on a peacock feather. The teacher acted as the non-expert, which was very motivating for the pupils who immediately wanted to show their superior skills and knowledge. In the weakest teaching, the tasks set did not match all pupils' learning needs and the lack of subject knowledge led to the support for pupils not being as good as it could have been.

120. The subject is managed satisfactorily. The audit and the plan for continuous improvement are good. The second co-ordinator, appointed recently, has a clear-sighted view of how the subject needs to develop in order to raise standards, a wealth of experience and has already produced useful tools to

help teachers' planning. One of the tools is a comprehensive framework linking all the aspects to be learnt to units of work. Another tool lists the basic skills to be acquired in each year group. Areas for development include;- integrating skills into planning; reviewing and extending the assessment and recording system in use in Years 1 and 2; training all staff to increase confidence and subject knowledge; setting up equipment so that all aspects of the curriculum can be taught; and monitoring learning to raise standards.

121. The school has successfully improved resources over the last two years. There is a network of computers in the ICT suite, which provides pupils with access to independent learning programs but at present teachers do not make sufficient use of this good facility for integrating ICT into literacy or numeracy lessons. There are also additional computers in classrooms and listening centres but these are not used well in lessons. The school is fortunate in having a teaching assistant in the computer suite every afternoon, to provide more support for pupils and increase the pace of learning.

MUSIC

122. Standards at the end of Year 2 are average and have been maintained since the last inspection. At the end of Year 6, standards have fallen, and are now below average. The vast majority of pupils in Years 1 and 2, including those with special educational needs or who have English as an additional language achieve well due to good teaching and an appropriate curriculum. Achievement in Years 3 to 6 is unsatisfactory for all pupils. In Years 3 and 4, much less time is spent on music than in most schools and this has a negative effect on the pupils' learning. The curriculum, based in part on a series of radio programmes, is in need of review and is not delivered consistently enough in all age groups to enable pupils to build on their skills and knowledge progressively. Because of staffing difficulties, some pupils have been taught by many, different temporary teachers, which has disrupted their learning. A lack of interest and uncooperative behaviour of a significant minority of pupils, mainly boys, slows the rate of learning in some classes.

123. Pupils in Years 1 to 6 sing tunefully in unison, for instance, in assembly. In Year 2, the pupils respond enthusiastically to their teacher's praise and encouragement. They are confident to tap out rhythms and to write down their work using symbols. The teacher uses her good subject knowledge to introduce correct notation so that pupils begin to understand the values of crotchets and quavers, in terms of beats and half beats. In Year 4, pupils explore ways in which sounds can be made. They make satisfactory progress in the lesson in developing skills in composition and understanding of musical elements. However, their lack of earlier experience results in low standards of work. Some pupils do not know how to hold instruments correctly and do not handle them with respect. In Year 6, almost all pupils follow simple notation to pick out rhythms and pitch. They perform a four bar chorus using voice and percussion. Higher attainers recognise repeated patterns when listening, or when following written music. The teacher adapts and supplements the radio programme to meet the pupils' needs. This is not so in all classes. For instance, in Year 5, the music content consisted only of pupils following a workbook and singing along to taped music. Whilst instruments were displayed, they were not used in the lesson. In discussion, Year 6 pupils show little understanding of composing, recording and evaluating their own work and very limited musical vocabulary. Their knowledge of the work of famous composers, past or present, is poor. The pupils speak enthusiastically about listening to visiting musicians with good recall of Afro-Caribbean drumming and small orchestral groups. Their knowledge of the instruments of the orchestra is good.

124. The quality of teaching and learning is unsatisfactory in Years 3 to 6. Good teaching was seen in Years 1 and 2, where a lively approach based on practical first-hand experiences motivates pupils to do their best and leads to successful learning. In some classes in Years 3 to 6, staff have insufficient expertise and lessons do not focus strongly enough on the teaching of skills. In one class, for example, the music content was sacrificed when the lesson concentrated more on reinforcing pupils' knowledge of Ancient Greek myths than on musical expression. Most lessons, however, begin appropriately with

a concise recap of earlier work so pupils are confident to build on what they already know. Teachers deal effectively with challenging behaviour, but in some older classes, too much of the teachers' time is sometimes taken up in managing the behaviour of a few children, which prevents others from making sufficient progress.

125. Music has not been a school priority recently due to the emphasis appropriately given to raising standards in English and mathematics. The management of the subject is satisfactory; planning is checked to ensure that all elements of the curriculum are taught, but the quality of teaching and learning is not monitored. Taken overall, unsatisfactory improvement has been made since the previous inspection.

126. Whole school presentations at Christmas and sometimes Easter provide suitable opportunities for pupils to perform for a large audience and a school choir is assembled in preparation for these events. A weekly recorder group has very recently been established in Year 2 and is beginning to improve the skills of some pupils. There are not enough opportunities to use ICT to support learning.

PHYSICAL EDUCATION

127. Standards of work are average at the end of Year 2 and Year 6. Since the last inspection, standards have fallen from good by the end of Year 2 due to the lack of continuity in the development of skills caused by changes in staffing. In Years 3 to 6, standards have been maintained in dance and gymnastics but there is some weakness in attainment in games. Lack of opportunities to represent the school in competitive sport and of facilities such as a suitable grassed area or football pitch, have a negative effect on attainment in games. The pupils in Year 6 benefit from very good swimming instruction and most reach the required standard.

128. Overall, pupils throughout the school are achieving satisfactorily. The rate of learning was satisfactory in almost all lessons observed. Pupils with special educational needs and those with English as an additional language are supported effectively and make satisfactory progress. Teachers ensure they have full access to the curriculum.

