

INSPECTION REPORT

TIVIDALE HALL PRIMARY SCHOOL

Tividale, Oldbury, West Midlands

LEA area: Sandwell

Unique reference number: 103960

Headteacher: Mr John Higgins

Reporting inspector: Mrs Sue Chesters
23196

Dates of inspection: 13th – 16th November, 2000

Inspection number: 224247

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Regent Road
Tividale
Oldbury
West Midlands

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs A Wood

Date of previous inspection: 23/09/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sue Chesters 23196	Registered inspector	Geography History Music Religious education	What sort of school is it? How high are standards? (The school's results and achievements) How well is the school led and managed?
Mary LeMage 9348	Lay inspector		How high are standards? (Pupils' attitudes, behaviour and personal development) How well does the school care for its pupils and students? How well does the school work in partnership with its parents? How well is the school led and managed?
Jan Pollard 15292	Team inspector	Foundation Stage Special educational needs Art and design	How well are pupils taught?
Alan Hardwicke 14991	Team inspector	Science Information and communication technology	How good are curricular and other opportunities?
Ann Brangan 29381	Team inspector	Equal opportunities Mathematics Design and technology Physical education	
Daphne Crow 27324	Team inspector	English as an additional language English	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tividale Hall Primary School is a community school set in the Tividale ward of Oldbury in the West Midlands. It has 479 pupils on roll (231 boys and 248 girls) which is much bigger than most primary schools. It is a settled roll and about the same total as at the time of the last inspection. The age range of the pupils is three to eleven. It has a purpose built nursery which currently has 65 children on roll who attend either morning or afternoon sessions. Attainment at entry to the nursery is average. The majority of pupils is of white ethnic origin. Other pupils are of Indian, Pakistani or Black-Caribbean heritage. One per cent of pupils speak English as an additional language but none are at an early stage of English language acquisition. The percentage (6 per cent) of pupils registered for free school meals is lower than average. It is also lower than in previous years and a drop of 2 per cent since the last inspection. There are 80 pupils (17 per cent) on the special educational needs register. This includes more able pupils. This percentage is slightly lower than the national average. Two pupils (0.4 per cent), have a statement of special educational need. This is in line with national averages. The circumstances of the school are similar to those at the time of the last inspection.

HOW GOOD THE SCHOOL IS

The school is a caring community which provides a satisfactory education for its pupils. Pupils achieve average standards in most subjects. Teaching is good, with 12 per cent of lessons being very good. The school has a clear set of aims but there are weaknesses in the way in which the school monitors its work, inhibiting it from reaching these aims. However, the school's strengths outweigh its weaknesses and it gives satisfactory value for money.

What the school does well

- The quality of teaching is good.
- It provides well for pupils with special educational needs and they make good progress.
- It provides well for pupils' social development.
- Pupils' personal development and relationships are good; behaviour in lessons and around the school is good.
- The school's provision for pupils' personal support and their welfare is good.
- It implements the literacy and numeracy strategies well.

What could be improved

- Standards in information and communication technology.
- The physical education curriculum - to include swimming.
- The leadership and management - in ensuring that all of the work of the school is monitored effectively and prompt action is taken on its findings.
- The role of the governing body - in ensuring that it fulfils all of its statutory obligations and acts as a critical friend to the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made slow progress since the previous inspection in September 1996. Standards in information and communication technology have not improved and are still below national expectations. The provision for physical education has become unsatisfactory, in that pupils do not have opportunities to learn to swim. Therefore, it does not meet the requirements of the National Curriculum. In the past eighteen months, the rate of improvement has accelerated and several new initiatives to monitor the school's effectiveness have been implemented. However, these have not been in place long enough to have made a significant impact on standards. At the time of the last inspection, issues were raised concerning the work set for pupils, which was deemed not hard enough. Teachers now provide better challenge for most groups of pupils and work is suitably pitched to meet most of their needs. The number of priorities on the school development plan has been reduced. This is now a good working document. All subjects now have a teaching programme. These set out the knowledge and skills to be taught in each year. The roles and responsibilities of all members of staff are clearer. Staff are beginning to fulfil these roles effectively.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

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

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

The results of the 2000 National Curriculum assessment tests for pupils in Year 2 are in line with the national average in reading and writing. In mathematics they are well below the national average. When compared with schools in a similar context, standards are well below average in reading, writing and mathematics. Whilst these results dip from those of 1999, and results have fluctuated year on year, there is a discernible upward trend overall since 1997. The results of the teacher assessments in science show standards are well above average nationally. They are above average when compared with similar schools. There is no significant difference in attainment between boys and girls. In mathematics fewer pupils than average reach Level 3, the level above that expected for the age group. However, in English and science an average proportion of pupils reach that higher level.

The proportion of pupils in Year 6, in the 2000 national tests, attaining the expected Level 4, in English is average. The proportion of pupils attaining the higher level, Level 5, is lower than average. This represents a measure of under-achievement by the more able pupils. In mathematics, the proportion of pupils reaching Level 4, is below average. However, the proportion reaching the higher Level 5 is above the national average. In science, the proportion of pupils reaching Level 4, is above average and those reaching Level 5 is well above. When compared with similar schools results in English are below average, in mathematics they are average, and in science they are well above average. These results, with fluctuations year on year, indicate an upward trend in levels of attainment in all three subjects since 1997. The upward trend mirrors the national trend. There is no significant difference in the attainment between boys and girls, although the boys outperformed the girls in mathematics in the 2000 tests.

Inspection evidence confirms a similar position to 2000 in the current Year 2 and Year 6 with overall standards in line in English, mathematics and science. The school has set appropriate targets for literacy and numeracy and pupils are on line to reach or exceed these. Standards in most other subjects at both key stages are in line with the expectations of the National Curriculum. However, standards in information and communication technology are below average at both key stages. In physical education, at Key Stage 2, pupils cannot reach the expected level because they do not have the opportunity to swim. In religious education, pupils reach the standard required by the locally agreed syllabus at both key stages. Pupils make satisfactory progress during their time in the school. Teaching and learning in most lessons is now good and this has a positive impact on raising standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils take an interest in their work and are keen to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. They are courteous, polite and trustworthy.
Personal development and relationships	Relationships are good. Pupils relate well to each other, to their teachers and to all adults with whom they come into contact. They respond well to the responsibilities that they are given.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

During the inspection the quality of teaching in lessons was good. This good teaching results in pupils learning well. Out of 77 lessons observed only one was unsatisfactory. Forty seven per cent of lessons were satisfactory, 40 per cent were good and 12 per cent were very good. This good teaching was in all key stages and all subjects. Very good lessons were seen in English, mathematics, science, religious education and physical education. In these lessons pupils showed positive attitudes to their learning and made good progress. Teachers have high expectations that pupils will behave well. Consequently pupils do behave well and work well together. In the good lessons, teachers plan clearly what it is they want pupils to learn during the session. They communicate these objectives to the pupils well. As a result the pupils learn well what is expected of them and increase their knowledge, understanding and skills effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall satisfactory, with the exception that physical education at Key Stage 2 does not meet the requirements of the National Curriculum.
Provision for pupils with special educational needs	Good. Teachers, learning support assistants and the co-ordinator for special educational needs provide effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Religious education, collective worship and other subjects support pupils' development well, particularly in social development.
How well the school cares for its pupils	Good. Pupils are looked after well.

