

INSPECTION REPORT

RIVELIN PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107081

Headteacher: Mr D Markham

Reporting inspector: Ms A Grainger
20782

Dates of inspection: 25th – 29th September 2000

Inspection number: 224062

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Morley Street
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South Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Mrs V Hardstaff

Date of previous inspection: 19th November 1996

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Mr C Farris (19426)	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mrs A Dancer (20848)	Team inspector	Mathematics Information and communication technology Design and technology Special educational needs	
Mr P Kerr (23583)	Team inspector	Science Music Physical education Equality of opportunity	Quality and range of opportunities for learning
Mrs S Handford (21171)	Team inspector	English Religious education English as an additional language	
Mrs J Forward (21852)	Team inspector	Geography History Areas of learning for children in the Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full-time pupils: 314 (bigger than other primary schools nationally)

Pupils known to be eligible for free school meals: 10.17% (below average)

Pupils on the register of special educational needs: 25.9% (above average)

Pupils with English as an additional language: 0.4% (below average)

Pupils from ethnic minority backgrounds: 1.7% (below average)

Average class size: 24.2

The school is situated in north west Sheffield. Children enter the nursery at the age of three. Children with birthdays between September and February begin in the Autumn term. Those whose birthdays are in March to August start in the Spring term. It is normally one year later that children move to the reception classes. Taking the intake as a whole, children's attainment on entry to the nursery is broadly average. On entry to the reception classes, it is above average in language, literacy, the number aspect of mathematics and in personal and social development.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for its pupils. The oldest pupils achieve broadly average standards in mathematics and science. In English and information and communication technology, however, standards are too low. Pupils' overall progress in relation to their attainment on entry is satisfactory in mathematics and science, but it is not good enough in English and information and communication technology. The overall quality of teaching is good for pupils aged three to seven and it is satisfactory for those aged seven to eleven. Although some aspects of the school's leadership and management are unsatisfactory, the new headteacher is providing a good educational direction and is supported by the staff. The school provides satisfactory value for money.

What the school does well

- The strategy for the teaching of numeracy is good and is improving standards.
- Standards in religious education are good.
- Children have a good start to their education in the nursery and reception classes.
- The teaching of pupils with special educational needs in small groups taken out of class is good.
- Pupils respond well to the school's high expectations of their attitudes and behaviour. They work and play well together.
- The partnership with parents is good.

What could be improved

- Standards in English and information and communication technology are too low when pupils leave the school, at the age of eleven, because teaching is not good enough between the ages of seven and eleven. In particular, boys do not do well enough in English.
- The brightest pupils are not achieving as well in writing as in reading and mathematics at the age of seven.
- The range of work in design and technology is too limited for pupils aged seven to eleven, and standards are not high enough.
- There is too little assessment of pupils' learning. Insufficient account is taken of what

pupils know, understand and can do in the planning of new work.

- There is insufficient checking of the quality of teaching.
- The governing body is not well enough aware of its responsibilities and does not hold the school to account for the standards it achieves.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's progress with improvement since its last inspection in November 1996 has been satisfactory. The most significant progress has been made during the last year. Adequate action has been taken to rectify the weaknesses identified when the school was last inspected, although there is further work to be done. A programme for the appraisal of teachers has been introduced. The school day has been extended for pupils aged seven to eleven and teaching time now meets requirements. The structure of the senior management team has been reviewed and the roles and responsibilities of each member are much clearer. Within the last year, the roles and responsibilities of the curriculum co-ordinators have been better defined, although they are still not well enough involved in checking the quality of teaching and learning. The day-to-day assessment of pupils' work has improved in the reception and nursery classes, in mathematics throughout the school and in English for pupils aged five to seven. Elsewhere, this aspect of teaching needs further improvement. The use of assessment information to support planning is poor. Considerable further work is needed on this key issue from the last inspection. While further improvements are planned, the range and accessibility of resources to support teaching are better.

There have been changes in areas that were not identified as key issues at the last inspection. Standards are improving in English and mathematics at the age of seven, and in mathematics at the age of eleven. Attendance is not as good as at the last inspection and it is now unsatisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	D	D
mathematics	D	E	D	D
science	D	E	D	E

Key

well above average A

above average B

average C

below average D

well below average E

The above table shows, for example, that standards in English in 1999 were below the national average, and below average when compared with the results achieved by schools with pupils from similar backgrounds. While the fluctuation year on year in the school's results has been significant, especially in science, the overall trend for all three subjects together, based on average point scores, is broadly in line with that found nationally. There is presently no comparative data for the 2000 results. Comparing the results with those

achieved in 1999, there is improvement within the school in mathematics and science. Although the standards achieved by girls have improved in English, boys' results have declined. The evidence from the inspection of pupils' school work shows that standards are broadly average in mathematics and science, but they are still too low in English. The school has set targets for English and mathematics standards at the age of eleven. It exactly met its targets in 1999. In 2000 the target was met in English and exceeded in mathematics. Targets show an expectation of steady year on year improvement, although the pace of this is not good enough in English.

At the age of seven, in the 1999 tests, standards were below the national average in reading, well below the national average in writing and broadly average in mathematics. The 2000 test results show significant improvement within the school, although the brightest pupils are not doing as well in writing as in reading and mathematics. The evidence from the inspection of pupils' school work indicates that standards are average in reading, writing and science, and above average in mathematics.

In religious education, standards are above average at the ages of seven and eleven. In information and communication technology, they are far too low at the age of eleven, although they are average at the age of seven. Standards in other subjects are average, except in design and technology where they are lower than expected at the age of eleven. On leaving the reception classes, children achieve above average standards in language, literacy, the number aspect of mathematics, and in personal, social and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy their work and are keen to learn. Between the ages of three and seven they are more independent as learners, relative to their age, than between the ages of seven and eleven.
Behaviour, in and out of classrooms	Good. Pupils are attentive to their teachers and behave well in lessons. They are respectful of school property and are sensible when moving about the school and when at play.
Personal development and relationships	Good. Pupils work and play well together. They respond well to opportunities to take responsibility and show initiative.
Attendance	Unsatisfactory. Although attendance was broadly in line with the national average in the 1998–1999 school year, it fell during 1999–2000.

Pupils' good attitudes, behaviour, relationships and response to the opportunities for their personal development, all contribute to the effectiveness of their learning. The unsatisfactory attendance adversely affects the progress of those pupils involved.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	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.

Seventy-nine lessons were seen during the inspection. Of these 13 per cent were very good, 41 per cent good, 40 per cent satisfactory and six per cent unsatisfactory. Very good lessons

were seen in English in Years 2 and 6, in mathematics in Years 1, 2 and 5, in information and communication technology in Year 2, in art and design in Year 5, and in literacy and numeracy in the reception class. There is also some very good teaching of pupils with special educational needs when they are taught in small groups taken out of class. Almost all the unsatisfactory teaching is in English in Years 3 to 5. The teaching and learning of English, including the basic skills of literacy, is good for children aged three to five, satisfactory for pupils aged five to seven but unsatisfactory for those aged seven to eleven. The teaching and learning of mathematics, including the basic skills of numeracy, is good for pupils aged five to seven, and satisfactory for those aged seven to eleven and for children in the nursery and reception classes. Religious education is taught well for pupils aged five to seven. Teaching and learning in information and communication technology is poor for pupils aged seven to eleven. In other subjects, teaching and learning is satisfactory, although there is not enough evidence to make a judgement for design and technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. National Curriculum requirements for information and communication technology are not met, and work in design and technology is limited, for pupils aged seven to eleven. As a result, the curriculum for these pupils is unsatisfactory. There is a good range of learning opportunities for children in the nursery and reception classes. The curriculum is suitably broad and balanced for pupils aged five to seven.
Provision for pupils with special educational needs	Good. Identification of pupils is effective. Support for those taught in small groups taken out of class is good and leads to them making effective progress.
Provision for pupils with English as an additional language	Satisfactory. Teachers are aware of these pupils' needs. They are given support to make satisfactory progress in learning English and in participating in other learning opportunities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. There is good provision for pupils' social and moral development, and satisfactory provision for their spiritual development. While there is adequate provision for their cultural development, too little emphasis is given to developing pupils' understanding of the rich diversity of cultures in modern Britain.
How well the school cares for its pupils	Satisfactory. Pastoral care is good. The assessment of children's learning in the nursery and reception classes is satisfactory, but the arrangements for checking the progress of those aged five to eleven are unsatisfactory.

The school's partnership with parents is good. Parents have positive views of the school. Parents are given satisfactory information on their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The new headteacher gives a good educational direction for the work of the school. He is supported by the senior management team, including the deputy, whose roles are becoming clearer and more effective.
How well the governors fulfil their responsibilities	Unsatisfactory. Governors are not well enough involved in shaping the direction of the school and do not have independent strategies for checking its effectiveness.
The school's evaluation of its performance	Unsatisfactory. There is too little checking of the quality of teaching by the senior management team and co-ordinators.
The strategic use of resources	Unsatisfactory. There is no detailed financial plan linked to the school's identified priorities for improvement. A deficit budget has resulted from decisions made on spending.

There are sufficient teachers, support staff and resources to meet the demands of the curriculum. The accommodation is satisfactory. The school's application of the principles of best value to its work is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">▪ The school is approachable.▪ Teaching is good and their children make good progress.▪ Their children are expected to work hard.▪ Their children like school.	<ul style="list-style-type: none">▪ The range of activities outside lessons.▪ The amount of homework.

In the main, inspectors agree with parents' positive comments, except that teaching is satisfactory rather than good for pupils aged seven to eleven. The range of extra-curricular activities has improved recently and is now good. The setting of homework for pupils aged seven to eleven is inconsistent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' results in the end of Key Stage 2 National Curriculum tests in 1999 were below the national average in English, mathematics and science. When compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance was below average in English and mathematics and it was well below average in science. Standards were low in all three subjects because too many pupils were performing below the level expected of most eleven-year-olds. This was particularly the case in mathematics, even though the percentage of pupils reaching a higher level was above the national average. While these standards are not good enough, they are better than at the last inspection when they were even lower. The overall trend in the school's results between 1996 and 1999 has been in line with that found nationally for the three subjects together. There has, however, been greater year on year fluctuation in the school's results than nationally, especially in science.
2. Although no data is available for comparison with the national picture, the 2000 test results show improvement within the school in mathematics and science at the end of Key Stage 2. The percentage of pupils reaching the level expected of most eleven-year-olds increased markedly. In mathematics, these improvements result from the school's good implementation of the National Numeracy Strategy and effective checking of the quality of teaching and learning throughout the last year. In science, as well as in mathematics, the school has kept records of coverage of the curriculum to ensure that the necessary content is covered to support pupils in reaching the expected level in the tests. In contrast, in English, standards have not improved. In English at Key Stage 2, there has been no adequate checking of the quality of teaching and learning, and records are not kept as in mathematics and science. Although girls did better than in 1999 in English, boys' performance declined. This is in part accounted for by the higher percentage of boys than girls on the special needs register who have difficulties with literacy, but there are nevertheless significant weaknesses in the school's provision. Girls also did better than boys in science, largely due to their better literacy skills. In mathematics, boys' performance was better than that of girls, reversing the trend of the last four years.
3. In the end of Key Stage 1 tests in 1999, pupils' results were below the national average in reading, well below the national average in writing and broadly in line with the national average in mathematics. When compared with the results achieved by schools with pupils from similar backgrounds, pupils' performance was well below average in reading and writing and broadly average in mathematics. In reading and writing, standards were low because too many pupils were working at a level below that expected of most seven-year-olds and not enough were reaching a higher level. In mathematics, in contrast, a much higher percentage reached the expected standard. While the results in reading and writing were too low, pupils' performance was slightly better than at the last inspection. In mathematics, the results were similar to those at the last inspection.
4. There was significant improvement within the school in the 2000 end of Key Stage 1 tests, although no data is available for comparison with other schools nationally. The percentages in the school reaching the level expected of most seven-year-olds increased markedly, with all pupils achieving it in mathematics. Furthermore, the percentages reaching a higher level improved in reading and mathematics. This

improvement was most pronounced in mathematics. As at Key Stage 2, mathematics standards improved as a result of the good numeracy strategy, the checking of the quality of teaching and learning and the records of curriculum coverage. The brightest pupils do not do as well in writing as in reading and mathematics. In both 1999 and 2000, no pupil achieved at a higher level than that expected of most seven-year-olds in writing. Girls are doing better than boys in reading, but there is no significant difference in writing and mathematics.

5. In the end of Key Stage 1 teacher assessments in science, the percentage of pupils reaching the level expected of most seven-year-olds was below the national average. The percentage of pupils reaching a higher level was also below the national average. In 2000, there was improvement within the school.
6. This year, on the evidence from inspection of pupils' school work, the standards of pupils in Year 6 are broadly average in mathematics and science. In English, they are still too low and are below average. This is a significant concern. Pupils at Key Stage 2 now are making satisfactory progress in mathematics and science. In English, their overall progress is unsatisfactory, except in Year 6 where it is good. The unsatisfactory progress in other year groups is because of weaknesses in the quality of teaching and in the school's implementation of the National Literacy Strategy. There is variation in the quality of teaching between classes in the same year group at Key Stage 2, with unsatisfactory teaching found in all Years 3 to 5. Present Year 2 pupils are average in reading and writing and above average in mathematics. The standard of their science work is average. Pupils in Key Stage 1 are making satisfactory progress in English and mathematics, although the highest attaining pupils are not achieving well enough in writing.
7. Children's attainment on entry to the nursery at the age of three is broadly average. On entry to the reception classes, normally a year later, children are achieving above average standards in language, literacy, the number aspect of mathematics, and in personal and social development. In other aspects of mathematics, in knowledge and understanding of the world, and in physical and creative development, the standards achieved are average. By the end of the Foundation Stage, standards are above average in language, literacy, personal, social and creative development, and in the number aspect of mathematics. In these areas, most children exceed the expectations of the Early Learning Goals. In other aspects of mathematics, knowledge and understanding of the world and physical development, most children achieve the expectations of the Early Learning Goals.
8. By the age of five, at the end of the Foundation Stage, children listen attentively to adults and to each other. They have a good vocabulary for their age which they use well when answering questions. They follow simple stories well, understanding the plot and characters. They understand that letter sounds are used to 'build' words, and many read and write simple captions for their drawings. Most children recognise the letters of the alphabet and form letters well when writing. Children count to ten and back again and understand mathematical terms such as 'more than', 'less than' 'heavier' and 'taller'. They recognise and name simple two-dimensional shapes and have an early understanding of volume through practical activities such as weighing.
9. By the age of seven, at the end of Key Stage 1, pupils take turns in discussion, listening to others and speaking confidently. Pupils read with the expected fluency and expression, making effective use of phonic clues to tackle unfamiliar words. They express preferences for reading material and select both fiction and non-fiction texts. Pupils write for a satisfactory range of purposes, although they do not develop their

ideas into extended stories sufficiently. While pupils make acceptable guesses at spelling less familiar words, even the highest attaining ones make errors in the spelling of simple words. Overall standards of punctuation are satisfactory. Handwriting is good, with most pupils using a well-formed, cursive script. The limitations in pupils' extended writing and spelling are factors in the lack of achievement at the higher level in the tests. Pupils count confidently to 100, identify odd and even numbers and count in twos, fives and tens. Mental arithmetic skills are strong. Pupils estimate with reasonable accuracy when using standard and non-standard units of measurement, and know the properties of regular two- and three-dimensional shapes. They understand simple fractions and tell the time to the quarter hour, although knowledge of reflective symmetry and right angles is less secure. Skills in data handling are satisfactory.