129. In Years 1 and 2, only gymnastics lessons were observed, but teachers' planning throughout the school shows that there is appropriate coverage of the curriculum in dance and games. In Year 2, lessons are carefully organised and the pupils quickly respond to the teachers' clear instructions. They display reasonable co-ordination and control in performing simple sequences of movement on a range of large apparatus. They are not yet skilled in evaluating their own, or each other's work. Pupils in Year 3 are beginning to recognise the effect of exercise on their bodies in terms of raised heartbeat and heat generated. Almost all lessons observed in Years 3 to 6 were based on dance. By the time they reach Year 6, pupils co-operate in small groups and move fluently with expression, using their whole bodies to respond to music. They plan their work sensibly, incorporating specific criteria into their movement sequences. Almost all are becoming skilled at evaluating work. They are appreciative of each other's efforts, for instance, bursting into spontaneous applause, as well as identifying areas for improvement. In games, Year 6 pupils can travel whilst controlling a basketball, but their attention is not sufficiently drawn to the specific skills needed in order to improve their work. When joining in small group games they are not aware of tactics. The boisterous and uncooperative behaviour of a significant minority of pupils, mainly boys, in one games lesson slowed the pace of learning for the class.

130. The quality of teaching and learning varies between classes from unsatisfactory to good. It is satisfactory overall. All lessons have appropriate structure in that first pupils practise skills and then they use them in a sequence or in a game. Teachers do not always ensure that pupils have the opportunity to evaluate their own work. In the good lessons, teachers set out the learning objectives carefully at the beginning so that the pupils know how to succeed and therefore take some

responsibility for their own learning. Teachers demonstrate clearly how skills can be improved and pupils work purposefully on their own performance. Good opportunities are provided in almost all lessons for pupils to work together in pairs or small teams. Teachers manage pupils effectively through appropriate use of praise and encouragement, but occasionally the pace of learning slows when instructions have to be repeated. Unsatisfactory teaching results from too much time being taken up with behaviour management and too little emphasis on teaching pupils how to improve their skills, which inhibits their learning.

131. The curriculum co-ordinators are very new to their posts and have not yet started to manage the subject satisfactorily. The policy is in need of review. The scheme of work is used satisfactorily to plan for the development of skills over time. The subject makes a satisfactory contribution to pupils' social development in fostering co-operative skills. Lunchtime clubs in hockey and football are beginning to support learning. Outside agencies such as local professional football clubs enhance the school's coaching provision. Overall, satisfactory improvement has been made since the previous inspection.

RELIGIOUS EDUCATION

132. By the end of Year 2 and Year 6, standards of work match those expected for pupils' ages as set out in the locally agreed syllabus. Standards have been maintained in Years 1 and 2 and good improvement has been made in Years 3 to 6 since the last inspection. The school now complies with the statutory requirements and attractive, informative displays demonstrate the higher profile given to the subject. The breadth and relevance of the syllabus are evident in the variety of activities that have been organised, most notably the pattern of visits and visitors. These are helping to make the subject come to life for pupils who show, in discussion, that their knowledge and understanding is often greater than can be seen in their written work. Achievement is satisfactory for all pupils, including those with special educational needs and those who have English as an additional language because many have little understanding of religious concepts outside of school.

133. Teaching and learning are satisfactory in Years 1 and 2. Pupils learn about the importance of major festivals and celebrations. Following discussions, the teachers work hard to reinforce understanding through enjoyable and practically based activities such as making 'Happy Eid' greetings cards and richly decorated clay diva lamps and candles. Year 1 pupils were introduced to the festival of Ramadan and a beautifully decorated prayer mat was used effectively by the teacher to inspire individual prayer mat designs. Pupils understood the importance of fasting and cleanliness before prayer but because some lessons do not contain a review session at the end learning is not always consolidated. The length of the lessons does not provide sufficient time for pupils in Year 1 to express their thoughts and feelings freely. This is less so in Year 2 as the pupils can write more quickly. They make books about 'The Nativity' and record their understanding of Sukkot in different ways. One of the strengths of teaching is the sensitivity shown by teachers when they include all pupils in lessons. This results in positive attitudes to the subject.

134. The quality of teaching and learning is good overall in Years 3 to 6, although it ranges from unsatisfactory to very good. Year 3 pupils benefit from the opportunity to discuss ideas when they suggest their order for the 'Ten Commandments.' The methods used in lessons are a particular strength because teachers use methods that will accelerate learning in a meaningful way to the particular age group, holding their interest. For example, Year 4 learnt a great deal when they divided sentences about Allah into true and false categories. The class was then guided by two Muslim pupils who were able to speak with authority about the significance of washing hands and face before handling 'The Qur'an.' Year 5 pupils demonstrate that their knowledge about Islam is deeper when they recall facts from their previous study. Learning is accelerated when teachers engage pupils in discussion by skilful questioning and bring the subject to life with a range of authentic resources.

Learning is hindered when teachers do not prepare well for lessons by gathering the resources needed, or where pupils' poor behaviour is allowed to dominate.

135. The good teaching ensures that by Year 6, pupils have satisfactory knowledge and understanding of the main beliefs of Judaism, Islam and Christianity. Literacy skills and speaking and listening skills in particular are reinforced well. Year 6 pupils listen carefully to assemblies and can relate to the themes discussed. The subject makes a good contribution to the pupils' personal and social development and to their own sense of self in the world.

136. There have been improvements in the leadership and management of the subject, which are now satisfactory with areas for development. There is now a detailed scheme of work for Years 3 to 6, which follows the locally agreed syllabus. Areas for future development include a whole-school approach to assessment, which was discussed on a recent training day, the monitoring of teaching quality and children's work and the completion of the scheme of work for Years 1 and 2. There are some good quality books and resources, which are now stored centrally and are used well in most lessons and assemblies.