The school has a satisfactory relationship with its parents and with partner institutions. The community contributes well to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There are weaknesses in the management and leadership. The school does not yet monitor and evaluate all of its work effectively. The headteacher works hard to implement the systems and procedures needed to ensure that standards are raised. He is very ably supported by the deputy headteacher. Together with the senior management team and hard-working staff, they have implemented several new initiatives recently. These are now beginning to be reflected in the work of the school.
How well the governors fulfil their responsibilities	The governors do not fulfil all of their statutory obligations. They are very supportive of the school but do not act as a critical friend in monitoring all of the school's work.
The school's evaluation of its performance	The school has good, published aims but it does not measure its performance in relation to these aims.
The strategic use of resources	Satisfactory, although the library and computers are not used sufficiently nor effectively.

The school has adequate staffing, accommodation and resources to meet the learning needs of its pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and they make good progress.• The school has high expectations and helps children to become mature and responsible.• Behaviour is good.• Teaching is good.	<ul style="list-style-type: none">• Information about their children's progress.• The school working more closely with parents.• How the school is led and managed.• Homework.• Activities outside lessons.

Seventeen parents attended the meeting with the registered inspector prior to the inspection and 134 questionnaires were returned and analysed. Inspection evidence supports parents' views that their children like school, behave well and become mature and responsible members of the community. Inspectors also agree that teaching is good. The quality of homework is satisfactory although the school is aware that it needs to work more closely with parents. They do not fully support parents' other views although they found there are areas to be developed in leadership and management. Inspectors found that the school offers a good range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the previous inspection, pupils at both key stages, achieved standards in line with national expectations in all subjects of the National Curriculum, except science where standards were above average and information and communication technology where they were below average. Standards in religious education met the requirements of the locally agreed syllabus. The school has maintained most of these standards. Levels of attainment in information and communication technology remain below average. This is an issue because there has been little improvement since the last inspection and because pupils are still not reaching required standards. A further issue has arisen since the last inspection. Pupils at Key Stage 2 no longer achieve average standards in physical education because the school does not provide the opportunity for pupils to swim. Thus pupils cannot meet the requirements of that aspect of the National Curriculum. However, standards in all other aspects of the physical education curriculum are in line with expectations for the age group.

Foundation Stage¹

2. The attainment of most children on entry to the nursery is average. They make good progress in their year in the nursery class and most children are in line with the stepping stones² for their age by the time they move to the reception class. This is confirmed by tests undertaken on entry to the reception class. The children make good progress through their reception year. Most children reach the goals set for the end of the Foundation Stage and are ready to start National Curriculum programmes of study as they enter Year 1.
3. Children listen appropriately and confidently answer questions. They begin to build up a sight vocabulary when reading and learn to form letters correctly when writing. Many count to at least 10 and recognise two-dimensional shapes and most primary colours. This is a direct result of the good quality support they receive and the good curriculum provision, which places clear emphasis on each area of learning and has good links with the National Curriculum.

Key Stage 1

4. The results of the 2000 National Curriculum assessment tests for pupils in Year 2 are in line with the national average in reading and writing. In mathematics they are well below the national average. When compared with schools in a similar context, standards are well below average in reading, writing and mathematics. Whilst these results dip from those of 1999, and results have fluctuated year on year, there is a discernible upward trend overall since 1997. The results of the teacher assessments in science show standards are well above average nationally. They are above average when compared with similar schools. There is no significant difference in attainment between boys and girls or pupils from different ethnic heritages. In mathematics fewer pupils than average reach Level 3, the level above that expected for the age group. However, in English and science an average proportion of pupils reach that higher level.

¹ Foundation Stage is the curriculum guidance used for children between the age of 3 and 5.

² Stepping stones are the graded bands through which children pass in the Foundation Stage. The early learning goals form the final stepping stones. These are the outcomes of a set of skills, knowledge and understanding that children might be expected to achieve by the age of five.

5. Inspection evidence confirms that the school is maintaining standards in line with national averages in English and mathematics. In science, standards are overall in line with expectations although there are strengths within the knowledge pupils have of life and living processes and materials and their properties and physical processes. This is reflected in the good results in national assessments. However, the experimental and investigative aspects of the science curriculum, and the pupils' ability to apply their knowledge, is less developed and therefore, overall standards are average. There is now a discernible upward trend in standards. This is mostly as a result of the good teaching and the successful implementation of the National Literacy and Numeracy Strategies. However, more able pupils do not achieve the standards of which they are capable in any subject.
6. Pupils achieve satisfactory standards in reading. They understand the different parts of books and know how to use contents pages. They understand terms such as 'author' and 'illustrator'. They use their knowledge of letter sounds and picture clues successfully to read new words. Spelling is mainly correct and most pupils write in sentences and know how to use capital letters and full stops correctly. The pupils show a satisfactory understanding of number, with many reading, writing and ordering numbers to 1000. Mental arithmetic and multiplication skills are satisfactory. In science, pupils show a good understanding of forces, such as 'push' and 'pull' and their effects. Pupils have too few opportunities to use information and communication technology, particularly to support their learning in literacy and numeracy.
7. Standards in religious education meet the expectations of the locally agreed syllabus. Pupils show a satisfactory knowledge of stories from the Bible. In art, design and technology, geography, history, music and physical education pupils achieve standards which are expected for their age. Standards in information and communication technology are below average.

Key Stage 2

8. The proportion of pupils in Year 6, in the 2000 national tests, attaining the expected Level 4, in English is average. The proportion of pupils attaining the higher level, Level 5, is lower than average. This represents a measure of under achievement by the more able pupils. In mathematics, the proportion of pupils reaching Level 4, is below average. However, the proportion reaching the higher Level 5 is above the national average. In science, the proportion of pupils reaching Level 4, is above average and those reaching Level 5 is well above. When compared with similar schools, results in English are below average, in mathematics they are average, and in science they are well above average. These results, with fluctuations year on year, indicate an upward trend in levels of attainment in all three subjects since 1997. The upward trend mirrors the national trend. There is no significant difference in the attainment between pupils from different ethnic heritages nor between the attainment of boys and girls, although the boys outperformed the girls in mathematics in the 2000 tests.
9. Inspection findings show that the school is maintaining standards in line with national averages in English and mathematics. In science, standards are good. Standards in most other subjects are average. However, pupils do not reach average standards in information and communication technology at either key stage. Pupils at Key Stage 2, do not reach average standards because there is no provision for swimming.
10. There is no significant variation in the performance of girls and boys. Pupils with special educational needs make good progress and attain satisfactory standards in relation to their abilities at the ends of both key stages. They receive effective

support from the co-ordinator for special educational needs, teachers and classroom assistants to support their learning. However, the standards reached by more able pupils are not always high enough.