10. By the age of eleven, at the end of Key Stage 2, pupils have the expected skills in speaking and listening, although reading and writing standards are below average. They express ideas and opinions clearly during discussion and show care in listening to others. While pupils read with the expected fluency, accuracy and expression, many do not have the level of comprehension skill normally found by the age of eleven. Most pupils have satisfactory reference and retrieval skills in using non-fiction books. Although pupils write for the expected range of purposes, they do not draft and redraft their work well enough. While a few higher attaining pupils organise their writing in paragraphs, many others do not. Weaknesses in spelling, grammar and punctuation contribute to low standards. Pupils add and subtract numbers to a million, and multiply and divide large numbers by single digit numbers or multiples of ten and a hundred. Higher attaining pupils multiply and divide large numbers by two digit numbers. Most pupils have the expected understanding of decimal fractions, percentages, probability, shape and measure. They interpret information from graphs and charts accurately. In data handling, however, standards are too low and are significantly below those in arithmetic.
11. Standards of literacy in other subjects of the curriculum are as expected at Key Stage 1, but they are too low at Key Stage 2. At Key Stage 1, pupils achieve satisfactory standards as they describe what they observe in science, analyse parables and make notes in religious education, and use reference books in geography and history. At Key Stage 2, literacy skills are not applied sufficiently in subjects such as science. While there are opportunities for reading and writing in subjects such as religious education, the standard of literacy is not as good as it should be. Numeracy skills are of a satisfactory standard in both key stages when applied in subjects such as science and design and technology.
12. In science, by the age of seven, pupils have the expected knowledge and understanding of the areas of study required by the National Curriculum. In experimental and investigative work, they make predictions and say whether the outcome of an investigation confirms their initial views. By the age of eleven, they have increased their knowledge and understanding of life processes and living things, such as the organs of the human body, the suitability of materials for different purposes and physical phenomena such as gravity and magnetism. In experimental and investigative science, standards are lower. Pupils do not have the expected independence in asking questions, devising investigations or in selecting their own equipment.
13. Pupils achieve the expected standards in information and communication technology by the end of Key Stage 1, but at the end of Key Stage 2 standards are far too low. Standards at Key Stage 1 are similar to those found at the last inspection, but at Key Stage 2 they are much lower. By the age of seven, pupils enter text, save and print their

work. They enter information on a database, produce block graphs and create pictures using an art program. They also have the expected skill in using a programmable toy. Pupils at the end of Key Stage 2 are performing at the standard expected at the end of Year 3 only. There are large gaps in their experience due to the Programmes of Study of the National Curriculum not being taught.

14. In religious education, standards at the end of Key Stages 1 and 2 exceed the expectations set by the locally agreed syllabus. This is an improvement since the last inspection. In design and technology, standards are in line with those expected at the end of Key Stage 1, but they are too low at the end of Key Stage 2. Although design and technology standards are the same as at the last inspection at Key Stage 1, they have declined at Key Stage 2. In art and design, geography, history, music and physical education, standards are as expected for the age of the pupils at the end of both key stages. This reflects the picture found at the last inspection.
15. Pupils with special educational needs make good progress in the nursery and reception classes and at Key Stage 1. Work is matched closely to the targets set for them. Teachers and classroom care assistants support learning effectively, both in class lessons and in individual sessions where progress is checked in detail. At Key Stage 2, pupils with special educational needs make satisfactory progress overall. Good progress is made in literacy skills when pupils work in a small group with the special needs co-ordinator. In most class lessons, satisfactory progress is made although there are occasions when the work is too hard, such as in mathematics in a Year 4 lesson.
16. There are very few pupils with English as an additional language and, at the time of the inspection, they were in Key Stage 1 only. Satisfactory progress is made by these pupils in acquiring English through the good support of the teacher and other pupils.

Pupils' attitudes, values and personal development

17. Children in the nursery settle well into school and soon gain in confidence and independence. This is further increased in their time in the reception classes. They sustain involvement and concentration in activities such as role playing in the 'hospital' or 'birthday house', playing outside on wheeled toys or listening to stories. They follow instructions carefully, such as during physical education lessons in the hall. Children work and play together amicably, for example in the sand and water trays. They understand the need for simple rules. Children's behaviour is good.
18. Pupils at Key Stages 1 and 2 have good attitudes to their work and are well motivated. They enjoy their lessons and are keen to learn. They settle quickly to work and concentrate well, even when not directly supervised. They particularly enjoy new challenges such as writing new spells for the witches in 'Macbeth' in Year 6 and learning about formatting work on the computer in Year 2. They participate readily in discussions and are confident in airing their views. When required, they work together co-operatively in pairs and groups, such as when researching the ingredients in pet foods in Year 4 or designing sections of the school's centenary mural in Year 2. Pupils at Key Stage 1 are more independent and show greater initiative for their age than those at Key Stage 2. This is directly linked to teachers' expectations of how they will work in lessons.
19. The behaviour of Key Stage 1 and 2 pupils in class is good overall. Pupils treat books and equipment with due care and behave sensibly with school property. They have a well-developed sense of right and wrong, and know the rules well. They understand that

good behaviour helps them to learn effectively. During the inspection, behaviour was unsatisfactory in only one lesson in Year 4, even though the teacher was clear about her expectations of pupils' attitudes and behaviour. Out of lessons and around the school, behaviour is also good. Pupils are thoughtful and polite, wishing one a cheery 'good morning' and holding doors open for adults. Behaviour at lunchtime is good. Pupils wait their turn patiently and meals are a pleasant social occasion. Behaviour on the playground is mainly good. On the junior playground it is occasionally robust, but good natured, and pupils wishing to play quietly can find it difficult to get away from football games. No oppressive behaviour was seen during the inspection, although a few pupils and parents have concerns. There has been one fixed period exclusion during the last school year. So far, during the new school year, there has been none.

20. Relationships are good among pupils and between pupils and adults. They help each other willingly, as for example in a Year 6 design and technology lesson, when pupils were making slippers, when those with sewing skills helped the less adept. They are sensitive to the needs of others and are quick to help a classmate who is upset or who has been hurt at playtime. There is a pleasant and friendly atmosphere within the school which both pupils and staff enjoy.
21. Pupils respond satisfactorily to opportunities for them to take responsibility and show initiative, although these are limited at Key Stage 2. Pupils of all ages take turns to have responsibilities in the classroom, and pupils in Key Stage 1 act as 'playground friends' at play time. Each class is represented on a 'pupils' committee' with issues discussed with classmates both before and after the meetings. Pupils show initiative in putting forward ideas for consideration, such as running a fund-raising talent night. Representatives on the pupils' committee take their roles seriously and are conscientious in carrying out their duties.
22. Attendance during the 1998 to 1999 school year was broadly in line with the national average. Unauthorised absence was above the national average. In 1999 to 2000, however, the attendance rate fell by 1.5 per cent on the previous year. Unauthorised absence, at 1.4 per cent, was nearly three times the national average for 1998 to 1999. This is unsatisfactory. The school day gets off to a prompt start. After lunchtime and the midmorning and mid afternoon breaks, however, there is regularly some delay in the start of the lessons, which reduces the overall teaching time during the week.
23. Pupils are happy at school. Their good attitudes and relationships, as well as their usually good behaviour, all contribute to the effectiveness of their learning and the standards they achieve. In this respect, the positive overall picture found at the last inspection has been maintained. In contrast, unsatisfactory attendance restricts the learning of the pupils involved.

HOW WELL ARE PUPILS TAUGHT?

24. The overall quality of teaching and learning is good for children in the Foundation Stage and pupils at Key Stage 1, and it is satisfactory for pupils at Key Stage 2. This is an improvement since the last inspection at Key Stage 1. During the inspection, 79 lessons were observed. Of these, 13 per cent were very good, 41 per cent good, 40 per cent satisfactory and six per cent unsatisfactory. Very good lessons were seen in English in Years 2 and 6, in mathematics in Years 1, 2 and 5, in information and communication technology in Year 2, in art and design in Year 5, and in literacy and numeracy in the reception class. There is also some very good teaching of pupils with special educational needs when they are taken out of class in small groups. Good teaching is found throughout the school, with a particularly high amount in the

Foundation Stage. All the unsatisfactory lessons seen were in the teaching of English at Key Stage 2, with the exception of a mathematics lesson in Year 1.

25. The teaching of English, including the basic skills of literacy, is good for pupils in the Foundation Stage, satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2, although there is good teaching in Year 6. In other year groups within Key Stage 2, there is variation in the quality of English teaching between classes, with unsatisfactory teaching in Years 3 to 5. The quality of teaching and learning in English has declined since the last inspection at Key Stage 2. In information and communication technology, teaching has also declined and is now poor. The weaknesses in English and information and communication technology at Key Stage 2 are significant and require urgent attention. The teaching of mathematics, including the basic skills of numeracy, is good at Key Stage 1 and satisfactory in the Foundation Stage and at Key Stage 2. This is an improvement since the last inspection at Key Stage 1. Religious education has improved at Key Stage 1 in particular, where it is now good. In other subjects, teaching is satisfactory at both key stages, although there is insufficient evidence to make a judgement on teaching and learning in design and technology. Due to timetabling arrangements, only one class has had any teaching this term in design and technology. Pupils with special educational needs receive satisfactory teaching overall, and are well supported to make good progress in most lessons in the Foundation Stage and Key Stage 1. The quality of teaching of small groups of pupils by the co-ordinator for special needs is good, and is particularly successful in developing pupils' self-confidence and social skills.
26. Where teaching is very good, teachers have very secure subject knowledge and this supports them in providing activities that challenge all pupils, and in supporting those with special educational needs or English as an additional language. In these lessons, there are high expectations of the standards that all pupils are capable of attaining. Teaching is lively and enthusiastic, keeping pupils interested and eager to learn. Questioning is used well to focus pupils and to get them to think more deeply. This is particularly evident in mental arithmetic sessions during numeracy lessons, where questioning proceeds at a brisk pace requiring pupils to think quickly. In a very good art lesson in Year 5, activities were planned carefully to ensure very effective development of skills of observation and recording, and to allow pupils opportunities to express their own imaginative ideas. This, together with the teacher's support of individual pupils as they worked, moved pupils' learning on at a very good pace. In the Foundation Stage, some of the best teaching is characterised by an emphasis on children taking responsibility and developing independence, with activities that are well set up to focus their learning. This was seen in the setting up of a role play activity in the reception class.
27. Thorough planning, informed by an assessment of what children already know, understand and can do, together with effective teamwork with support staff, contributes much to children's good learning in the nursery and reception classes. Teachers provide stimulating activities that encourage children to make choices, such as about what size of paper to use to wrap up a present in the reception class, or what play activity to be involved in during outdoor play in the nursery. This encourages these young children to be independent and to take responsibility, so contributing much to their good progress in personal and social development. Full account is taken of the needs of children with special educational needs in the Foundation Stage and they are well integrated into all activities, including those that support their personal and social development.
28. In other effective teaching in Key Stages 1 and 2, imaginative activities engage pupils'

interest, resulting in them being eager to learn, such as in the creation of 'spells' as part of Year 6 work on 'Macbeth' in English. In a good religious education lesson in Year 2, the teacher challenged pupils to deeper levels of thinking by requiring them to focus on the characters and their feelings in the parable of 'The Prodigal Son'. In this lesson, as in much teaching in Year 2, pupils were required to work together in groups and to brainstorm ideas and report back to the rest of the class. Such activities not only develop pupils' understanding of the lesson's subject matter, but also encourage them to be independent and enquiring learners. The good management of pupils supports learning well. This is a positive feature in investigative science, particularly at Key Stage 1 where pupils are encouraged to take initiative. In a Year 2 information and communication technology lesson, the organisation of the class so that they could all see a computer screen, ensured that they could participate fully and benefit from the lesson. In a Year 4 art lesson, the resources were also well organised to ensure that poster paints, pins and templates were readily accessible. This resulted in pupils being able to participate in a practical activity without distraction and to make good gains in the learning of new skills. Resources are used well in numeracy lessons, such as individual whiteboards on which pupils write their answers and show them all to the teacher at once. This means that the lesson can move on at a good pace as the teacher is able to assess the learning of the class quickly.

29. There are some features of teaching in need of improvement. At Key Stage 2, teaching is sometimes prescriptive and does not build on the responsibility and independence developed in the Foundation Stage and at Key Stage 1. This is especially evident in investigative science. In some English lessons, pupils are not given opportunity to show initiative, such as in the selection of verbs, because the teacher has given a limited list from which they can choose. In a Year 3 art lesson, the teacher spent too long giving her views without encouraging the pupils to express their opinions or make suggestions. Work is not always well enough matched to the range of needs within the mixed ability classes, such as in a Year 4 mathematics lesson on shape. In this lesson, the lowest attaining pupils, and those with special educational needs, could not cope with the tasks set. There is evidence, in pupils' books in mathematics at Key Stage 2, that the higher attaining pupils do not always receive work of sufficient difficulty. In physical education, there are occasions when the whole class is kept together for too long rather than having time to develop practical skills. Marking does not support pupils in making progress well enough because there is too great an emphasis on giving praise, rather than guiding pupils to make improvements. The setting of homework is inconsistent at Key Stage 2, with one class in a year group having a good amount of homework and the other having very little. The weaknesses in marking and the extent to which independence is encouraged were identified at the last inspection. Too little progress has been made in rectifying them.
30. Where the teaching of English is unsatisfactory at Key Stage 2, planning does not clearly identify learning objectives or how these will be related to pupils' differing needs. Work is not based sufficiently on an assessment of what pupils already know, understand and can do. This is exacerbated by the lack of focused group work, so that pupils do not have the benefit of intensive group teaching, as is usually the case in the literacy hour. Lessons proceed at a too slow pace, with explanations sometimes taking too long. There is a tendency for teachers to be prescriptive rather than to draw ideas and information from pupils. This results in some pupils losing interest, and a lack of eagerness when pupils move to activities such as story planning or looking at poetry. In particular, these weaknesses adversely affect the learning of the above and below average pupils in the class.
31. Teaching and learning in information technology at Key Stage 2 are poor, because far

too little time and attention is given to developing pupils' knowledge, understanding and basic skills. In the one short lesson of only 15 minutes duration seen during the inspection, there were weaknesses in the management of pupils and resources. Pupils were not seated in a way that would allow them to see the computer screens clearly. One teacher tried to teach two classes, with the second teacher passing on the teaching to the second class. Little learning took place, even allowing for the amount of time having been very short. Other activities involving the use of computers that take place during lessons are usually far too low level. Teachers at Key Stage 2 are making far too little use of computers as a tool for pupils' learning.