11. In literacy, pupils' reading skills are satisfactory and they read confidently, accurately and with increasing fluency. However, their referencing and research skills are under-developed. In writing pupils are mostly consistent in their use of punctuation and spelling. Handwriting skills vary and this affects the presentation of pupils' work in all subjects, which is variable in quality. In numeracy, pupils show a satisfactory understanding of number, including percentages and decimals. Skills in mental arithmetic and multiplication are satisfactory. Pupils' knowledge and understanding of work in shape, space, measures and data handling are satisfactory. In science, pupils have a basic understanding of a fair test and predicting outcomes but, in general, opportunities for pupils to develop their investigative skills are too few. Literacy skills are used satisfactorily across the curriculum, for example in history and religious education. Numeracy skills are used in science and geography but are under-developed in other subjects such as information and communication technology.
12. Standards in information and communication technology are below national expectations and show little improvement on the previous inspection findings. Pupils have too few opportunities to use information and communication technology to support their learning, particularly in literacy and numeracy. Opportunities to use data handling and to use computers to control devices or to measure data are significantly underdeveloped. Skills in word-processing are at a very basic level.
13. Standards in religious education meet the expectations of the locally agreed syllabus. Pupils show interest in and enthusiasm for the subject, particularly in work on the history of the Bible. They have a satisfactory understanding of other world religions. In art, design and technology, geography, history and music, pupils achieve standards which are expected for their age. Standards in physical education are satisfactory in all aspects of the subject except for swimming. This is a decline in standards since the last inspection.
14. The results of the 2000 National Curriculum assessments show that the school is capable of meeting its targets and that it has maintained standards since the last inspection. Standards are now showing an upward trend. This is particularly evident in Key Stage 1. The good quality teaching now evident and the successful implementation of the National Literacy and Numeracy Strategies are contributing effectively to the improvement in standards.

Pupils' attitudes, values and personal development

15. The pupils have satisfactory attitudes to their learning and show interest in their work. They generally listen attentively, respond quickly and sensibly to questioning and are eager to contribute. Their ability to sustain concentration is variable and is dependent on the quality of the task set and the support given. On occasions, when the content of the lesson is less challenging or stimulating, or pupils receive insufficient support, a significant number becomes passive and do not fully concentrate on the lesson.
16. The behaviour of pupils across the school is good. They behave well in lessons. Even when some pupils lose concentration or are not fully involved in the lesson, they do not disrupt the learning of others. In the playground, behaviour can be

boisterous, but no incidents of inappropriate behaviour were seen during the inspection.

17. Relationships in the school are good. Pupils relate well to all adults they encounter during the school day. They give a friendly welcome to visitors, and are polite and courteous. There is a good degree of social harmony between pupils and they cooperate and collaborate well when working in pairs. The personal development of pupils is satisfactory. They develop an understanding of the impact of their actions on others as they mature and they develop an increasing awareness of, and respect for, the feelings, values and beliefs of others. The school encourages the pupils to be socially independent. Pupils take advantage of the opportunities the residential visits give to work and play together well. They learn to think for themselves and make their own decisions. However, opportunities generally for pupils to use their initiative or take personal responsibility in their learning are less frequent. They are able to take on more responsibility and contribute more to the life of the school.
18. Levels of attendance at the school are satisfactory, as is the standard of punctuality at the beginning of each session.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall and contributes significantly to the quality of pupils learning, their attitudes and the progress they make. In 99 per cent of lessons the quality of teaching was satisfactory or better. Of these lessons, 47 per cent were satisfactory, 40 per cent were good and 12 per cent were very good.
20. Out of seventy-seven observations there was one unsatisfactory lesson. The lesson was planned satisfactorily but the teacher's knowledge was inadequate for that subject. This resulted in the content lacking challenge and little learning taking place. The lesson was not representative of the teacher's normal work.
21. This represents an improvement on the findings of the previous inspection when only one third of lessons was judged to be good or better. During the inspection none of the short comings identified in the previous inspection were in evidence. In both key stages there are significant strengths in the teaching of English and mathematics. Teachers plan well and provide appropriate challenge in most lessons. Although work planned for more able pupils is not always challenging enough.
22. The quality of teaching in the Foundation Stage is never less than satisfactory and often good. Thirty one per cent of the teaching seen was good and 7 per cent was very good. Fifty per cent of the teaching in Key Stage 1, was good and eight per cent was very good. In Key Stage 2, 38 per cent of teaching was good and 15 per cent was very good.
23. In the Foundation Stage curricular planning is well balanced and leads naturally into the National Curriculum. Staff use the guidance for the Foundation Stage well in their planning. This results in an appropriate focus for lessons. Staff explain their expectations clearly and children are therefore aware of the classroom routines. All staff care for the children with warmth and understanding. The positive relationships between all adults promote learning well.
24. At Key Stage 1, good teaching was seen in English, mathematics, science, history and physical education. Very good teaching was seen in mathematics and religious education. The school has implemented the National Literacy and Numeracy Strategies well and the planning in both is effective. Strengths of the teaching in

numeracy and literacy are the well planned group work, teachers' good quality questioning and the oral work; including phonic work in literacy and mental arithmetic in numeracy. Science is generally well taught and teachers include an appropriate balance of scientific knowledge and investigative work. The teaching of information and communication technology is unsatisfactory. In general, teachers' own skills are under-developed and their subject knowledge is insecure.

25. In Key Stage 2, good lessons were seen in English, mathematics, science, history, music and physical education. Some very good teaching was seen in English, mathematics, science and physical education. Teachers use the National Literacy and Numeracy Strategies effectively in all year groups. In most of the literacy lessons a brisk pace helps pupils to make good gains in learning.
26. Teachers challenge the pupils well through questions that revise previous learning and extend the pupils' thinking. Teachers have good subject knowledge, particularly in English, mathematics and science. They communicate their knowledge well to the pupils who, therefore, learn well. In a Key Stage 2 lesson, pupils learned well by using mathematical language correctly and sharing their problem solving strategies with their classmates. In a literacy lesson the teacher's high expectations that the pupils should use correct vocabulary helped them to succeed in the task set. She had planned work at a good level for all groups of pupils, including the more able. This ensured that all groups extended their learning well. The teacher also used the plenary session well to review the work done and to ensure that the pupils understood what they had learned. In science lessons, teachers focus on and teach the language needed to understand the work. As a consequence, the pupils talk about their work knowledgeably and explain clearly what they understand. Very good teaching was observed in physical education. The teacher's very good knowledge and enthusiasm for the subject inspired the pupils. Consequently they learned very well and their skills improved rapidly.
27. Teacher's plan effectively. In the best planning, teachers focus clearly on what it is they want the pupils to learn in the lesson. They share these objectives with the pupils. This has a positive impact on learning and gives good pace to lessons. Occasionally, in less successful lessons the focus is on finishing the planned task rather than what is to be learned. This slows the learning process and reduces the impact of the lesson. Daily lesson plans for literacy and numeracy are good. They are sufficiently detailed and include the specific skills to be taught. Teachers plan opportunities for numeracy and literacy skills to be practised in other subjects satisfactorily. This consolidates learning effectively.
28. Throughout the school, teachers use a good range of teaching methods and organise their classrooms well. They include opportunities for pupils to work in groups, pairs or individually. Pupils work well cooperatively or independently and achieve their tasks. When teaching is very good, lessons include brisk, lively introductions that engage the interest of the pupils and enhance their learning opportunities. This was evident in a literacy lesson when pupils were involved in a stimulating game using imperatives. The good evaluation at the end of the lesson resulted in additional learning for the whole class.
29. Class groups are organised so that pupils work at an appropriate level. This is particularly evident in numeracy and literacy lessons but it also works well in other subjects, such as history and geography. Teachers make good use of the plenary sessions to teach new skills, review pupils understanding of work completed or to make comments on their own or other pupils' work. This encourages pupils to think in a more critical way. A common strength of the teaching is the way in which

teachers give clear information and guidance to the pupils. This results in a brisk pace in pupils' learning.

30. In both key stages teachers have a good understanding of most subjects of the National Curriculum and religious education. All are thoroughly competent to teach the basics of literacy and numeracy. This has a positive impact on attainment. However, some teachers lack the necessary skills and understanding to be able to instruct pupils in some aspects of information and communication technology. The use of computers as an integral part of learning is not fully established.
31. Teachers manage pupils' behaviour well. They base their discipline on the good relationships that are firmly established within the classrooms. The small minority of pupils, who have behaviour problems, are managed sensitively, positively and yet unobtrusively. This makes a significant contribution to the quality of learning. The majority of pupils can be trusted to take responsibility for their own learning and are ready to do so.
32. The use of time and resources is satisfactory. Most lessons are well structured and during the inspection they started on time. Most lessons move at a brisk pace. This keeps pupils interested and involved in their learning. The teachers make effective use of the local environment. Visits to places of historical or geographical interest give pupils relevant learning experiences.
33. Teachers intervene at appropriate moments in lessons to ensure pupils make good progress. They explain their expectations well and consequently pupils are always clear about what it is they are to do. Teachers mark work regularly and this encourages the pupils to work hard. The best marking gives pupils suggestions as to how they can improve their work. However, this practice is not consistently used across the whole school.
34. Targets are set for individual pupils. This effectively helps pupils to improve specific aspects of their work. However, the systems for monitoring and reviewing these targets is not consistently used and their effect on the pupils' learning, therefore, loses its impact. Homework is not consistently set throughout the school. Where it is set regularly, it makes a satisfactory contribution to learning.
35. The provision and teaching of pupils with special educational needs is good. The quality of learning for pupils with special needs is well structured. Teachers make provision for these pupils in lessons and plan work well to match their individual education plans. When pupils have specialist support, within class or in a withdrawal group, the learning is good and they make good progress. Those who are withdrawn for specialist teaching enjoy the lessons. They work on specific tasks matched very well to their individual needs and make good progress. Targets on individual education plans are very specific and help teachers to focus effectively on individual needs. These plans are reviewed regularly and have a positive impact on the good progress pupils make.

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

36. The school provides a broad and balanced curriculum for all of its pupils in all subjects, with the exception of physical education and information and communication technology. In physical education no provision is made for the teaching of swimming. The school does not, therefore, meet its statutory obligations

in this area. The school's provision for information and communication technology is unsatisfactory. The pupils are not receiving their full entitlement to the programmes of study as required by the National Curriculum. The school's provision for religious education meets the requirements of the locally agreed syllabus.

37. The school has good strategies in place for teaching literacy and numeracy. Detailed provision is made for literacy, in line with the requirements of the National Literacy Strategy. The work is effectively planned and ensures consistency across classes in the same year group and throughout the school. Opportunities to develop literacy skills in other subjects are satisfactorily exploited. For instance, teachers use correct vocabulary, and expect their pupils to reply in the same way, in science and mathematics lessons. Most teachers use opportunities for language development appropriately in all subjects. Numeracy skills are satisfactorily promoted and the school follows the National Numeracy Strategy effectively.
38. The school provides well for the personal, social and health education of its pupils. Year 6 pupils study healthy living as part of their science work. This topic includes consideration of sex education, smoking, drugs awareness and relationships. As pupils move through the school, they have numerous opportunities for social development. For example, they work together in groups, sharing and taking turns, and learn to listen to the opinions of others when discussing their work.
39. The school makes good provision for pupils with special educational needs. The pupils on the register for special educational needs are fully included in all aspects of school's life. Good quality learning opportunities are provided. Teachers use good strategies to develop their literacy and numeracy skills. The curriculum for pupils with special educational needs is broad and balanced. Although, in common with all pupils, provision in swimming and information and communication technology is unsatisfactory. Pupils' individual education plans are well constructed and regularly reviewed. Class teachers plan well to match their needs. Support staff are effectively deployed and work sensitively to enable these pupils to be fully included in the work.
40. There is good provision of extra-curricular activities. The school provides a wide range of activities that enriches pupils' learning. These include a choir, an orchestra, drama, basketball, 'kwik cricket', rounders and running clubs. These activities are well supported by pupils. The school also organises residential visits for pupils in Years 2, 4, 5 and 6. These visits give pupils opportunities to experience life away from home and to undertake a range of worthwhile activities. The school takes part regularly in charitable fundraising activities. Many letters of thanks have been received from the organisations involved and these activities make a valuable contribution to pupils' social and moral development.
41. Links with partner institutions are satisfactory. Regular meetings are held with staff from the school's main secondary school. There is good exchange of information, which is beneficial as pupils move on to their next schools.
42. Provision for spiritual, moral, social and cultural education is satisfactory overall. The spiritual development of pupils is satisfactory. However, it is not planned for sufficiently throughout the curriculum and is mainly focused on religious education. For example, in a religious education lesson in Year 2, about Helen Keller, the teacher very effectively encouraged pupils' spiritual nature by enabling them to reflect on what it would be like to be blind, deaf and dumb. The pupils showed a great depth of feeling in this. Sometimes, there are good opportunities in assemblies for pupils to reflect upon matters that have been discussed and for them to develop an

understanding of the world which they have inherited. For example, in a Remembrance Day assembly, there was a clear spiritual element when pupils brought poppies to the front as a symbol of remembrance of the various groups of people who had died for their country in wars. The whole school, even the youngest pupils, remained still, silent and reflective.

43. Moral development is soundly promoted. Pupils are encouraged to have a clear understanding of the differences between right and wrong. They are expected to be considerate and respectful towards one another and towards adults. Every class has an appropriate set of rules for behaviour and there are targets for the development of individual pupil's behaviour. Social development is fostered well. This is demonstrated in the way in which pupils, even the youngest, are encouraged to listen to each other, take turns and share. All pupils have an opportunity to participate in a residential visit and this has a positive impact in developing pupils' social skills. For example, Year 2 pupils visit the Frank Chapman Centre and Years 5 and 6 pupils visit Ingestre Hall.
44. Cultural development is satisfactory. Much of the stimulus for this comes through religion, art, music and literature. Pupils enjoy learning about the major world religions. In literacy lessons, they study a wide range of books and poetry written by a variety of authors and poets. In art, pupils study the work of famous artists from our own and other European cultures. Occasionally, pupils study art from countries outside of Europe. For example, Year 4 looked at aboriginal art. Visitors to school also enhance pupils' cultural understanding, such as when Year 5 were taught some Hindu dances. However, overall, pupils are not provided with sufficient opportunities to study art, literature and music from cultures outside of Europe. Special events, such as the Millennium Festival, give pupils good opportunities to experiment with a variety of different cultural experiences.
45. Since the time of the last inspection improvement in the curriculum has been slow. Although there are areas where improvement has been seen, for instance in the provision for literacy and numeracy, standards in information and communication technology have remained unsatisfactory. The statutory requirement for the teaching of swimming is not met. These are issues for the school to address.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The steps taken by the school to ensure pupils' welfare, health and safety are satisfactory.
47. The school environment is one in which pupils feel safe and secure and all statutory checks are undertaken. However, some minor issues have been brought to the attention of the headteacher and governing body. Although the school cares well for its pupils and safety procedures are good, written guidance does not always alert teachers to potential risks encountered in each subject, for example, in physical education and design and technology. Provision for child protection is sound, with the appropriate procedures being known by all staff. Procedures for monitoring and improving levels of attendance are in place and are effective. A very small number of pupils contributes a significant part of the absence and the school is working closely with the Education Welfare Officer on this issue. The systems in the school to monitor behaviour and promote desired behaviour are good and effective. This is shown by the good standard of behaviour across the school, both in lessons and at break times.