32. In the unsatisfactory lesson seen in mathematics in Year 1, there were weaknesses in the management of pupils and resources. Consequently, the pace of the lesson was slow and pupils did not pay sufficient attention. There was also a lack of challenge, with insufficient account taken of what pupils had achieved in an earlier lesson with another teacher. All these factors resulted in pupils making too few gains in their learning.

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

33. The curriculum is good in the Foundation Stage and contributes to the good progress made by the children in the nursery and reception classes in language and literacy, the number aspect of mathematics, and in creative, personal and social development. In Key Stage 1, the curriculum is broad and balanced and well organised. It gives all pupils opportunities to learn effectively in all subjects. The curriculum provided for Key Stage 2 pupils does not meet statutory requirements. The National Curriculum Programmes of Study for information and communication technology are not in place. This means that pupils do not develop the computer skills they need to support their learning in other subjects. In addition, standards are poor, with pupils at the end of Key Stage 2 only reaching the standards expected in Year 3. In design and technology, pupils have too little experience in the use of a variety of tools and materials in the design, construction and evaluation of products. In all other subjects pupils have access to the full National Curriculum Programmes of Study. At the time of the last inspection, the teaching week for Key Stage 2 pupils was below the recommended minimum. Changes have been made to bring the taught time up to the required amount.
34. Good improvements have been made in the provision of schemes of work for each subject, which was a key issue at the last inspection. Much of this work has been done within the last eighteen months, however, so the full impact has yet to be felt. In mathematics, the introduction of the National Numeracy Strategy has led to better teaching and learning throughout the school. As a result, pupils' achievements have improved, and they are able to use their mathematics skills well in other subjects. In English, improved planning from the National Literacy Strategy has contributed to raised standards of reading and writing at the end of Key Stage 1. Throughout Key Stage 1, pupils use their literacy skills effectively in other subjects. In contrast, the effectiveness of the literacy strategy is unsatisfactory for pupils at Key Stage 2. The standards they achieve in reading and writing are not as high as they should be because lessons do not systematically build on these skills from year to year. The school has not implemented the focused group work element of the literacy hour and this restricts the standards achieved by the higher and lower attaining pupils. The lack of focused group teaching is also a weakness at Key Stage 1 and is a factor in the brighter pupils not achieving as well in writing as in reading.
35. There is good provision for personal, social and health education. Pupils have regular opportunities to talk about themselves, their thoughts and feelings and to listen to what

their friends have to say. Provision for sex and drugs education is satisfactory. Good use is made of expertise provided by the school nurse and the local police service to provide pupils with basic information about sex and the dangers of drug misuse. References to healthy living, in science and physical education, also help to equip pupils with the knowledge and skills to make sensible decisions about their own lifestyles. The governing body has not, however, formally approved and adopted written policies for these aspects of the school's provision.

36. The provision for pupils with special educational needs is good, and has improved considerably in the last eighteen months. Clear procedures are now in place and they closely follow the Code of Practice on the identification and assessment of pupils. As a result, the numbers of pupils on the register of special educational needs has increased significantly, and all pupils now receive appropriate support. The individual education plans that are provided for pupils at Stage 2 and beyond on the school's special needs register are of good quality, are reviewed termly, and help to ensure that work is matched to pupils' needs. Pupils with statements of special educational need receive the support to which they are entitled. The very few pupils with English as an additional language receive the support they need, which is resulting in satisfactory progress in English language acquisition.
37. There is a good range of extra-curricular activities for Key Stage 1 and 2 pupils, including gymnastics, dance, drama, reading, guitar and recorder groups and a variety of competitive sports. About half the pupils attend one or other of these activities, and over half the teaching staff give up their time to run them. There is also a good range of visits, including residential trips for Year 6, to give pupils valuable first-hand experiences to enrich their learning. All pupils enjoy equal access to all lessons and extra-curricular activities, although the extra-curricular activities are not available to the younger Key Stage 1 pupils. Particular efforts are made to include both boys and girls in all clubs and activities.
38. The school fulfils its obligations to hold daily acts of collective worship through assemblies. These are enjoyable occasions that help to promote a sense of community in the school. They establish and nurture common values, celebrate success and endeavour, and provide opportunities for reflection on important themes. Assemblies are of good quality and gain pupils' interest, which is an improvement since the last inspection.
39. Some useful links with the community help to improve pupils' education. The new computer suite, for example, has been partly funded by local and national business enterprises. Two local architects are working alongside teachers and pupils in Year 2 to design a mural to mark the school's centenary. Most of the pupils go to the local comprehensive school when they are eleven, and the school has developed good links to ensure a smooth transfer. The pupils spend a day at their new school during the Summer term before they leave, and some of the secondary teachers visit the school. Last year, one of these teachers worked with some of the higher attaining pupils in mathematics. There is also some linked work in English and personal and social education. This involves pupils starting projects in Year 6 and completing them in Year 7 at the comprehensive school.
40. The school provides well for the pupils' moral and social development. Good relationships between staff and pupils give a firm foundation for the teaching and learning of moral values and social skills. Teachers ensure that pupils know right from wrong, and give clear, understandable reasons for the rules that have to be obeyed. Pupils are involved in some of the school's decision-making processes through their class representatives on the pupils' committee. They express concern about important

aspects of communal living, such as maintaining the toilets in a clean and hygienic condition, and suggest creative ideas for fund-raising for the school fund and for charities. The curriculum also encourages pupils to become more aware of their responsibilities in the wider world through, for example, projects on the environment and on life in developing countries. The music curriculum offers the pupils many opportunities to develop their self-confidence by performing in public and learning to play musical instruments. The extra-curricular competitive team sports enable those pupils who have the interest and talent to represent their school. Pupils undertake a range of routine monitoring duties around the school, but do not have many opportunities to become more responsible for their own learning as they get older. They do not, for example, make sufficient use of computers or the library for research purposes.

41. Provision for pupils' spiritual and cultural development is satisfactory. Assemblies and religious education lessons make a strong contribution to both of these aspects of pupils' personal development. Pupils are taught about a range of beliefs, and reflect on the relevance of religious teachings to their own lives. This is an improvement since the last inspection. Assemblies include quiet music for pupils to listen to, and time for quiet prayer and reflection. There are some opportunities for pupils to explore the wonder of the natural world, such as in the study of spiders' webs in the reception class. Insufficient priority is given to this aspect of pupils' spiritual development, however, as there is no systematic planning for it throughout the school. This weakness was also identified at the last inspection.
42. Pupils receive a good grounding in some aspects of their local cultural heritage, for example through visits to local industrial museums. In music lessons and in assemblies, they are introduced to music from a range of cultures, to widen their outlook and develop their tastes. There is an introduction to literature, such as 'Macbeth' in English in Year 6. Religious education lessons give a wider dimension to pupils' cultural development through visits to places of worship associated with different cultural backgrounds. Pupils also learn about life in other countries in geography and through the newly established link with a village in Africa. Although the school has improved this aspect of its provision since the last inspection, it still lacks a policy and planned programme of activities to promote an appreciation of the ethnic and cultural diversity of life in modern Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school provides satisfactory care for its pupils, reflecting a similar picture to that reported at the last inspection. At a practical level, the school is a warm and friendly place in which pupils are happy and secure and able to learn. The pastoral support provided by all staff is good and relationships between adults and pupils are relaxed. As a result, pupils feel comfortable talking to staff about any worries or problems they may have. Child protection procedures are satisfactory. The school has a satisfactory policy and there is a designated teacher who has had relevant training.
44. The school itself is satisfactorily maintained and the environment is generally safe for the pupils. The formal procedures for health and safety are patchy, with some major omissions. This is unsatisfactory. A governors' committee carries out regular inspections and risk assessments, and these are properly documented and followed up. The health and safety policy is in handwritten draft form and it is not clear whether it has been adopted by the governing body, which is a statutory requirement. Fire procedures are unsatisfactory. The fire log shows long intervals between fire drills, which should be held each term. The fire alarm is not tested each week, as it should

be. Testing of portable electrical appliances is more than a year overdue. First aid procedures are satisfactory. All accidents are properly logged. When a more serious accident or bump to the head occurs, parents are notified and a note home confirms this.

45. The procedures for monitoring and promoting attendance are satisfactory as a result of their review this term. The big increase in unauthorised absence for the last reporting year showed that insufficient checking was done in the past. The new headteacher, in co-operation with the education welfare officer, has drawn up a ten point improvement plan to ensure much tighter checking of pupils with poor attendance.
46. Behaviour management is good. There is a good system of rewards and sanctions that are well understood by the pupils. The behaviour policy is being updated to reflect recent changes introduced by the headteacher. Staff have high expectations of pupils' behaviour and provide good role models for them. Most teachers manage well the more challenging behaviour displayed by a small minority of pupils. Occasionally such behaviour is ignored for too long and the learning of the whole class is disrupted. The school has satisfactory procedures for eliminating aggressive and oppressive behaviour. Midday supervisory staff provide good support during lunchtime on the playground. This has a positive effect on behaviour and safety. However, pupils sometimes feel that midday supervisory staff do not always take incidents involving bullying seriously.
47. In the nursery and reception classes, satisfactory procedures are in place for assessing children's attainment in all areas of learning. Records are updated regularly using detailed information noted during classroom observations. Assessment information is used in planning to ensure that the needs of all pupils have been considered. The formal assessments made when children enter the reception class are used to alert teachers to children who need additional support. They are not, however, used sufficiently as a starting point from which to check the progress of pupils in Years 1 and 2, or to set realistic targets for seven-year-olds, particularly in reading and writing.
48. The checking of pupils' academic performance and personal development at Key Stages 1 and 2 is poor, and significantly weaker than it was reported as being at the last inspection. No records are kept for personal and social development. The only subjects for which satisfactory procedures are in place are mathematics and science, where detailed records are kept of what pupils know, understand and can do at the end of each section of work. In all other subjects there is no systematic recording of knowledge and skills. This lack of information means that teachers have inadequate support when planning new work, which adversely affects the quality of learning experiences. This is clearly seen in design and technology. Pupils in Years 3 to 6 have repeated projects involving designing boxes made of paper and card, but have not had the opportunity to develop skills in cutting and joining wood. In information and communication technology, teachers do not keep a record of pupils' skills, and many pupils who have computers at home are marking time because their skills and expertise are not acknowledged. In English at Key Stage 2, too little account is taken of pupils' differing needs in the mixed ability classes.
49. The use of assessment information to help to plan new work, check progress and set targets for future achievement is poor. Even in mathematics, where there are detailed records, these are not always used to ensure that learning builds upon previous knowledge. Higher attaining pupils in Year 4 are being held back in some lessons while repeating work covered last year when they were in a mixed age class of Year 3 and 4

pupils. A comprehensive system of assessing knowledge and understanding, through termly and annual tests, is now in place for English, mathematics and science, with new tests for pupils of all ages being introduced this term. In the last school year, test results in mathematics were used to identify lower attaining pupils in Year 6. Additional lessons were held for these pupils, resulting in an improved percentage attaining the level expected in the end of Key Stage 2 tests in 2000. More widely, the school makes insufficient use of test results to identify strengths and weaknesses in the attainment of individuals or groups of pupils, for example to find out why boys achieve less well than girls in English. Records of test results are not in a consistent form, and do not enable progress through the National Curriculum levels in English, mathematics and science to be checked easily. Teachers, pupils and parents do not always know the level of attainment that individual pupils are at, or exactly what the steps in learning are between one level and the next. The current system of record keeping does not provide adequate evidence to support the setting of realistic and achievable targets for whole-school attainment or individual achievement, or to check if progress is good enough.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has a good relationship with parents and works closely with them on the education of their children. Parents are supportive of the school and have significantly more positive views of it than at the last inspection. Parents see the school as very approachable, with good teaching and promoting a positive work ethic. They see their children liking school, making good progress and being well behaved. The inspection findings largely support these positive views, although the overall quality of teaching and learning at Key Stage 2 is satisfactory rather than good. Some parents are concerned that there is not a good enough range of extra-curricular activities provided by the school, and are unhappy about the amount of homework provided. The inspection finds that the range of extra-curricular activities is good overall, although there is little offered to pupils below Year 2. Homework is inconsistent at Key Stage 2, with differences in the amount set in classes in the same year group.
51. The school provides parents with a good level of information about their children's progress and general school matters. There is a weekly newsletter providing diary dates and other information, and parents are sent details of topics to be covered each term. The prospectus and governors' annual report provide good information, but both omit a number of minor items statutorily required. Pupils' annual reports give satisfactory information about their attainment and progress and indicate areas in need of improvement in core subjects. There are three consultation evenings during the year and parents are able to discuss their child's progress with staff. Parents wanting more regular information on this can meet the teacher informally at the end of the school day. The arrangements for the induction of children into the nursery are excellent, maintaining a strength identified at the last inspection. Nursery staff visit children at home before they begin in school to ease the transition to school life. Parents appreciate the care and understanding shown by nursery staff regarding the anxieties often felt by young children starting school.
52. Parents make a good contribution to the learning of their children and to the life of the school. A significant number of parents help in the school and on outside visits, and providing valuable and effective help that the school itself could not afford. Parents provide help to pupils at home with their reading and homework. The Friends Association has a small group of active organisers and its fund-raising events are well supported by parents. Funds raised have been put to good use in purchasing resources and improving the building. Parents also help in practical ways, such as decorating. Parents of nursery children have helped to produce a very good range of