48. The school's systems now being developed to evaluate and support pupils' academic progress are good although they are not used consistently in all subjects. In literacy and numeracy where the systems have been in place longer and are used consistently throughout the school their effect is good and they have a positive impact on pupils' attainment and progress. The effectiveness of educational support and guidance in raising pupils' achievements is satisfactory. Pupils' personal development is monitored informally at present but it is effective, since the pupils are well known to the staff.
49. Satisfactory progress has been made since the last report. The school has maintained the quality of the provision and has successfully addressed minor concerns from the last inspection

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The effectiveness of the partnership between the school and the parents of its pupils is satisfactory. Parents are satisfied with the school's provision and achievements. The parents' questionnaires, completed for the inspection, reveal that parents are most pleased with the standards of behaviour in the school, the quality of teaching and the high expectations that the school has of its pupils. A significant minority does not think the school is well managed or led and does not think that the school provides an interesting range of extra-curricular activities. The inspection broadly endorses parents' positive viewpoints, found there are areas to be developed in the leadership and management of the school but found the provision of extra-curricular activities to be good.
51. The impact of the involvement of parents on the work of the school is satisfactory. The quality of information provided for parents is sound overall. The prospectus is good, containing all necessary information and presenting it in a clear, attractive way. There is regular contact with parents via a variety of means, including reading diaries, three open evenings per year and an annual report on their child's progress. The use of reading diaries is inconsistent across the school. In some classes they form a dialogue between parents and teacher and actually inform parents of the child's progress in acquiring reading skills but in others, they merely record pages read. The quality of reports on pupils' progress is also inconsistent. All reports cover all subjects of the National Curriculum and religious education and are jargon free but they do not set the pupils' attainment in any context, except in the reporting of national test results at the end of each key stage. There is no reporting of national curriculum levels at any other stage of the pupil's time in school. The best reporting of progress is in mathematics and English, where all reports focus on what the pupil knows and understands and the better reports indicate the next step for the pupil. In the reporting of other subjects there is inconsistency. It is sometimes good but frequently there is no reporting of progress, simply reporting experiences offered or the pupil's attitude to the subject.
52. The contribution of parents to children's learning at school and at home is unsatisfactory overall. Teachers provide half-termly newsletters about what is being taught but these are underused as a method of communicating what children are learning in lessons. There is no programme of curriculum workshops for parents, to involve them as partners in their child's education. The school has a number of parents who help regularly in the school. They are very committed and give very generously of their time. Their impact on the learning of the pupils with whom they work is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership given to the school and its management are satisfactory. Improvement since the last inspection has been very slow and some of the issues raised then have not been resolved satisfactorily. For example, the standards and provision in information and communication technology, which were a weakness at the time of the last inspection, are still unsatisfactory. The school has gone some way to addressing the other issues raised. Whilst the school has a good set of published aims, it is not always clear how it is working towards them, nor how they are linked to raising standards. Consequently the drive to achieve success in all aspects of the school's work is not always apparent. However, it is poised for further development and has satisfactory capacity in its systems for significant improvements, some of which are already underway.
54. The quality of teaching has improved since that reported at the time of the last inspection. This is due, in part, to the monitoring done by the headteacher and deputy headteacher, although the monitoring plan has been temporarily suspended due to staff illness. At the time of the last inspection, issues were raised with regard to the work set for pupils, which was deemed not hard enough. Teachers now provide better challenges for the needs of most pupils and work is pitched at a suitable level. However, the needs of the more able pupils are not always met adequately. All subjects now have a teaching programme, which sets out the knowledge and skills to be taught in each year.
55. Although some monitoring of teaching takes place, the school is not monitoring all its work effectively, nor evaluating the effects of its work on standards. This exposes weaknesses in the leadership and management of the school. There are now systems in place that have begun to focus on school improvement. However, these procedures are too newly implemented to have had a positive impact on all the work of the school. It also highlights the need for governor and senior management training, to enable everyone to become fully involved in monitoring the work of the school.
56. The headteacher is very ably supported in his work by the deputy headteacher. They understand well the strengths and weaknesses within subject areas and work with staff to support and encourage them. They have worked together to produce a good, draft school development plan. This gives a clear, comprehensive account of the school's priorities and action for the year 2000. It shows costs and responsibilities, and identifies success criteria for evaluation. This is a significant improvement since the last inspection, when the management plan then in place received criticism. The senior management team and the hard-working staff play a significant role, in working with the headteacher and deputy headteacher to implement the recently introduced monitoring systems to evaluate the school's work.
57. The governing body is very supportive of the school and is beginning to support the headteacher satisfactorily. It is becoming more involved in the life of the school and is showing better understanding of some of the school's weaknesses as well as its strengths. It does not, however, fulfil all its statutory duties. The curriculum for physical education, for instance, does not meet the requirements of the National Curriculum. The governing body does have an appropriate committee structure, which includes committees for finance and premises. However, there is no curriculum committee to support the work of the staff on improving the standards of the school's provision or to help with the maintenance of the Literacy and Numeracy Strategies. The governing body agrees both the school's budget and its management plan. However, it does not fully monitor the educational standards and

success of the school's work. Nor is it fully involved in planning the future direction of the school or the evaluation of the effectiveness of the management plan. It does not, therefore, fulfil its responsibilities satisfactorily. Whilst it is aware of the principles of best value it does not apply these satisfactorily to all aspects of the school's work, such as consultation with parents or comparison with similar schools. Nor does it apply them efficiently to monitoring standards.

58. Staff with management responsibilities now have clear job descriptions and delegated tasks. They are beginning to work as a team to monitor the effects of teaching and planning on standards. Although this is an improvement since the last inspection, systems are still mainly informal and the effect on standards is not uniformly analysed. Subject leaders are not allocated enough time to monitor teaching efficiently nor to analyse information gathered to promote an improvement in standards.
59. There is no formal appraisal system in place. However, there is an efficient mentoring system whereby the professional needs and requirements of all staff are identified and communicated to the senior management team. There is a satisfactory induction system in place for new and newly qualified staff.
60. Financial planning is focused on educational priorities, although it is not necessarily aimed at raising standards. The school has effective financial management systems. The efficient general and financial administration staff provide accurate data, which enables the headteacher and the finance committee to monitor expenditure. Funds for specific purposes, such as training, are appropriately allocated.
61. The day-to-day management of the provision for pupils with special educational needs is good. Funding is used prudently to provide learning support. Records of individual pupils are well maintained and support from outside specialist agencies is well managed. The governing body is becoming increasingly informed and discharges its duties, with regard to special educational needs, efficiently. The quality of the provision in this area is good.
62. The school has a minimal but satisfactory level of suitably qualified staff to teach the subjects of the National Curriculum, the Foundation Stage and religious education. There is an adequate number of skilful classroom assistants who encourage pupils' learning. Parents and governors supply very valuable voluntary support, particularly with additional literacy support and reading groups.
63. Accommodation is satisfactory. It is clean and a credit to the caretaker and cleaning staff. They work hard to maintain good standards in a building which has many difficult nooks and crannies. The outdoor hard playground areas are spacious, and double as useful areas for physical education. However, the physical education provision would benefit from a grassed area for athletics and team games. Learning resources are satisfactory. However, the information and communication technology resources are under-used. The current library provision is inadequate. It is physically separated from the main school and distant from any teaching area. It is also housed in a deteriorating temporary building. It is satisfactorily stocked but it is underused. The school has already recognised the need for better library facilities and is currently redeveloping an area in school to provide this.
64. Pupils enter the school with mainly average attainment. They make generally satisfactory progress during their time in the school. The quality of teaching is good and this is beginning to have a positive effect on pupils' learning. Pupils' attitudes to school are satisfactory and their behaviour is good. The school does demonstrate a

satisfactory capacity for improvement in all its work. It receives a low average income per pupil. It, therefore, gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education and standards achieved, the headteacher, staff and governors should:

- 1) raise the standards in information and communication technology by;
 - ensuring that the subject supports pupils' learning in all areas of the curriculum, particularly literacy and numeracy;
 - continuing the in-service training to extend the skills of all staff;
 - reviewing the provision in terms of hard and software;
(paragraphs 1, 6, 9, 11, 12, 24, 30, 36, 39, 45, 53, 63, 69, 78, 129, 130, 131, 133, 134)
- 2) improve the provision for physical education so that it meets the requirements of the National Curriculum for swimming;
(paragraphs 1, 9, 13, 36, 39, 45, 57, 142)
- 3) develop the role of the governing body and the senior management team so that they become more involved in monitoring all of the school's work by;
 - reviewing and approving the school development plan so that it becomes a focus for school improvement;
 - undertaking training on the monitoring and evaluation of the work of the school;
 - linking the school's aims, through the development plan, to provide a clear focus on raising standards
(paragraphs 34, 48, 53, 55, 57, 84, 94)

In addition to the key issues, the following less significant, but nevertheless important, areas should be considered for inclusion in the action plan:

- produce a policy for the teaching of more-able pupils to include;
 - how they are to be identified;
 - how their needs are to be met through teachers' planning;
 - how their progress is to be checked and reviewed;
(paragraphs 4, 5, 10, 21, 54, 75, 82, 92)
- complete the plans for the new library as indicated in the draft school development plan and then use the new facility to help the pupils improve their library and referencing skills;
(paragraphs 11, 63, 75, 77, 82, 84)
- spread the good practice seen in some teachers' marking of pupils' work and their use of assessment so that there is consistency throughout the school;
(paragraphs 33, 34, 48, 80, 82, 97)
- develop more opportunities for pupils to take responsibility for their own learning;
(paragraphs 17, 31, 63, 77, 82, 84, 109)
- improve parental involvement in their children's learning by;
 - reviewing the information included in the annual written reports to parents;
 - reviewing the homework provision to provide more consistency throughout the school;
(paragraphs 34, 51, 52, 93)

○ PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

77

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

59

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	40	47	1	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)	33	414
Number of full-time pupils eligible for free school meals	0	24

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	55

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

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	13

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	26	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	23	24
	Girls	25	24	24
	Total	50	47	48
Percentage of pupils at NC level 2 or above	School	91 (94)	85 (85)	87 (92)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	28
	Girls	24	21	26
	Total	47	46	54
Percentage of pupils at NC level 2 or above	School	85 (92)	84 (94)	98 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	27	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	17
	Girls	23	18	25
	Total	37	32	42
Percentage of pupils at NC level 4 or above	School	80 (65)	70 (68)	91 (77)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	17
	Girls	21	19	23
	Total	35	35	40
Percentage of pupils at NC level 4 or above	School	76 (53)	76 (68)	87 (77)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	1
Bangladeshi	0
Chinese	0
White	309
Any other minority ethnic group	22

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	24
Average class size	29

Education support staff: YR– Y6

Total number of education support staff	2.5
Total aggregate hours worked per week	69

Qualified teachers and support staff: nursery

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

Total number of education support staff	2.5
Total aggregate hours worked per week	69

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999/2000
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	£
Total income	674792
Total expenditure	691036
Expenditure per pupil	1536
Balance brought forward from previous year	23222
Balance carried forward to next year	6978

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	447
Number of questionnaires returned	135

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	3	1	0
My child is making good progress in school.	42	47	8	1	1
Behaviour in the school is good.	47	46	2	0	4
My child gets the right amount of work to do at home.	24	49	22	2	3
The teaching is good.	32	61	5	0	1
I am kept well informed about how my child is getting on.	22	44	28	5	1
I would feel comfortable about approaching the school with questions or a problem.	36	44	13	6	1
The school expects my child to work hard and achieve his or her best.	47	48	2	2	1
The school works closely with parents.	18	45	29	5	3
The school is well led and managed.	21	53	9	11	7
The school is helping my child become mature and responsible.	36	53	7	1	2
The school provides an interesting range of activities outside lessons.	19	21	33	16	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

65. Children come into the nursery on a part time basis when they are three years old. They are taught by nursery nurses, under the guidance of the Foundation Stage co-ordinator. Children transfer to the reception classes on a full time basis in the following year. At the time of the inspection less than half of the children in the reception classes were of statutory school age. The attainment of most children on entry to the nursery is average. They make good progress in their year in the nursery class and tests undertaken at the beginning of the reception year confirm that most children have average levels of attainment at this stage. The children make good progress through their reception year. Most children reach the goals set for the end of the Foundation Stage and are ready to start National Curriculum programmes of study as they enter Year 1.

Personal, social and emotional development

66. Personal, social and emotional development is effectively promoted. In both the nursery and the reception classes children are used to good, clear and stable routines. This helps them to develop confidence. Each day in the nursery there is a special focus to encourage the children to speak in front of others. This is continued in the reception classes. Children talk to the teacher and to other children about issues that are important to them. They respond well to the expectations of the adults. They enjoy their work and settle well to their tasks. Many children in the nursery and most children in the reception classes listen to each other and volunteer information readily. A number of children in the nursery and most children in the reception classes follow simple instructions and carry them out sensibly. Some of the nursery children need support for this, but they are gaining in confidence rapidly and enjoy choosing their activities. Most children in the nursery and reception classes concentrate on their tasks and persist with them for an appropriate length of time or until they are complete. They form positive relationships with the adults and most take turns with equipment patiently and sensibly. Children develop good personal independence by the time they are five. The quality of provision and teaching in this area of learning is satisfactory overall. Staff are caring and consistent in the way they organise and manage the children. They encourage them well and consequently the children gain in confidence.

Communication, Language and Literacy

67. The children make satisfactory progress and by the age of five, most achieve the goals for the area of learning, particularly in reading. Nursery children learn to recognise their written name and develop an awareness of words. They join in with rhymes and songs eagerly. They enjoy the listening centre and concentrate well when they listen to a story. They handle books appropriately and know how to turn the pages and 'read' the story. They enjoy this activity. Adults help them to learn new words, for example, through making cakes children learned about 'mixing', 'weighing' and 'sieving'. In the sand tray children use their imagination to make cakes. They talk to each other about the size of the cake they are making. In the reception classes some children are already reading their first books. Others are following the story and recognising some words. There is a well-structured approach to literacy in the reception classes which uses the National Literacy Strategy. Basic phonic skills are introduced. This supports the early reading experiences children have, which is helped by practice at home. Progress is satisfactory in writing with the reception children starting to write some words independently and others able to copy letters and words. Most can write their names. Children in the nursery are

learning to make marks from left to right and are given help individually for this. They learn to recognise their name during registration and give a response to the adult. The children develop effective listening skills. They sit still and listen attentively to adults. A number have ideas and volunteer information. Some children in whole class work, are content to listen to others rather than actively participate. The children enjoy stories, but on occasions the literacy hour lacks vitality and enjoyment that can be created when exploring attractive texts. The quality of teaching is good and promotes good learning. The provision is satisfactory and follows the National Literacy Strategy for the reception classes alongside the guidance for the Foundation Stage. This is used across both the nursery and the reception classes.