stimulating 'story sacks' for the children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school has recently gone through a period of change in its leadership and management. Following the departure of the long established headteacher in May 1999, the headteacher of a neighbouring school was brought in as an 'associate headteacher' to support the school and provide direction. This was on a part-time basis for the remainder of the Summer term, and on a full-time basis for the Autumn term 1999. For the Spring and Summer terms 2000, the deputy became the acting headteacher. Contact was maintained with the 'associate headteacher' who was appointed permanent headteacher with effect from September 2000. The year prior to the inspection had, therefore, been one of considerable change. It is clear that, during this time, the staff have pulled together well under the new leadership and significant progress has been made in moving the school forward. This commitment to improvement is demonstrated in the good implementation of the National Numeracy Strategy which is raising standards at both key stages.
54. The newly appointed headteacher is giving a good educational direction to the school. He has a clear awareness of the school's strengths and weaknesses and recognises the amount of work that is still needed, particularly in dealing with the significant weaknesses in English and information and communication technology at Key Stage 2. Inadequacies in provision, including the teaching, need to be rectified, and standards are far too low in these subjects.
55. Although in post for 25 years, the deputy did not have any substantive leadership and management role until the arrival of the headteacher in his 'associate' capacity. During the last year, the deputy and new headteacher have worked well as a team in assessing where the school is now and how it needs to develop. The deputy's specific responsibilities are suitably significant and include the co-ordination of assessment, design and technology, and Key Stage 2 mathematics. He also provides effective support in the day-to-day management of the school, for example in the arrangements for play and lunch times. The development of assessment, which is very limited within the school, is unsatisfactory and is not being led adequately.
56. There is a clear senior management team now, with specific roles and responsibilities, which meets on a weekly basis. In addition to the headteacher and deputy, the team is made up of co-ordinators for Key Stages 1 and 2 and for the nursery. The team as a whole are clear about what needs to be done to build on recent good progress and to maintain the pace of improvement. In this respect, a weakness identified at the last inspection has been rectified satisfactorily. At that time the roles and responsibilities of the team were unclear, and it was judged to have insufficient effect on the work of the school, particularly in relation to teaching and learning. Nevertheless, the involvement of the senior management team in monitoring and evaluating the school's performance is unsatisfactory. Overall arrangements for checking the quality of the school's provision, particularly the link between teaching and the standards achieved, are inadequate.
57. There are variations in the effectiveness of the leadership and management of the key stages. The Foundation Stage is well led and managed with the good team work of nursery staff and the reception teacher. At Key Stage 1, there is strong and effective team work under the leadership of the co-ordinator. Key Stage 1 meetings take place weekly with a business-like approach reflected in the minutes of meetings. The results are seen in the good quality of teaching and the improving standards of English and mathematics. At Key Stage 2, however, meetings over the last year have been

infrequent. This means that while the teachers at Key Stage 2 are committed to improvement, they do not have a co-ordinated, cohesive team approach.

58. Mathematics, including the numeracy strategy, is well led and managed by the Key Stage 1 and 2 mathematics co-ordinators. The implementation of the strategy has been checked and supported through an effective programme of staff training and the observation of lessons. There is good leadership of English, including the literacy strategy, at Key Stage 1. The co-ordinator, although only in post since September 1999, has been active in leading developments in the quality of provision that have resulted in improved standards in reading and writing. At Key Stage 2, the leadership of English is unsatisfactory. There has been no adequate checking of the implementation of the National Literacy Strategy or review of its effectiveness. There are no arrangements for the checking of the quality of teaching and learning. Action is being taken on the underachievement of boys at Key Stage 1 and there is evidence that this is being rectified, but at Key Stage 2 insufficient action has been taken. Indeed, there has been little awareness in the school of how low standards in English are at the end of Key Stage 2 or of the extent of boys' underachievement. The weaknesses in the leadership and management of English at Key Stage 2 are a serious concern.
59. Co-ordinators for other subjects have had significant responsibility for their subjects for the last year only. Previously, there were named people for each subject, but their roles and responsibilities were ill defined and they had little involvement in leading developments at a whole school or key stage level. With the exception of design and technology, there is now a clear educational direction for each subject, demonstrated in the development of schemes of work and action plans identifying areas in need of improvement. Other than in mathematics at both key stages and in English at Key Stage 1, the checking of teaching and learning by co-ordinators is unsatisfactory. There has been no history of lesson observation or work sampling by co-ordinators, but the senior management team is aware that these activities are essential if the school is to continue to move forward.
60. The involvement of the governing body in shaping the direction of the school and holding it to account for the standards it achieves is unsatisfactory. There are a few highly committed governors who are very supportive of the school, including the acting chair who took on responsibility at the end of the Summer term 2000. Governors are not, however, well enough informed about how the school is performing. They have no adequate independent strategies for gaining information and they are not checking the work of the school sufficiently. Some new initiatives are being put into place to address this. Governors are recognising the need for a committee structure with identified membership. At a meeting with staff at the start of the present term, some governors agreed to take on responsibilities for liaising with subject co-ordinators. Previously there were no named governors for literacy or numeracy.
61. School development planning for the present school year is at an early stage due to the very recent appointment of the headteacher. There is a clear understanding of what the priorities are, but they are not formally recorded with details of timescales, personnel responsible and procedures for checking on their development. The staff are in agreement on the areas in need of focus and the capacity for improvement is good. Due to strategic planning being at such an early stage, and decisions in relation to the budget made by governors during the last school year, financial planning is unsatisfactory. Governors have not sufficiently looked at the long-term implications of financial decisions. Their reversal of a decision to have mixed year group classes at the start of Key Stage 2 has resulted in a deficit budget and the prospect of a loss of teaching staff. As funding was invested in keeping separate year group classes, which

are small and expensive, the school has not been able to provide the matched funding required for the greatly needed development of the nursery toilets and hygiene facilities.

62. Management of the school's finances is the responsibility of the finance and personnel sub-committee of the governing body. This committee meets at least once each term and meetings are properly minuted. The headteacher plays the major role in the management of the school's finances, but governors are provided with relevant cost figures to ensure they are fully informed.
63. Day-to-day administration and financial management are satisfactory but there is some lack of expertise in school finance on the part of office staff. The school's financial figures are regularly reconciled with those provided by the local education authority. Purchase procedures ensure that value for money is achieved and there is a proper hierarchy of signatories for order, receipt and invoice. The school was audited in 1996. A few recommendations were made and have since been addressed. The school receives grants under the standards fund and for targeted school improvement. Such grants are administered and monitored by the headteacher and are properly used for the purposes intended.
64. The use of new technology by the school is poor. The school is installing a new computer suite which, when completed, should be a very effective resource for whole-class teaching of information and communication technology, as well as enabling pupils to use e-mail and the Internet. The school already has CD-Rom capability, but pupils do not use this for independent investigation. A program for assessment has recently been installed on the office computer, but this has not yet been used for recording pupils' records. Presently, there is no use of new technology for tracking pupils' progress.
65. There are sufficient qualified and experienced teachers in the school. Most have additional responsibilities over and above their classroom duties. Newly qualified teachers receive support from a colleague acting as a 'mentor', and teachers and other staff new to the school are properly briefed and supported. Classroom assistants are well informed by the teachers and make a very positive contribution to pupils' learning. The administrative and premises staff provide effective support and ensure the smooth running of daily routines and procedures. All teaching and support staff have been appraised by the headteacher, with training needs and relevant courses identified.
66. The accommodation provided by the school is satisfactory overall, but there are unsatisfactory features. The east building suffers from water leaking in, and dampness in the basement and the provision for hygiene and toilets in the nursery is unsatisfactory. There are no disabled toilets, even though there are disabled pupils in the school and wheelchair access is unsatisfactory in the west building. Nevertheless, the classrooms are all airy, spacious and well appointed. Externally and internally there is a need for decoration, particularly the nursery verandah and several classrooms. Outside there are two playgrounds, both with sloping surfaces and evidence of much patching. The infant playground has a reasonable range of activities for the children, but the junior playground is relatively uninteresting and lacks features to motivate the pupils. The school field is a wasted asset, having been unfit for use since before the last inspection.
67. Learning resources are satisfactory overall, in range, quality and quantity. This is an improvement since the last inspection. The provision of computers is due to be considerably enhanced very shortly when the computer suite comes on stream. The only curriculum areas where shortages persist are in science, where there is an overall insufficiency of resources, and design and technology, where there is a shortage of

equipment for control technology. The libraries have many books which are old and in need of updating.

68. The effectiveness of the school is satisfactory. Pupils now in Year 6 have made satisfactory overall progress except in English, information and communication technology, and design and technology. The overall quality of teaching is good in the Foundation Stage and at Key Stage 1, and it is satisfactory at Key Stage 2. There are weaknesses in the Key Stage 2 curriculum, but that provided for pupils at Key Stage 1 is satisfactory, and for children in the Foundation Stage it is good. The newly appointed headteacher is giving good direction to the work of the school and is supported by the staff. Considering the effectiveness of the school against the costs, the value for money provided is satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To build on recent positive developments, and improve the quality of education provided and the standards achieved, the governing body, headteacher and staff should:

- (a) Raise standards in English and information and communication technology at Key Stage 2 by:
- developing pupils' skills of planning, drafting, redrafting and editing writing for style, content, structure, punctuation, grammar and spelling;
 - altering the structure of the literacy hour lessons to ensure that pupils receive focused teaching in small groups that is well matched to their needs;
 - changing the systems for assessing reading and selecting reading material so that pupils are not locked into the reading scheme, but are able to read more widely and select material with greater challenge;
 - giving specific attention to providing subject matter for reading and writing that engages boys' interest and motivates them;
 - providing work in information and communication technology that addresses the need for the consistent development of pupils' knowledge, understanding and skills as they move up through the key stage;
 - using opportunities to develop information and communication technology skills across the curriculum, such as drafting and editing text in English, entering and interpreting data in mathematics, using the Internet and CD-Roms for research in science and geography;
 - ensuring that full use is made of the new computer room once it is completed; and
 - providing training for staff in information and communication technology to ensure that they have the necessary skills and expertise to deliver the curriculum at the right level.
- (Paragraphs: 2, 6, 10, 13, 25, 30, 31, 33, 34, 48, 84, 86, 88, 89, 92, 93, 103, 110, 114, 125, 129, 131, 133, 135, 136)*
- (b) Improve the achievements of the brightest pupils at Key Stage 1 in writing, by developing their skills in writing at length, especially in story form, and ensuring that

weaknesses in spelling and punctuation are addressed. (*Paragraphs: 4, 6, 9, 34, 85, 89*)

- (c) Review the range of work offered in design and technology at Key Stage 2 to ensure coverage of the full curriculum, ensuring that pupils' knowledge, understanding and skills are continually developed as they move up through the key stage. (*Paragraphs: 14, 48, 116, 118*)
- (d) Develop procedures for assessing pupils' learning in all subjects, giving priority to English and information and communication technology. Use the information gained from these assessments, and from other sources such as the optional SATs in Years 3, 4 and 5, to match work to pupils' needs and set them targets for improvement. (*Paragraphs: 48, 49, 95, 105, 115, 120, 125, 129, 140, 147*)
- (e) Develop and implement a programme for the checking of standards of teaching and their impact on pupils' learning, to be carried out by the senior management team and subject co-ordinators. Priority should be given to English and information and communication technology at Key Stage 2. (*Paragraphs: 56, 58, 59, 95, 115, 120, 125, 130, 147*)
- (f) Ensure that the governing body is fully aware of its responsibilities, so that it plays an increased part in shaping the direction of the school and holding it to account for the standards it achieves. This should include the development of strategies for governors to check the work of the school. (*Paragraphs: 60*)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

- Standards in data handling, as an aspect of mathematics, are too low at the age of eleven. (*Paragraphs: 10, 100*)
- There are too few opportunities for pupils to develop as independent learners and to show initiative at Key Stage 2. (*Paragraphs: 12, 18, 21, 29, 92, 107*)
- Marking is not used to support learning sufficiently. (*Paragraphs: 29, 93, 103*)
- The setting of homework is inconsistent at Key Stage 2. (*Paragraphs: 29, 50*)
- There is insufficient planned provision for pupils' spiritual development at Key Stage 2, or for the development of their awareness of the rich diversity of life in modern multi-cultural Britain. (*Paragraphs: 41, 42*)
- There are shortcomings in the arrangements for pupils' health and safety, such as in the testing of electrical appliances and holding of fire drills. (*Paragraphs: 44*)
- Written policies have not been approved and adopted for all areas of the school's work, including sex and drugs education and health and safety. (*Paragraphs: 35, 44*)

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	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	41	40	6	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	314
Number of full-time pupils eligible for free school meals	-	35

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	7
Number of pupils on the school's special educational needs register	6	99

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

The school's attendance rate in 1999–2000 was lower than the figures given above which are for 1998–1999. At the time of the inspection, national comparative data for 1999–2000 was not available.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	26	22	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	25
	Girls	19	18	21
	Total	35	33	46
Percentage of pupils at NC level 2 or above	School	73 (85)	69 (94)	96 (89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	25	21
	Girls	19	21	21
	Total	35	46	42
Percentage of pupils at NC level 2 or above	School	73 (72)	96 (96)	88 (89)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	29	26	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	18
	Girls	19	15	18
	Total	34	29	36
Percentage of pupils at NC level 4 or above	School	62 (39)	53 (43)	65 (43)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	18	18	20
	Total	33	33	37
Percentage of pupils at NC level 4 or above	School	60 (60)	60 (65)	67 (65)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	1
Black – other	2
Indian	-
Pakistani	1
Bangladeshi	-
Chinese	1
White	298
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	14.6
Number of pupils per qualified teacher	21.5
Average class size	24.2

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	151

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	41

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13.7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	689,785
Total expenditure	690,048
Expenditure per pupil	1,721
Balance brought forward from previous year	23,065
Balance carried forward to next year	22,802

Results of the survey of parents and carers

Questionnaire return rate

36.7%

Number of questionnaires sent out

395

Number of questionnaires returned

145

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	2	0	1
My child is making good progress in school.	51	46	1	0	1
Behaviour in the school is good.	39	52	5	0	5
My child gets the right amount of work to do at home.	16	55	12	1	15
The teaching is good.	53	42	1	0	3
I am kept well informed about how my child is getting on.	34	51	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	70	29	0	1	1
The school expects my child to work hard and achieve his or her best.	58	36	1	0	6
The school works closely with parents.	42	47	8	1	2
The school is well led and managed.	49	39	3	2	8
The school is helping my child become mature and responsible.	46	48	3	0	3
The school provides an interesting range of activities outside lessons.	26	43	14	4	12

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

69. Children enter the nursery following their third birthday. There are two intakes to the nursery each year. Children whose birthdays fall between September and February start in the Autumn term. Those with birthdays between March and August begin in the Spring term. At the time of the inspection there were 78 children in the nursery, attending part-time for either morning or afternoon sessions. It is normally a year after their entry to the nursery, that children move to the reception classes. At the time of the inspection, there were 14 children in one reception class. In the Spring and Summer terms, there are two reception classes to take the increased number of children. Two children in the reception class were on the school's register of special educational needs at the time of the inspection, including one with a statement. There were four children with special educational needs in the nursery.
70. On entry to the nursery, children's attainment is average. While in the nursery, children make good progress in language, literacy, personal and social development and in the number aspect of mathematics. Their attainment in these areas is above average when they move to the reception classes. In other aspects of their learning, progress is satisfactory and the standards achieved, by the time of entry to the reception classes, is average. On entry to the reception classes, children are confident and are beginning to work and play together well. They recognise the alphabet, enjoy picture books, know the purpose of writing and speak and listen well. All children enjoy and participate in number games and songs and understand how to count to five. By the end of the Foundation Stage, children achieve above average standards in language and literacy and in their personal, social and creative development. Many children exceed the Early Learning Goals in these areas. In the number aspect of mathematics standards are above average, although in other aspects they are average. In knowledge and understanding of the world, and physical development, most children achieve the Early Learning Goals. Their attainment in these areas is average. As at the last inspection, the Foundation Stage prepares children well to enter the next stage of their education.