Mathematical Development

68. The children make satisfactory progress and are on target to achieve the early learning goals by the time they are five in mathematics and especially in number. Most reception class children can count confidently to 20 and some could count further than this. Children are learning to count in twos and the majority can do this in the class group following the numbers as they are highlighted. Most of the work at this stage is oral but reinforced through practical activities, for example making patterns of 2 using unifix blocks and explaining this in the plenary to others. Children can recognise the cube as a shape and can understand that it has the six faces. They enjoy estimating how many small cubes will fit into a large cube. Children in the nursery have opportunities to learn number rhymes and to count to ten. A few in the nursery can count beyond this. Children use the number jigsaws accurately. They roll a dice and recognise the numbers. Opportunities are given throughout the day for children to become aware of number, for example counting the number of children in a line and the number present in the class. Teaching is satisfactory and some good work was observed, particularly in the nursery, where children have opportunities to become familiar with numbers informally, through the activities they undertake.

Knowledge and Understanding of the World

69. Children in the nursery and the reception classes make satisfactory progress in this area and the provision promotes children's learning satisfactorily. They are on target to achieve the early learning goals. Children in the reception class have opportunities to investigate materials; for instance, they explored autumn fruits, berries and leaves, from their outing. They construct 'sound machines' and listen to the different sounds made by them. Children in the reception classes and the nursery have opportunities to cook, and learn about weighing and mixing and the change in the ingredients after they have been mixed and cooked. The nursery children plant bulbs and through discussion learn about soil flowers and growing things. Through their 'yellow tasting' session they learn about flavours and textures. They experience food that is new to them. This widens their knowledge. Children have individual sessions at the computer in the nursery and use the return and space bar well. They manipulate effectively, a simple program, which is designed to teach shape and colour. They gain in confidence and enjoy the activity. However, most children do not develop their skills sufficiently. Overall the teaching is good. The nursery provides exciting opportunities to extend the children's knowledge and understanding.

Physical Development

70. Physical development by the age of five meets expectations. Children in the nursery have opportunities to use large toys out of doors. However they do not have fixed climbing equipment. This limits the amount of physical activity that the children can undertake. Lessons in the hall for the nursery children are well organised, although they are inclined to be over-directed by the staff. The children are well supervised

going up and down stairs and many opportunities are used to reinforce children's learning in personal and social development, and in number and counting. Children move about in the hall carefully and show an awareness of space. They begin to develop their co-ordination and move with more control, making good use of the mats. They follow instructions well and develop skills of running, hopping and skipping satisfactorily. Children in the reception classes change quickly for physical education lessons and fold their clothes into neat piles. They walk to the hall showing good control. They respond well to the warm up exercises and enjoy moving to music. They use twisting and turning movements well. They improved their skills of co-ordination and balance during the lesson. In the classrooms children use scissors. They cut with them becoming more accurate with practice. They use glue satisfactorily when making their sound machines. They use paint and brushes and pencils satisfactorily. Children make calendars, using stitches carefully to form a textured design. The children use malleable materials and make satisfactory progress in manipulative skills. Teaching overall is good and results in good learning. Staff carefully make sure that the children are aware of the safety procedures and give good direction to the children during lessons.

Creative Development

71. Standards are satisfactory in creative development. Children in the nursery have opportunities to paint freely, and the displays show the enjoyment of colour and the use of paint. They make collages based on the theme of yellow. They talk to adults as they do this. They use tools carefully and develop their manipulative skills satisfactorily. Reception class pupils decorate their musical instruments with enjoyment. Some of their work is more formal having fewer opportunities for free expression. Children in the nursery enjoy singing rhymes and songs and they join in enthusiastically with words and actions. The reception classes join together for singing but this makes the group too large. This limits the opportunities for musical activity for the children but they know several songs well and learned a new one satisfactorily. Teaching is overall satisfactory, with some good examples of imaginative play in the nursery in the Post Office and the Hairdressing Salon. This contributes well to the children's learning and enjoyment.
72. The Foundation Stage guidelines are followed in the nursery and the reception classes. There is thorough planning for both groups. The numeracy and literacy schemes follow the national recommendations ensuring that all basic skills are covered well. Pupils are well managed and they respond well to the positive relationships. Resources are well used and sufficient for most activities. The nursery nurses provide good support in the nursery but the without a teacher there is a lack of ongoing guidance and direction. Support staff in the reception classes work satisfactorily with the children. Planning is thorough and is undertaken with the deputy head teacher. The reception classes are situated so far away from the nursery that there are few opportunities for collaboration or the sharing of facilities and equipment.
73. The early years' profiles are in place in the nursery and the information is up to date. It is passed to the reception classes and provides good evidence of the children's progress. The ongoing assessments are good in the nursery and are used effectively. They ensure that children's progress is monitored well. The assessments are also well used well in the reception classes to place children in appropriate, flexible groupings.

ENGLISH

74. The introduction of the National Literacy Strategy is having a significant impact in raising standards throughout the school, particularly in raising the standard of pupils' speaking, listening and reading skills. This is confirmed by the latest national test results, which were in line with national averages. The current pupils in Year 6 and Year 2 attain average standards overall. There are no significant differences in the performances of boys and girls or pupils from different ethnic heritages.
75. By the age of seven, pupils have made satisfactory progress in speaking and listening and reading. Speaking and listening skills and standards of reading are average. Progress in writing is satisfactory overall and standards are average. However, pupils' knowledge of spelling, punctuation and grammar is not often reflected in their writing, when working independently. The introduction of big books, both fiction and non-fiction, which the class share with the teacher, gives pupils opportunities to listen carefully to stories and to answer questions. In Year 1, pupils listen attentively to the story of 'The Pig in the Pond' by Martin Waddell. They enjoy the humour in the story and the more able pupils have good ideas about what might happen next. Pupils in Year 2 usually speak clearly and confidently and are able to discuss their work sensibly, for example, when discussing the specific features of writing instructions on how to clean your teeth. When reading, most pupils use their increasing knowledge of letter sounds, picture clues and context to help them read unfamiliar words. In Year 2, many pupils read their books confidently and accurately. More able pupils read with expression and appropriate intonation, related to speech marks. Most pupils know what an author is and what an illustrator does and some can describe the difference between fiction and non-fiction books. However, very few pupils have any understanding of how to access reference books in the library. Progress in writing is generally satisfactory but it should be better, particularly for above average pupils. By the age of seven, most pupils write in sentences, sometimes demarcated by full stops and capital letters. They can spell simple words correctly. Below average pupils are at the beginning stages of writing. They communicate through simple words and phrases. More able pupils use a thesaurus confidently to find more interesting alternatives to words such as 'get' and 'put'. Pupils undertake a satisfactory range of writing, for example, stories, accounts, letters, factual writing and writing instructions, such as 'How to Cross the Road Safely'. However, there are few examples of pupils undertaking sustained pieces of unaided writing. When writing, most pupils form letters accurately and they are mainly consistent in size. The overall presentation of work is satisfactory.
76. Pupils make sound progress in speaking and listening in Key Stage 2. Year 6 pupils achieve average attainment. Most pupils listen attentively and respond to questions on a variety of texts, confidently. In Year 4, after listening to the text 'Greetings, I am a Zillon', pupils confidently discussed the differences between 'information' and 'instructions'. By the end of Key Stage 2, pupils respond critically to texts that they have read. For example, in Year 6, they compare the similarities and differences between two science fiction extracts from 'A Martian Comes to Stay' and 'War of the Worlds'.
77. Achievement in reading is satisfactory in Key Stage 2. The standards of the current Year 6 pupils are average. Pupils share books written by a variety of authors, both fiction and non-fiction. They are confident when taking turns to read aloud and self-correct. By the end of the key stage, many pupils read fluently and accurately. Pupils who learn more slowly lack confidence and read more hesitantly. More able pupils give well-reasoned justification for their personal responses to texts. There is a suitable variety of books for pupils to select. More able pupils read some quite

demanding texts. However, library skills are insufficiently developed in the majority of pupils.