Personal and social development

71. By the end of the Foundation Stage, most children exceed the Early Learning Goals. They get on well with each other and with the adults who work with them. Children work amicably alongside each other and share resources and toys sensibly. This can be seen when they share containers and items such as water whisks when using the sand and water trays. They take turns when playing number and language games. They are independent and show initiative when choosing activities, such as when allocating the characters they will be as they play in the 'birthday house' role play area. When changing for physical education, or going to the toilet, children manage their own needs well. If a child becomes upset, others show a caring attitude. Children understand the class and school expectations and routines, such as tidying away at the end of sessions and sitting on the carpet for class activities. They understand the need for, and follow, the simple class rules. They concentrate, are attentive and follow instructions, for example during physical education lessons. Behaviour is good.
72. The quality of teaching and learning in the nursery and reception classes is good. As a result, children make good gains in their learning and develop confidence, independence, initiative and a sense of responsibility. All adults in the nursery and

reception classes have high expectations of children's independence and capacity to make choices. This is seen in activities such as outdoor play in the nursery when children select for themselves what play activity to participate in. In the reception class, children are encouraged to make choices, for example about how they will wrap up a present in the 'birthday house' and what size of paper they will use. There are consistent expectations of behaviour and children's attitudes towards each other. Children with special educational needs receive very good support with personal and social development and are fully integrated into all activities to enable them to reach their potential and make good progress.

Language and Literacy

73. Most children exceed the Early Learning Goals in this area by the end of the Foundation Stage. Children listen attentively to stories, responding to questions with an effective vocabulary for their age. They understand the role of characters and the plot in simple stories and enjoy acting out familiar stories, such as 'Mrs Wishy Washy' and nursery rhymes. Most children recognise the letters of the alphabet and write clearly formed letters. They accurately copy the teacher's script and write their names. Children enjoy books, understand that letter sounds can 'build' words and recognise some frequently used words in print. Many are beginning to read and write simple captions to accompany their drawings. Most are competent in using the computer to develop and reinforce their alphabet knowledge, correct letter formation and early reading skills.
74. The quality of teaching and learning is good in the nursery and reception class. This results in children achieving above average standards by the time they leave the Foundation Stage. Staff use questioning effectively to encourage children to talk and respond confidently with their ideas and to comment on their activities. This is seen in activities such as the role play 'hospital' in the nursery, when they interact with the children as they act out make-believe situations. There is an emphasis on children listening carefully during stories, instructions and explanations. Stories are well read by adults and the classrooms have a good variety of picture story and reference books. All displays in the nursery and reception class are well labelled to develop the children's vocabulary and skills in reading and writing. During literacy sessions in the reception class, skills such as left to right reading of the text are emphasised when the class read a big book together. When the teacher works with a 'focus' group during these sessions, the content is very well matched to the children's needs, for example in the development of phonic skills. The reception class provides a rich literacy environment.

Mathematics

75. By the end of the Foundation Stage, most children have mathematical skills in line with the expectations of the Early Learning Goals. In the number aspect of mathematics, many children exceed the Early Learning Goals. Children count to 10 and back again and understand 'more than' and 'less than' when counting with objects and matching number cards. They recognise domino number patterns and participate with understanding in number action songs, such as 'Five Speckled Frogs' and games with dice. Most children recognise and name simple two-dimensional shapes such as circles, squares and triangles. They use these terms correctly to describe musical instruments and when making pictures with paper shapes. They are beginning to understand measures through practical activities of weighing, and have a basic awareness of volume and capacity through play with containers in the sand and water trays. Children use mathematical language correctly, such as 'bigger than', 'smaller than', 'taller', 'heavy' and 'light'.

76. The quality of teaching and learning is satisfactory in the nursery and the reception classes, and the teaching of number is good. In both classes, the emphasis is on providing many varied practical experiences so that children understand and enjoy mathematics. These include singing number rhymes, measuring children on the wall with a metre rule, the construction of a bar graph to show their heights and solving problems such as whether clothes will fit dolls of different sizes. Children are allowed to make mistakes and learn from them, for example when ordering cards with spots to show different numbers. Sensitive involvement by the adults in these activities develops children's understanding of number, shape and measures, such as asking children to lay the table for a specific number of people in the 'birthday house'.
77. In both classes, the computer is used well to develop children's recognition and understanding of number in problem solving activities, such as 'how many bananas for the monkeys?'. The good range of resources for mathematics in both classes is used well to target children's needs and maintain their enthusiasm for learning. Children are grouped according to their prior attainment for mathematics activities. This ensures that work is matched to children's differing needs, including those who have special educational needs. The highest attaining children are given challenging tasks in number and receive individual support. This is not as effective in other aspects of mathematics, such as its use in everyday life.

Knowledge and understanding of the world

78. By the end of the Foundation Stage, most children achieve the Early Learning Goals. Children talk about their family and pets with understanding. They know about simple plans and maps associated with stories such as 'Goldilocks and the Three Bears' and 'Little Red Riding Hood'. Children know their way around their school building and demonstrate this as they take registers to the school office. Through growing plants, children are aware of the importance of water and sunshine to growing things. Children have a sensitive awareness of the world of nature, for example speaking with accurate detail about how and why spiders make webs. Children have a good level of skill and understanding in construction activities, using commercial kits and recycled materials. They glue, cut, and fold paper and other materials well for their age when making models and pictures. Children are familiar with the computer keyboard and use the mouse to drag and click the cursor.
79. Teaching and learning is satisfactory in the nursery and reception classes, including the support given to children with special educational needs. Teachers provide stimulating activities that engage children's interest, enabling them to make satisfactory progress. Topics are well planned according to the age and ability of the children. As part of a topic about 'Myself' in the nursery, for example, the youngest children paint pictures of skeletons, while the older ones measure their height and talk about and name parts of the body. The use of stories and action songs, related to topics such as 'Myself', makes a satisfactory contribution to the development of children's knowledge and understanding of the world. Relevant use is made of the computer to support children's learning across the Foundation Stage curriculum.

Physical development

80. Most children's physical development by the end of the Foundation Stage is in line with the standards set in the Early Learning Goals. Children catch and throw balls, use a bat and ball, catch beanbags, balance, climb on apparatus and ride wheeled vehicles with the expected competence. Most children have satisfactory control and awareness of their body movements. They skip, jump and run within a space, with awareness of their own safety and that of others around them. They are beginning to understand how to move to music and interpret feelings through movement and mime. Children have adequate hand control for their age. They use many tools such as scissors, paint brushes, glue spreaders and a variety of modelling tools for creative activities, with the expected hand-eye co-ordination. They successfully cut sticky paper to make pictures and models, mould and shape play dough and glue a variety of small seeds, straws and objects to make textured designs on paper.
81. The quality of teaching and learning in the nursery and reception classes is satisfactory. In the nursery, staff supervise outside play well and interact positively with the children to develop each child's co-ordination and skills. They point out safety issues, such as where it is safe to ride wheeled toys, and ensure that children have understood and take account of what they have been told. Account is taken of the need for children to develop their own games in places such as the role play house. Teachers observe children well, making judgements about when to intervene to develop physical skills, such as when the children are moving through hollow blocks. In movement sessions in the hall, reception class children are well managed and instructions are clear. Effective account is taken of the needs of children with special educational needs, with encouragement and praise supporting the development of their physical skills.

Creative development

82. By the end of the Foundation Stage, children exceed the expectations of the Early Learning Goals. They paint, draw, use modelling materials, cook, perform spontaneous drama, sing and explore simple musical instruments, achieving good standards in all these areas. Children recognise colours and mix powder paint successfully. This is seen, for example, in their creation of new shades for their paintings of animals to illustrate the story of 'Mrs Wishy Washy'. In the nursery, children enjoy using their own musical shakers and the triangle to accompany their singing, often using their own written music. All children enthusiastically join in action songs and rhymes in both classes. In the reception class, children build on this knowledge and recognise some instruments such as tambourine, triangle, Indian bells and maracas and know the pitch and different sounds that they make. All children enjoy dramatic play as they perform stories in literacy, and in the role play areas of the classrooms. Children are seen to be developing imaginative and creative stories and actions when involved in their free choice activities in each classroom, such as the doll's house or in the salt or water tray.
83. The quality of teaching and learning is good in the nursery and reception classes for all children, including those with special educational needs. Imaginative and challenging activities are provided that fully engage children's interest. In the nursery, for example, children create three-dimensional structures in response to the work of Kandinsky. There is a good balance between encouraging the children's own ideas and the intervention of adults to support the acquisition of new skills. The same effective approach is seen in children's imaginative role play, where support is given by adults to help the children sustain and develop the make-believe situation. In the use of musical instruments in the reception class, good learning takes place because the teacher

manages the activity well, ensuring that all children have an opportunity to lead the group. Again, there is much encouragement of the children's own imaginative response as skills are developed. The planning of such activities is good and learning objectives are clearly identified. Action songs are well taught, resulting in melodic singing and effective co-ordination of voice and actions.

ENGLISH

84. Standards are low at the end of Key Stage 2. Pupils' results were below the national average in the 1999 National Curriculum tests. Too many pupils did not reach the level expected of most eleven-year-olds. In comparison with the results achieved by schools with pupils from similar backgrounds, results were also below average. Although these standards are too low, they are better than at the last inspection. Boys have done less well than girls during the four years from 1996 to 1999. While there is no data for comparison with the national picture, the 2000 test results show that standards within the school have not improved. Girls did better in 2000 than in 1999, but boys' performance declined.
85. The standards achieved in the end of Key Stage 1 National Curriculum tests in 1999 were also too low. Pupils' results were well below the national average in writing and below the national average in reading. Comparing these results with those achieved by schools with pupils from similar backgrounds, pupils' performance in both reading and writing was well below average. Standards were low because too many pupils were working at a level below that expected of most seven-year-olds. As at Key Stage 2, however, standards as shown by the 1999 tests were a little better than at the last inspection. The results for 2000 show a good improvement, although the brighter pupils are not doing as well in writing as in reading. Girls did better than boys in reading, but there was little difference in writing.
86. This year, the evidence from the inspection of pupils' school work shows that the attainment of pupils in the current Year 6 remains below average. There is evidence that the improvement shown in the 2000 test results has been maintained at Key Stage 1. Pupils now in Year 2 are achieving average standards.
87. At the end of both key stages pupils' speaking and listening skills are average. By the end of Key Stage 1, pupils are able to contribute their own ideas to discussions, using newly acquired vocabulary with confidence. They listen attentively to their teacher and to each other, taking turns to speak. They explain and read their work to their classmates, speaking clearly. By the end of Key Stage 2, pupils successfully share ideas and knowledge during class discussions, for example on spiritual and moral issues in religious education lessons. They show a good understanding of rhythm, mood and audience when performing the 'spells' they have composed in the style of the witches' speech from 'Macbeth'.
88. By the end of Key Stage 1, reading standards are average but they are below average at the end of Key Stage 2. Pupils at the end of Key Stage 1 read with the expected fluency and expression. All use their phonic knowledge to help them read unknown words. The highest attaining pupils have very good sight knowledge of words. Lower attaining pupils, and those with special educational needs, approach their reading with confidence and enjoyment. Pupils discuss their preferences for reading, including fiction and non-fiction books. Higher attaining pupils use simple dictionaries, and all locate the index and contents pages in books. By the end of Key Stage 2, pupils read with the expected fluency, accuracy and expression. They have favourite authors, and are beginning to use inference and deduction to explore texts. Too few pupils, however,

have the higher skills of comprehension, inference and deduction expected by the age of eleven. Most pupils have adequate reference and retrieval skills. They know how to research information, and can locate the books they need in the school library.

89. At the end of Key Stage 1, pupils' attainment in writing is satisfactory, although the brightest pupils are not doing well enough. At the end of Key Stage 2 writing standards are below those expected nationally. Pupils at the end of Key Stage 1 write for a satisfactory range of purposes. They plan and write their own stories, retell familiar stories inventing their own endings, give accounts of daily events, construct poems, write plays and review books. Many pupils' written vocabulary is limited, and they are not sufficiently experienced in developing their ideas into longer stories. Spelling is inconsistent. Many, even higher attaining pupils, make mistakes with simple words, although all pupils make phonetically acceptable attempts at less familiar words. Most pupils use simple punctuation satisfactorily. Higher attaining pupils are beginning to use more varied punctuation, such as speech marks, although not always correctly. They construct complex sentences using simple conjunctions. Handwriting is mainly good, with pupils beginning to use well-formed cursive script. By the end of Key Stage 2, pupils write for a satisfactory range of purposes including diaries, character studies, plays and letters. They do not, however, plan or draft their writing sufficiently. Too few pupils use language creatively to describe and create atmosphere. A few higher attaining pupils organise their writing into paragraphs, but many others do not. Although there is evidence that pupils have a sound understanding of structure and grammar from the work they do in the literacy hour, they are unable to transfer these skills to their written work. Weaknesses in spelling and punctuation restrict pupils' capacity to give structure and appropriate style to their writing. The work of pupils of lower attainment, and those with special educational needs, is frequently unfinished, and handwriting is unsatisfactory.
90. The overall quality of teaching and learning is satisfactory in Key Stage 1, with good teaching in Year 2. A very good lesson was seen in one Year 2 class. Teachers have secure subject knowledge. They have mainly high expectations of pupils' effort and behaviour, to which pupils respond well by trying hard and doing their best. These aspects move pupils' learning forward and are helping to raise standards. There are some weaknesses in planning work to enable pupils to get on without the teacher's support during literacy lessons. This restricts the time teachers are able to spend with a 'focus' group giving intensive teaching. As a result, the attention given to the highest attaining pupils, and those with special educational needs, is limited. The very good lesson seen was particularly well planned to 'build' skills in writing instructions in sequence. Due to very good explanations and questioning to check understanding, pupils fully understood what was expected of them. The teacher's enthusiasm was infectious and contributed to the very effective learning. Good support is given to the very few pupils with English as an additional language.
91. In Key Stage 2, the overall quality of teaching and learning is unsatisfactory, although there is good teaching in Year 6. During the inspection, instances of very good teaching were seen in one Year 6 class and in one Year 5 class. There are variations in teaching quality in each of Years 3 to 5, with some unsatisfactory teaching in each year group. This has a considerable impact on standards achieved in the different classes in the same year group. In Year 6, teachers plan interesting and stimulating work, which challenges pupils and secures their involvement. Throughout the inspection week, pupils' skills were built up effectively, so that by the end of the week pupils were able to write 'spells' as part of their work on 'Macbeth', showing a good appreciation of rhythm and rhyme. In other lessons where teaching was effective, teachers used good strategies to stimulate pupils' interest and support their learning. In a Year 4 lesson, for

example, the teacher urged pupils to think of powerful descriptive words. In Year 5, the teacher deliberately made mistakes for the pupils to correct. Planning shows clearly identified activities for groups of different abilities. The good teaching in one Year 4 class was based on a clear assessment of the previous day's learning, so that the objectives of the lesson were adapted to enable pupils to move on successfully.

92. Unsatisfactory teaching in Key Stage 2 is characterised by planning that does not clearly identify the learning objectives, and activities that are not developing pupils' knowledge and skills effectively. Teachers tend to instruct pupils, rather than using questioning to elicit suggestions and opinions. The pace is slow, and tasks are over explained, so that some pupils lose interest. A general weakness is that the work planned does not challenge pupils and is not based on an adequate assessment of what pupils already know and can do. The level of interest and challenge in texts chosen is unsatisfactory. A common weakness throughout the key stage is that planning does not identify the group which will be the teacher's focus during the literacy lesson. Pupils are not being encouraged to work independently, so that the teacher is unable to give quality support to any particular group. As a result, the higher attaining pupils, and those of lower attainment, including those with special educational needs, are not supported to make the best progress. As at Key Stage 1, pupils with special educational needs who are taken out of the class to work with the special educational needs co-ordinator make good progress during intensively taught small group sessions. The quality of teaching at Key Stage 2 is lower than that reported in the previous inspection.
93. The school has correctly identified writing as an area for improvement at both key stages. This is reflected in the choice of content for literacy lessons. This is not bringing about adequate improvement at Key Stage 2 because there has been no analysis of what skills need to be developed in order to raise standards. Throughout the school, the quality of marking is inconsistent, and teachers are not using the marking policy. This restricts pupils' capacity to improve their work, and leads them to repeat mistakes such as in spelling and punctuation. Some good sessions were seen where spelling is practised, but these skills are not being successfully applied in pupils' work. Reading skills are developed through teacher targeted group sessions during the daily class reading sessions. There is evidence that the procedures for assessing pupils' reading are not accurate enough to indicate the pupils' reading level. As a result, many pupils are reading books below their capability. Discussion with pupils shows that many at Key Stage 2 read far more challenging texts at home when they make their own choices of reading material. Additionally, an over-dependence on the reading scheme leads to pupils reading a limited range of books, particularly at Key Stage 2. Pupils' slow passage through the reading scheme results in a loss of interest and restricts progress. There is far too little use of computers at both key stages for the drafting, editing and presentation of writing.
94. The leadership and management of English are good at Key Stage 1, but are unsatisfactory at Key Stage 2. At Key Stage 1, the newly appointed co-ordinator has checked the quality of teaching and learning. Strengths and weaknesses have been identified in order to plan for strategies to raise standards. There is a good action plan that has led to improvement in teachers' knowledge and expectations of the level pupils should attain. In order to raise standards in reading, many outdated books have been removed, and replaced with a greater range of fiction and non-fiction books, with the addition of literacy games. There is a new and lively approach to the teaching of phonics, which now forms a regular introduction to the literacy hour. Now, pupils have individual targets for the improvement of reading and writing. Additional time has been allocated for extended writing. There has yet to be developed a comprehensive

assessment programme so that teachers can more clearly diagnose the weaknesses in reading and writing.

95. The co-ordinator for Key Stage 2 has had responsibility for English since the introduction of the National Literacy Strategy. There has been no adequate checking of teaching and learning in order to form a clear picture of the strengths and weaknesses. There is far too little analysis of the National Curriculum tests to give a clear picture of areas for development. There is little to support teachers in setting targets for improvement. In addition, there is no agreed policy to guide teachers and ensure a consistency of approach. The lack of a whole-school assessment policy means that teachers do not have satisfactory knowledge of pupils' progress on which to base the level of work. This is particularly so in the transition between Key Stages 1 and 2, so that the tasks provided, and level of work expected from pupils, are too low. While resources are adequate to support the curriculum, they are not always providing pupils with stimulus. Many library books are out of date and are not a good resource to stimulate an interest in fiction, or to provide good up-to-date material for research. There has been little attempt to extend the range, particularly in order to raise the achievement of boys. The exception is in Year 6, where teachers have acquired a library loan.

MATHEMATICS

96. Pupils' results in the end of Key Stage 2 National Curriculum tests in 1999 were below the national average. They were also below average when compared with results achieved by schools with pupils from similar backgrounds. Standards were low because too few pupils reached the standard expected of most eleven-year-olds, even though the percentage reaching a higher level was above the national average. Although still too low, standards have improved since the last inspection. In the National Curriculum tests at the end of Key Stage 1 in 1999, pupils' results were broadly in line with the national average. Pupils' performance was also average when compared with results achieved in schools with pupils from similar backgrounds. While the percentage of pupils reaching at least the standard expected of most seven-year-olds was above the national average, the percentage reaching a higher level was below the national average. The 1999 end of Key Stage 1 results are similar to those at the last inspection.
97. Results for the year 2000 show an improvement within the school on the 1999 scores at both key stages, although national comparisons are not yet available. At Key Stage 1, all pupils reached the level expected of most seven-year-olds, and there was significant improvement in the percentage reaching a higher level. At Key Stage 2, the percentage of pupils attaining the expected level for eleven-year-olds increased significantly, but there was a drop in the numbers of pupils achieving the higher level. The improvement in the performance of the lower attaining pupils is a direct result of targeted teaching in extra lessons. Boys did slightly better than girls in 2000 at Key Stage 2, although girls had done better in previous years. There was little difference in the performance of boys and girls at Key Stage 1.
98. This year, the evidence from inspection of pupils' school work shows standards in Year 6 as average. The work of Year 2 is of an above average standard. The improved standards are a direct result of the effective introduction of the National Numeracy Strategy, with the emphasis on mental arithmetic and key learning objectives that focus and support teaching. The checking of teaching and learning by the two co-ordinators has supported this, as has the keeping of records of curriculum coverage.

99. By the end of Key Stage 1, pupils count confidently to 100 and have a secure understanding of place value to 100. They identify odd and even numbers to 100 and count reliably in twos, fives and tens. Higher attaining pupils understand place value to 1000. Pupils have strong mental arithmetic skills and discuss the reasons for methods of calculation. Almost all pupils are working at or above the level expected for their age in number. This is a direct result of the daily practice in mental arithmetic that forms part of the National Numeracy Strategy. Attainment in other aspects of mathematics is average. Pupils estimate with reasonable accuracy when working with standard and non-standard units in length, capacity and weight. Most pupils recognise many regular shapes in two and three dimensions, naming similarities and differences in the numbers of edges and faces. They understand halves and quarters and tell the time to quarter-hours. There is less evidence of knowledge of reflective symmetry and right angles. Pupils use the computer confidently to enter information into a database and to illustrate multiples on a number square.
100. By the end of Key Stage 2, almost all pupils add and subtract numbers to one million with confidence, and multiply and divide large numbers by single digit numbers or multiples of ten and a hundred. Higher attaining pupils multiply and divide large numbers by two-digit numbers. In mental mathematics, pupils are adept at comparing different methods of calculation and discussing which are most efficient. Most pupils understand decimal fractions and percentages and use them accurately in calculations. They understand probability, and solve problems accurately using a ten-point scale. All pupils calculate perimeters of regular and irregular shapes competently and have a satisfactory knowledge of angles for their age. They interpret information from a range of sources accurately, including graphs, tables and charts. The weakest area is in the collection, processing and interpretation of data, where experience is limited, and computers are very rarely used to support work in mathematics. Attainment in this area is a long way behind that in arithmetic.
101. The overall quality of teaching and learning is good at Key Stage 1 and satisfactory at Key Stage 2. This is an improvement since the last inspection at Key Stage 1. Very good teaching was observed in both Year 2 classes and one of the Year 5 classes. Good teaching was noted in both Year 6 classes, one Year 3 class and a Year 1 class. In these lessons the teaching was lively and enthusiastic. Lessons proceeded at a good pace and pupils were keen and interested to learn. Challenges were set, accepted and met, and the slick mental arithmetic sessions stretched pupils of all capabilities. Pupils were encouraged to try new methods and to learn by their mistakes in the supportive atmosphere. They helped each other solve problems and decided the most effective methods of calculation. Learning in these lessons was fun, and related well to everyday life. Year 6 pupils all made good progress in calculations involving money while using menus from their favourite restaurants. Year 2 pupils worked very hard in a short mathematics lesson to prove that more pupils had six letters in their Christian names than any other number. In the process they learned how to count using 'tallying', and how to label axes for a block graph. Pupils with special educational needs were supported well and made good progress because teachers targeted specific questions in mental sessions, gave work at the right level and checked understanding at the start of a written activity.
102. All teachers use the structure of the National Numeracy Strategy effectively to promote learning. Standards in mental arithmetic are being raised through increased time and structured planning. Some teachers are better than others, however, at maintaining a brisk pace and involving and enthusing pupils of all capabilities by skilful questioning and a varied content. Class work is organised at different levels, and this is generally successful, although in some classes the spread of activities is not wide enough to

meet the needs of all pupils. Some activities are obviously too hard for lower attaining pupils, as in a Year 4 lesson on three-dimensional shape where the mathematical language was too difficult for some pupils to understand. In the workbooks of lower attaining pupils, there are some examples where concepts are too complex and pupils would have learned more from having easier examples. In many classes, the scrutiny of work showed that lower attaining pupils make far more errors than higher attaining pupils. Higher attaining pupils make very few mistakes. This suggests a lack of challenge for the higher attaining pupils, as well as the work being too difficult for the lower ones. In the main, teachers use resources well to support learning. Most effective is the recent introduction at Key Stage 2 of individual whiteboards and pens, or sets of numbers, so that pupils can all show their answers to the teacher at once. This gives teachers a very clear picture of the knowledge and understanding of all pupils, and their speed of working.

103. Computers are underused at Key Stage 2, and are more likely to be used by pairs of children in numeracy lessons to support work in literacy than in mathematics. Teachers liaise well with classroom care assistants, particularly at Key Stage 1, to provide suitable work and support for pupils with special educational needs who have mathematical targets in their individual education plans. These pupils always make good progress when taken out of class for specific teaching in small groups. Marking is generally used for praise rather than to suggest how pupils can improve.
104. In a lesson seen in Year 1, where teaching was unsatisfactory, the pace was slow, pupils lost interest and unsatisfactory behaviour inhibited learning. The main difficulty was that the teacher did not manage the pupils and resources well enough. This is in a class where there is a job share. There was little continuity in teaching and learning, with earlier lessons on the same theme, for example, in learning to count backwards from twenty. Activities were much more challenging at the beginning of the week than the end, indicating that closer teacher liaison is needed to provide a coherent learning experience for the pupils.
105. There has been good improvement in the management of mathematics since the last inspection. This has contributed much to the raising of standards at both key stages. Teachers have all received comprehensive training, teaching has been effectively monitored since the introduction of the National Numeracy Strategy and planning has been adapted to give a good balance of mental arithmetic and written work. Resources have been improved in the last year and are now good. Detailed records are kept to show attainment against the objectives set in the National Numeracy Strategy, but are not always used effectively to provide work of sufficient challenge for higher attaining pupils. Higher attaining pupils in Year 4, who as Year 3 last year worked alongside Year 4 pupils in a mixed age Year 3 and Year 4 class, are repeating work they have already done. A range of tests gives useful data from which progress from year to year can be checked, but there is no analysis to identify strengths and weaknesses, and no clear awareness of what pupils need to learn to improve attainment. The records in their current form do not make it easy for class teachers to set work to challenge different groups of pupils or to set realistic and challenging year group targets.

SCIENCE

106. The school's results in the National Curriculum tests at the end of Key Stage 2 in 1999 were below the national average. They were well below average when compared with the results achieved by schools with pupils from similar backgrounds. While these results were not good enough, they were better than at the last inspection. Although there is no national comparative data available, the 2000 results show significant improvement within the school in the percentage of pupils reaching the level expected

of most eleven-year-olds. There was, however, a decrease in the percentage of pupils reaching a higher level. In most years, girls achieve better results than boys in the tests, although in 1999 boys and girls achieved very similar results. In 2000, the girls again performed better, in part due to their better literacy skills. The teacher assessments of pupils at the end of Key Stage 1 in 1999 were below the national average for the percentage reaching the level expected of most seven-year-olds, and for the percentage reaching a higher level. In 2000, the teacher assessments showed an improved picture within the school.

107. This year, on the evidence from inspection of pupils' school work, standards are average at the end of both key stages. Pupils in Year 6 have the expected knowledge and understanding of living things, materials and forces. They know, for example, the names and functions of the main human organs and can explain how food chains work. They understand the action of forces such as gravity and magnetism and are aware of how shadows are formed and why their length varies with distance from the light source. Through their study of materials and their properties, they know why different materials are used for specific purposes. In experimental and investigative skills, however, there is a different picture. While pupils understand what is required for a test to be fair and make predictions, they are insufficiently independent in carrying out investigations. They all carry out the same experiment with equipment provided by the teacher, whereas by this stage, they should be asking and investigating their own questions, using methods they have thought of themselves and selecting their own equipment.
108. Pupils at the end of Key Stage 1 have the expected experimental skills for their age. They predict what might happen, for example when a plant is put to grow in a dark place, then say whether their observations confirm their prediction. The above average pupils are beginning to explain their results using scientific ideas, such as recognising a plant growing towards the light. Pupils present the findings of their investigations in a variety of forms, such as in tables and block graphs. They have a satisfactory awareness of electricity and how a simple electrical circuit works, and recognise pushes and pulls as forces. They recognise that certain conditions bring about changes in materials, such as that warmth makes ice melt. In work on materials they classify items according to their properties, knowing for example that some are natural and some are man-made.
109. The standard of teaching and learning at both key stages is satisfactory overall. This is a similar picture to the last inspection at Key Stage 1, although teaching was reported as being good at Key Stage 2 then. Some good lessons were seen in Years 1, 3 and 6. The main strengths in the teaching are in the teachers' skill at managing the pupils to achieve orderly lessons and putting over ideas and information clearly. The pupils appreciate this, attend well to lessons and learn at a satisfactory rate. Teachers question pupils effectively to gauge their understanding and set practical tasks that interest them. In Key Stage 1, teachers have sufficient understanding of the subject to plan suitably challenging investigative activities. In Key Stage 2, teachers are less certain about what skills are required, and tend to direct pupils too much towards expected outcomes. This is reflected in this aspect of pupils' attainment in science being weakest at Key Stage 2. Good lessons were observed, however, in which teachers challenge pupils to think for themselves, especially in Year 6. When this happens, the response from the pupils is very positive. They are very enthusiastic, put forward their ideas confidently and even suggest doing their own investigations at home. A Year 6 pupil, for example, was determined to discover how much longer sugar takes to dissolve in tea in the form of a cube than as granules. In a good Year 1 lesson, pupils investigated one sense at a time in very well thought-out activities that

excluded the other senses. They listened to tapes on a tape player, felt shapes in a 'feely bag' and sniffed samples of substances that they could not see. They were thoroughly absorbed throughout the lesson, which taught them much about each of their five senses, as well as developing their language and observational skills. The pupils with special educational needs, or English as an additional language, are recognised and they are given support to make satisfactory progress.

110. Teachers include planned opportunities for pupils to apply their mathematical skills such as through simple graphs or using percentages to describe the balance of oxygen and nitrogen in the air. Some Year 5 pupils were observed beginning to use a computer database in their study of the planets, and some of them had printed out information from CD-Roms or the Internet at home. There are, however, insufficient opportunities for pupils to use computers in their learning as a matter of course. Literacy skills are effectively used in Key Stage 1, where pupils describe what they observe and make simple predictions. This aspect of their work is not effectively developed in Key Stage 2 because they have too few opportunities to extend their writing. They do not, for example, explain their findings in sufficient detail or draw up their own plans for investigating their own ideas, although this is beginning to happen in some classes.
111. A basic assessment system has been established that gives a clear picture of the areas each pupil has covered. This does not include investigative skills and this is a weakness. The science co-ordinators are aware of the strengths and weaknesses in provision and have put a detailed action plan in place, with sensible priorities for improvement. These include: obtaining advice and training for teachers; observing teaching in each year group so that practice is consistent throughout the school; and ensuring that the subject is adequately resourced. Resources are inadequate, but an audit has been carried out. This has resulted in old equipment being thrown out, existing resources becoming more readily available and priorities for replenishing stocks being identified.

ART AND DESIGN

112. The standard of pupils' art work at the end of Key Stages 1 and 2 is similar to that normally found for pupils of this age. The standards found at the last inspection have been maintained. By the end of Key Stage 1, pupils have the expected skill in using a variety of materials. They competently arrange dried pulses, such as lentils and chickpeas, and stick them on to paper to create a collage design. Their awareness of the overall visual impact of their work is seen in their addition of coloured tissue paper and cellophane to give the finishing touches to their pictures. Their portraits of friends show a satisfactory awareness of proportion. When drawing in the style of Lowry, they demonstrate a good understanding of the artist's representations of industrial scenes. Pupils' designs for the school centenary mural show a secure understanding of the need for the pictures to be clear and bold so that they can be seen from a distance. By the end of Key Stage 2, pupils competently use pencil, pastel chalks and water colours to draw their impressions of moorland scenes, images of Sheffield past and present, and studies of objects such as a school hand bell or vegetables. This work shows competent use of basic shading techniques. Pupils satisfactorily print on paper with blocks they have made from polystyrene, and use poster colours to create designs on fabric.
113. The overall quality of teaching and learning is satisfactory at both key stages. There are instances of good teaching in Years 2 and 4, and of very good teaching in Year 5. Where teaching is very good, in a project related to the designs of William Morris in

Year 5, the activities are very effective in developing pupils' skills of observation and recording, as well as their awareness of pattern. At the same time, very good account is taken of the need for pupils to express their own ideas and to respond imaginatively to the topic. Pupils, including those with special educational needs, rise well to the challenge. They work with sustained concentration, and look carefully as instructed by the teacher, so making very effective gains in their capacity to observe, identify and record the details of a pattern. In a good Year 2 lesson, pupils developed their skills of drawing well for the specific purpose of a mural design, because of the teacher's clear explanations of what was required and the good amount of individual support provided as they worked. In this lesson, the teacher made good use of exemplars of pupils' work to illustrate teaching points. In a good Year 4 lesson, the teacher's good subject knowledge and explanation of techniques supported all pupils, including those with special educational needs, in mastering specific skills of creating designs on fabric.

114. In less effective, although satisfactory, lessons there is too little opportunity for pupils to give opinions about their work or that of the famous artists being studied. In a Year 3 project based on a study of Van Gogh's painting of his bedroom, the work did not build well enough on pupils' prior learning. The task was too complex for pupils just beginning Key Stage 2. Although pupils made some progress in this project, these factors limited the gains in their knowledge and understanding. At the last inspection, it was found that little direct teaching of art took place at Key Stage 1. This weakness has been overcome and there is now sufficient direct teaching. There is, however, still too little three-dimensional art work at either key stage. There is minimal use of new technology, such as computers and videos, to support pupils' learning in art. The only evidence seen was of a paint program at Key Stage 1.
115. The co-ordinator, who is keen to develop the provision, has had responsibility for art for one year only. During this time she has started to gain an overview of what is happening throughout the school by looking at teachers' half-termly planning. She recognises the need for the school to have whole-school planning to ensure that pupils' knowledge, understanding and skills are continually developed as they move up through the school. Such planning is presently at an early stage of development only. There are no assessment procedures to support teachers in planning for the range of pupils' needs within the mixed ability classes or to adapt the planned curriculum when necessary. The co-ordinator is not involved in checking the quality of teaching through activities such as lesson observation and looking at samples of work. The weaknesses in the checking of teaching, and in planning and assessment, restrict the quality of provision and the standards pupils achieve. The resourcing of art has improved since the last inspection and is now adequate.

DESIGN AND TECHNOLOGY

116. During the inspection it was possible to see only one lesson in design and technology. This was because design and technology projects alternate with art, and only one class was focusing on design and technology at the start of the school year when the inspection took place. A limited range of work from the last school year was studied and pupils were spoken to, to assess their knowledge, understanding and skills. Standards of work in design and technology are in line with those expected nationally at the end of Key Stage 1, but are too low at the end of Key Stage 2. Standards at Key Stage 2 are lower than those found at the time of the last inspection. This is because pupils have experienced a very narrow range of projects. There are no records from which to check the development of skills, and long-term plans designed to give a balance of experience have not been followed consistently.

117. By the end of Key Stage 1, pupils have the expected skill in using a range of materials and are familiar with the process of designing, making and evaluating. Photographs show individually designed Indian headdresses of a suitable standard for Year 2 pupils. Pupils design and make a suitable container for an Easter egg. From taking boxes apart, they know how to make a box out of one piece of card, and how to join it together. Through having experienced failed attempts, they know how exact their measurements need to be to produce an acceptable result. Decorations of their finished product show a secure awareness of the importance of the overall visual impression created by such a product. Through a fairground project, pupils have the expected research skills and satisfactorily make models with moving parts from a commercial kit. Pupils are aware of what processes are used in making bread.
118. By the end of Key Stage 2, pupils' experience is much narrower than expected for their age. Pupils are not achieving the standards expected in the making and evaluating aspects of design and technology in particular. Individual evaluations of a bread making project like 'my bread tasted very nice' show insufficient skills in evaluation. Although pupils produce original designs for models of Tudor houses, they use a template and all houses are exactly the same shape and size, and made out of thin card. As a result they do not have the construction skills expected, or the required understanding of the suitability of different materials for specific purposes. Year 6 pupils have designed and made card boxes for different purposes on several occasions, but they have not made any artefacts with moving parts, and have used a narrow range of materials. They have not, for example, used wood in construction. In the one lesson seen, where Year 6 pupils were designing and making slippers, pupils showed satisfactory skills. They looked in detail at slippers to see how they are made, and cut and sewed patterns for the soles. They appreciated the need for precision and made informed decisions about the materials needed.
119. It is not possible to make an overall judgement about teaching and learning at this early stage in the school year, with so little design and technology being taught and teachers in other classes not having prepared their plans yet. In the one lesson seen, in Year 6, teaching and learning were good. The project of making slippers was well planned, and high expectations were set. The lesson was well organised, with clear instructions which pupils followed carefully, so developing skills as they worked practically. The topic was presented in a lively way, which captured pupils' interest so that they brought materials from home. The main weakness lowering standards at Key Stage 2 is that the long-term plans, which are relevant and balanced, are not followed. Activities that are provided do not challenge pupils to think for themselves sufficiently. This weakness was identified at the last inspection and it has not been rectified. Present Year 6 pupils made bread last year as part of a broad cross-curricular topic. The design and technology element of the project was not sufficiently challenging. Pupils adapted the basic recipe themselves, but opportunities were missed to make a full evaluation of the project. A project using control technology, and planned for the Summer term, could not take place because the school has no suitable resources. At Key Stage 1, planning is detailed and relevant.
120. It is clear that design and technology at Key Stage 2 has been a neglected subject. There has been no checking to ensure that plans have been followed and that teachers' expectations of pupils at Key Stage 2 are high enough. The co-ordinator has sufficient knowledge and expertise in the subject, but during the last two years has given priority to mathematics, his other subject responsibility. A satisfactory action plan is now in place, which includes an audit to establish training needs, and staff meetings to support the development of teaching and learning. As there is no assessment system, there is insufficient awareness of pupils' skills and experience for planning to take account of

previous learning. Resources are satisfactory in all areas except control technology, where they are very limited.

GEOGRAPHY

121. The school teaches geography in blocks of time at different points in the school year. As a result, only two lessons were seen during the inspection. Judgements are made from these lessons, scrutiny of pupils' work, and an analysis of teachers' planning. At the end of both key stages, pupils' work is of the standard expected for their age.
122. By the end of Key Stage 1, pupils follow simple maps and plans of the area local to the school. Through a structured walk around the locality, they have good knowledge and understanding of the different buildings and land use in the area. In using their own constructed model of the local commercial area, pupils are aware of some local problems and discuss their own ideas for change, regeneration and development. Pupils are beginning to understand environmental and conservation issues. Through writing to pupils in a contrasting area of Yorkshire, pupils are starting to recognise that there are geographical differences.
123. At the end of Key Stage 2, pupils have the expected awareness of other places such as a Yorkshire seaside town and a village in India. They understand that lifestyle and occupations are affected by location, as well as there being differences in the environment and weather. Pupils have a satisfactory understanding of how the environment influences how people live, and are developing a sound knowledge of how people affect the environment. Pupils discuss and contrast Western and Third World societies. They are aware of the need for recycling resources. Their map skills are satisfactory. Pupils' knowledge of settlements, mountains and rivers, world climate zones and weather recording is as expected for pupils of this age. Pupils present their investigations neatly, with relevant diagrams and drawings.
124. On the basis of all the available evidence, the quality of teaching and learning is satisfactory at both key stages. Projects and lessons are planned in sufficient detail to challenge and interest pupils. Teachers use questions well to develop pupils' thoughts and to encourage them to make decisions on evidence. As a result, all pupils contribute well to discussions with thoughtful ideas. They are being encouraged on occasions to be independent learners, and respond to this by working sensibly in a group. In one lesson seen, in Year 2, teaching was good. In this lesson, all pupils, including those with special educational needs, made good progress as a result of the teacher's clear explanation and the effective use of resources such as a model which enabled pupils to 'try out' their suggestions for development of the local area. An additional activity provided the challenge to the higher attaining pupils to ensure that they moved on well enough in their learning.
125. The co-ordinator for geography has good knowledge and has recently revised the school topic programme with the support of the staff. There is now a policy and scheme of work, in line with the requirements for the National Curriculum 2000. This is an improvement since the last inspection. Although the co-ordinator sees topic planning, there is no checking of teaching and learning. This is indicated as a development in the geography action plan, but it is a weakness that was identified at the last inspection that has not been rectified. There are no assessment procedures for geography, so information from assessment cannot be used to support the planning of new work. This weakness was also identified at the last inspection. A wide range of reference books is in the process of being updated. There are sufficient resources to support all the school topics, including recent purchases of globes and atlases, and

this is an improvement since the last inspection. The local area, school trips and residential visits are well used to provide geographical experiences for the pupils. The use of computers is far too limited, however, and pupils do not research geographical topics using the Internet or CD-Roms. The omissions in the checking of teaching and learning, the lack of assessment procedures and the inadequate use of computers limit the standards pupils can achieve.

HISTORY

126. The standard of pupils' work in history is as expected for pupils at the end of Key Stages 1 and 2. This is a similar picture to that found at the last inspection. By the end of Key Stage 1, pupils have a satisfactory understanding of differences in the past and present. They identify these differences through discussions and simple investigations into photographs, pictures and reference books. Pupils talk about clothes, toys and transport from the past and identify how they differ from today. They know about some major events that have happened in Britain, such as the Fire of London. They know facts about some famous people and why they are famous, such as Florence Nightingale. Interesting work is seen on display about teddy bears, which includes pupils' detailed observational drawings on the differences in several generations of bears.
127. By the end of Key Stage 2, pupils have a satisfactory understanding of chronology. They have the expected factual knowledge of several past societies and the way people lived, including the Ancient Greeks, Romans, Victorians and Tudors. They have historical enquiry skills, and have researched into local archives, photographs and reference books. These skills are applied in their local history studies, such as into the cutlery and industrial steel sites. They have satisfactory awareness of Victorian times in their local area and are able to compare and contrast this with aspects of their own life. Older and more able pupils do not build well enough on their factual knowledge, however, to begin to create links between the main events and changes within the periods that they study.
128. The overall quality of teaching and learning is satisfactory at both key stages. Lessons are planned in line with the school's revised topics and scheme of work, which is an improvement since the last inspection. A good lesson was seen in Year 5. In this lesson, the teacher introduced pupils to the working life of children in Victorian times through very expressive reading of an extract from Charles Kingsley's 'The Water Babies'. Pupils were directed to sources of information, but also expected to think for themselves, asking questions such as 'How would the master know if the chimney sweep was slow?'. The use of questions to develop pupils' investigation and historical enquiry skills at both key stages is a positive feature of the teaching. Pupils with special educational needs are supported to make satisfactory progress.
129. Assessment of pupils' learning in history is not in place. This limits how securely teachers' planning is based on what pupils already know and understand as they move up through the school. This weakness was also evident at the last inspection and it has not been rectified. There is too little use of computers to develop pupils' enquiry skills through the use of the Internet and CD-Roms. While teachers do give attention to developing enquiry skills, this limits the progress pupils make in this area.
130. The co-ordinators are enthusiastic and have a sound knowledge of the subject. In discussion with the staff, the schemes of work and policy have been revised and meet the requirements for the National Curriculum 2000. The co-ordinators support their colleagues and look at planning, but there is no checking of teaching and learning. This

was also a weakness at the last inspection. The resources have recently been audited and there are now sufficient artefacts, story and reference books to support the history topics in each year group.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards in information and communication technology are in line with national expectations at the end of Key Stage 1, but they are well below national expectations at the end of Key Stage 2. Statutory requirements are not met at Key Stage 2 because some important areas of the National Curriculum are not taught, for example, using the computer to control external devices, or to analyse information. At Key Stage 2, there is not enough time spent in teaching computer skills. There are very few opportunities for pupils to develop skills to support work in other subjects.
132. By the end of Key Stage 1 all pupils, including those with special educational needs, have a suitable range of skills that they use effectively in other subjects. Pupils enter text on the computer screen confidently, move text using the return and arrow keys, and save and print their work. They highlight numbers on a hundred square in different colours to make patterns illustrating multiples of two, five and ten. Using a prepared database, they enter information and produce block graphs to illustrate the most common number of letters in their Christian names. Pupils create pictures on the computer screen by selecting colours and 'brush' sizes, and know how to change the background colour. They navigate their way around treasure maps using the arrow keys to support work in geography. They control and operate a floor robot by entering a series of commands to enable it to move round obstacles to reach a given point. Calculators are used competently to check work in mathematics.
133. By the end of Key Stage 2, the knowledge, skills and understanding of most pupils in Year 6 when entering and editing text using the computer are at a level expected for pupils in Year 3. They change font, text size and colour and centre their work to produce attractive 'best' copies of written work. They very rarely draft writing directly onto the screen, or use the power of the computer to edit and improve the quality of their writing. In other aspects of the subject there are big gaps in their experience. Apart from those with computers at home, pupils do not know how to load and use a program from a CD-Rom, have no experience of using the computer to control external devices, or to support work in music, art and geography. Support for mathematics and science is limited to using a simple database to produce graphs, at the same level as pupils in Year 2. Pupils in Year 5 are learning how to set up fields and records in preparation for setting up their own database, but pupils in Year 6 have not had this experience. There are very limited records from which to check pupils' skills, and so the considerable expertise of some pupils with computers at home is rarely acknowledged and built on. The low level of pupil expertise is partly due to previously unsatisfactory resources, but also to lack of teacher confidence and effective planning.
134. Teaching and learning at Key Stage 1 is satisfactory overall, with examples of good and very good teaching observed in Year 2. In these lessons, pupils are seated so that they have a good view of the computer. Lessons are fun, with many opportunities for them to demonstrate their skills, which they do with confidence and pride. Skilful questioning is used to check pupils' understanding. Clear learning objectives are achieved in the lesson and prepare pupils of all capabilities well for individual work to consolidate skills. Relevant tasks are given in other subjects, such as creating graphs in mathematics, that help pupils to learn to appreciate the power and precision of the computer.

135. At Key Stage 2, insufficient time is spent in teaching this subject, and teaching and learning are poor overall. Teachers' expectations of the standards pupils are capable of attaining are far too low. Although many classes have a slot on the timetable for information and communication technology, this is often limited to twenty minutes at the end of a session. During the inspection, two timetabled lessons did not happen, and the one lesson that was observed started five minutes late. In this Year 5 lesson, for just fifteen minutes at the end of the day, no attempt was made to seat pupils comfortably so that they had a clear view of the screen. One teacher was attempting to teach two class groups at once, on computers a good distance away from each other. Although the other teacher did her best to relay the teaching to her class, the whole arrangement was unsatisfactory, and little was learned. Individual pupils do sometimes use the class computers during lesson time, but most activities involve low level work. Year 4 pupils copy out the school rules, and improve the presentation, instead of taking part in the numeracy hour. Pupils with special educational needs do use programs to support literacy in lessons with the special needs co-ordinator, but there are very few programs to support work in other subjects, and their progress overall is poor. Teachers' planning for work in different subjects generally makes no reference to using the computer to support learning.
136. Two teachers co-ordinate information and communication technology. The Key Stage 2 co-ordinator has only been at the school for three weeks, but is already working closely with her colleague to supervise the completion of a new computer suite, and to support the comprehensive training of teachers planned to take place shortly. The use of the new computer suite is seen as a panacea for improving standards in the future at Key Stage 2. Meanwhile there are urgent problems to address to ensure that sufficient teaching time is allocated to the subject, that pupils have a balanced curriculum that matches their needs, and that teachers have the expertise and support necessary to ensure that teaching and learning are effective. Much better use could be made of the computers in classrooms, now upgraded and in working order. The subject policy is recently written, and of good quality, but it is optimistic in that it refers to an audit of pupils' skills and effective planning to meet the needs of the pupils, neither of which are yet in place.

MUSIC

137. Standards at the end of both key stages are in line with those expected for pupils of this age. This is similar to the picture found at the last inspection. By the end of Key Stage 2, pupils have secure skills in composing and performing. They read simple musical scores and keep their own part reasonably well during a group performance. Pupils have a wide appreciation of different musical styles, expressing their preferences for composers such as Mozart and Beethoven, and explaining what it is about the music that they like. Pupils at the end of Key Stage 1 read and clap a series of rhythm patterns, keeping to a steady beat, and understand how a simple musical score is built up. Their understanding of musical notation is of a higher standard than expected by the age of seven. The standard of singing is good throughout the school. This is an improvement since the last inspection at Key Stage 1 due to the input of teachers with musical expertise who accompany the pupils in assemblies, at hymn practices and in some lessons. Higher attaining pupils at Key Stage 2 sing challenging pieces in the school choir.
138. The quality of teaching and learning at both key stages is satisfactory. There is good teaching of the choir, and instrumental lessons taken by peripatetic specialists. Teachers plan their lessons effectively from the clear scheme of work. They share the learning objectives with the pupils so that they can see their progress. An eye is kept on how individuals perform in lessons, and teachers amend their input accordingly. Teachers manage pupils well so that the lessons proceed smoothly. They make good use of the music room and the neatly stored resources, enabling all the pupils in the class to experience 'hands on' learning. A good balance between teacher input and group activities is usually achieved. Occasionally, there is a lack of subject expertise to challenge the pupils within the lessons or provide the right level of support, for example by conducting younger pupils to keep a steady beat. The evident pleasure that many of the staff get from music is clearly communicated to the pupils. This establishes a very positive atmosphere for learning in which pupils, including those with special educational needs, make every effort to succeed.
139. Good links are made with other subjects, such as history, when pupils trace different forms of music through the ages and science, when they explain how sound is produced in a recorder. Effective opportunities are provided for pupils to apply their speaking and listening skills, for example when they describe different musical forms and how they feel in response to specific pieces of music. Music also reinforces numeracy on occasions, such as in the construction of a series of four-beat bars, although there are no guidelines on how to make the most of these opportunities. There are plans to include more information and communication technology in the music curriculum, but currently insufficient use is made of computers to aid pupils' learning.
140. Records are kept of what the pupils have achieved in the form of a folder of samples of written work and tapes of compositions. This is a good basis on which to build an assessment system that tells the teachers what skills the pupils have and what should be the next learning targets. At present there is no such system to guide teachers' planning. The subject action plan is a useful document that demonstrates a good grasp of what needs to be done to improve provision further. Co-ordinators have drawn up priorities and these have been costed where possible. Improving staff expertise is high on the list and is a sensible early step in ensuring that the newly established scheme of work is effective in raising standards throughout the school.
141. The wide range of instrumental tuition available, including extra-curricular guitar and recorder lessons given by the staff, gives many pupils the opportunity to learn to play

and to perform in public. Steps are taken to include boys as well as girls in all activities, and these are beginning to have the desired effect, for example in boys joining the choir. Pupils gain great benefit socially from performing in school at assemblies, and in productions. The range of extra-curricular activities and opportunities to learn instruments has improved well since the last inspection. The leadership and management of music are also better now than they were then.

PHYSICAL EDUCATION

142. Standards at the end of both key stages are in line with national expectations, maintaining the standards found at the last inspection. In games at the end of Key Stage 2, pupils have the expected levels of ball control, hand-eye co-ordination and space awareness. They know how to play in specific positions in team games and co-operate effectively to either attack or defend, for example in a game of netball. Some, who attend basketball and netball coaching, show above average skill. Only one of the two Year 6 classes was observed swimming. About two thirds of the class can swim, with about one third able to swim more than 25 metres. One third of the pupils are currently non-swimmers. This is a higher proportion than would be found in many schools at this age, but this was only the third lesson. In past years, most of the pupils were able to swim before they left the school. No dance lessons were observed in Year 6, but the standards achieved in the Year 5 lesson seen indicate the expected levels of competence. Pupils interpreted music creatively and linked movements together to show 'attitude', with the higher attaining pupils incorporating challenging gymnastic movements such as cartwheels and handstands. At the end of Key Stage 1, pupils demonstrate sound gymnastics skills. They balance on different parts of their bodies and link balances with controlled movements. Pupils have good ball control and accuracy in passing a ball.
143. The overall quality of teaching and learning is satisfactory at both key stages, with some good lessons seen in Years 3 and 6. In gymnastics lessons, procedures for pupils setting up the apparatus safely are still being established. This is being done very effectively, securing a good basis for more efficient use of lesson time later in the term. In a good netball lesson in Year 6, the teacher quickly recapped the passing skills that had been practised in the previous lessons. She immediately got the pupils working on new skills of marking an opponent and evading a marker. Effective support was provided as the teacher then moved round the groups pointing out how skills could be improved. In this lesson, pupils made good gains in their skill development. In some lessons the whole class is kept together too long and insufficient time is then left for teaching and learning through activity. All the teachers change into suitable clothing for lessons, setting a good example to the pupils, and pay due attention to warming up before exercise and cooling down afterwards. This is a good improvement since the last inspection. Teachers have good relationships with the pupils, manage them well and make the learning objective clear in each lesson. The pupils respond positively. They enjoy the lessons and make every effort to improve, so learning at a satisfactory rate. Behaviour is very good because the pupils are motivated and involved, and can see the gains they are making in their skills.
144. There is effective guidance for teachers through a scheme of work, and this is an improvement since the last inspection. The teaching of dance is stronger than at the last inspection, leading to better standards in both key stages in this area of the curriculum. There have been significant improvements in the availability of extra-curricular activities, enabling higher attaining pupils to fulfil their potential in games, dance and gymnastics.

RELIGIOUS EDUCATION

145. The standards achieved by pupils at the end of both key stages are better than at the last inspection and exceed the expectations set by the locally agreed syllabus. By the end of Key Stage 2, pupils are familiar with the beliefs and practices of the Christian, Hindu, Muslim and Jewish faiths. They compare similar practices, such as giving money to charity and the principle of Zakat in Islam. Pupils have a good knowledge of some of the stories of famous figures, such as Jesus, Mohammed, Rama and Sita. They retell key stories from the Bible, such as 'The Good Samaritan'. Pupils show a good understanding of issues such as 'What makes a good leader?'. Pupils are tolerant of each other's opinions. By the end of Key Stage 1, pupils have a good knowledge of different festivals, such as Christmas and Pesach. They compare the practices of different faiths, for example understanding that Muslims use a mat for prayer and the Jews have a special book called the Torah. They recognise the importance of 'precious things', and understand that the parable of the Prodigal Son is about forgiveness. They have an above average understanding of the feelings and motivations in stories such as this, and can relate them to their own experiences.
146. The overall quality of teaching and learning is good at Key Stage 1 and it is satisfactory at Key Stage 2. The greatest gains in pupils' knowledge and understanding take place at Key Stage 1, and they are steadily built on at Key Stage 2. At Key Stage 2, there are instances of good teaching in Years 3 and 5. Teachers' subject knowledge is good overall, and they are confident in teaching religious education. Lessons are well planned and resources and artefacts are used effectively. Questioning encourages pupils to express their ideas and to reflect on what they are learning. Teachers engage pupils' interest as they relate events to pupils' own experiences. There is emphasis on allowing pupils to share their ideas through brainstorming and decision-making, for example, deciding which of the things they value they would find it easier or more difficult to share. In the most effective teaching, such as in Year 2, the teacher has high expectations of the level of pupils' understanding of human behaviour. This is demonstrated in brisk questioning, activities that develop knowledge and understanding, and the use of time at the end of the lesson to recap on learning and extend pupils' awareness further. Pupils with special educational needs are supported to develop awareness at the same rate as other pupils in the same classes. Pupils respond positively to interesting activities such as developing a play script to retell a Bible story. They collaborate well to help and support each other, mainly sustaining good concentration.
147. Satisfactory opportunities are provided for the development of language and literacy skills through discussion and in the way work is recorded. Writing activities do not, however, encourage more extended writing. The work in religious education provides good support for all aspects of pupils' spiritual, moral and cultural development. The co-ordinator is very knowledgeable and provides good support to colleagues. She has produced a detailed scheme of work which gives equal emphasis to learning about religion and learning from religion. The policy has been reviewed recently and provides good guidance. There is a commitment to the development of the subject, with a good action plan which involves checking teaching and learning and providing for links with the personal and social education curriculum. There are no assessment procedures, so teachers cannot adapt planning in the light of a clear understanding of pupils' knowledge and understanding. The lack of assessment procedures, and the absence of arrangements for checking the teaching and learning, restrict the further improvement of standards.