78. Overall, pupils' achievement in writing in Key Stage 2 is satisfactory. The standard of writing in Year 6 is average. By the age of eleven most pupils spell common words fairly accurately, although they do not use dictionaries sufficiently to check the spelling and their understanding of more difficult words. They use grammatical and punctuation skills systematically. They know how to use different forms of writing appropriately, for instance when writing a newspaper report about the current flood situation or when writing stories for infant pupils. Handwriting is joined, legible and sometimes fluent. The overall presentation of work is satisfactory. It is generally neatly written and clearly set out. The introduction of specific writing sessions is giving pupils more opportunities to undertake writing for a variety of purposes. They write to state facts, write stories, poetry and letters and to express opinions. However, pupils do not use information and communication technology sufficiently to develop skills in aspects of writing such as drafting and re-drafting.
79. Pupils with special educational needs are well supported throughout both key stages. They make good progress in speaking, listening and literacy. The Enable Project and the Additional Literacy Strategy also have a positive effect on pupils' learning.
80. Pupils' attitudes to learning in both key stages are good. Pupils are nearly always well behaved and show interest and enjoyment in their work. Virtually all pupils enjoy reading and handle books and equipment with care and respect. Many of the pupils show enthusiasm and pleasure in literacy lessons. They usually concentrate well on their tasks and persevere when they find tasks difficult. Through shared reading activities and group tasks, pupils demonstrate good cooperation and respect each other's points of view.
81. The quality of teaching is never less than satisfactory. Teaching in over half of the lessons observed was good and occasionally very good. Teachers have successfully implemented the National Literacy Strategy and every class is participating in a literacy hour. This is having a positive effect on raising standards, particularly in speaking and listening and reading. Planning is satisfactory and resources are well prepared. This ensures that pupils' time is used efficiently. In the good lessons, teachers make effective use of questioning to assess pupils, challenge their thinking and move their learning forward. Teachers make sure pupils know what they are expected to learn and how it builds on previous work. All teachers have a clear understanding of how to teach grammar, punctuation and spelling. As a result pupils' develop good knowledge in these areas.
82. Teachers manage pupils well and organise their classrooms satisfactorily. They use a satisfactory range of teaching strategies to hold the pupils' interest. Teaching is at its best when the pace of lessons is brisk and when teachers inspire interest and enthusiasm in their pupils and have high expectations for them. For example, in a very good lesson observed in Year 4, the teacher's very effective delivery and organisation of the task resulted in pupils of all abilities concentrating hard throughout the literacy hour. They fully achieved the targets set. However, occasionally, the work is not sufficiently challenging, particularly for the more able pupils. In some lessons, pupils are not sufficiently encouraged to use dictionaries to check the spelling and meaning of words and so tend to rely too much on the teacher. Teachers assess pupils' work systematically but this is not always used effectively to identify their learning needs nor to aid planning. Work is generally well marked and most teachers annotate the pupils' work and clearly show areas for improvement, although this is not consistent in all the classes.

83. The school is now addressing the issue raised in the last inspection, regarding the lack of time spent on creative aspects of writing. It has correctly identified the need to give pupils more opportunities for sustained writing and has allocated some additional time to address this. These opportunities have not been in place for a sufficient length of time to fully impact on learning. It is not yet clear the extent to which this is improving pupils' standard of writing. However, in a very good lesson observed in a Year 6 class, pupils' were already beginning to show an increased ability to write creatively. For example, one pupil, on setting the scene for a story based in a forest, wrote '.... That peculiar sound definitely made input on my reactions, as I jumped to conclusions and quickly glared behind me'. Some opportunities are appropriately provided for pupils to develop their language and literacy skills through other areas of the curriculum. For example, in science pupils are encouraged to use the correct technical vocabulary and in history they refer to the use of 'bullet points'. However, the use of literacy skills throughout the curriculum is generally under-developed.
84. The subject is well managed by the enthusiastic subject leader. She is working hard to raise standards by introducing new strategies and developing resources. She has undertaken a good number of after school courses to improve and update her knowledge of the subject and she has been well supported by the local education authority's literacy advisor. However, she is still relatively inexperienced in her role. She has not been given sufficient opportunities to monitor teaching and learning in classes throughout the school nor to fully develop her role. Resources are satisfactory. However, library facilities are poor. The library is not an enticing place to encourage pupils to develop an interest in books and reading. Also, its relative distance from the main school makes it difficult for older and more able pupils to undertake independent study.

MATHEMATICS

85. National Curriculum test results, at the end of Key Stage 2 in 2000 indicate that standards are average when compared with all schools, and when compared with similar schools. Standards have been maintained since the time of the last inspection. Pupils' knowledge and understanding of numbers improves as they move through the school. This reflects the good quality teaching, which has improved since the last inspection. When pupils leave to go to secondary school, most have a good understanding of mathematical language and an ability to make basic calculations. However, they are less confident in their ability to carry out mathematical investigations. Their understanding, that there can be more than one way to solve problems and work out answers, is underdeveloped. Many pupils experience difficulty in making their own decisions on how to solve problems.
86. National Curriculum test results at the end of Key Stage 1 in 2000 indicate that standards were well below national averages. However, whilst the number of pupils achieving the expected Level 2, was well below average, the number of pupils achieving the higher Level 3 was above average. Compared with schools in a similar setting these results were well below average.
87. However, inspection findings show that levels of attainment are currently in line with national expectations, at the end of both key stages. There are clear signs that the good teaching in Year 2 is beginning to accelerate the pupils' progress. The pupils are beginning to show a better grasp of basic number. The school recognises the need to improve standards, in particular for the number of pupils attaining the higher Level 3 at the end of Key Stage 1 and Level 5 at the end of Key Stage 2. It has set targets for improvement in pupils' attainment and is developing strategies to help pupils achieve these targets.

88. Progress is satisfactory in most aspects of the subject across both key stages. Progress of pupils with special educational needs is good at both key stages. These pupils are set clear targets and their progress is carefully monitored. The introduction of the National Numeracy Strategy is having a positive impact on pupils' achievements. Its clear structure is helping teachers focus pupils' attention on the important mathematical ideas. Pupils like this approach and bring positive attitudes to their work.
89. At the end of Key Stage 1, pupils make satisfactory progress in acquiring an understanding of basic number and number patterns. They sequence numbers correctly, recognise mathematical shapes and measure using appropriate units. They show skill when estimating, solving numerical problems, recording and interpreting data using graphs. Many have a working knowledge of 100 and use this knowledge effectively in addition and subtraction calculations. Year 1 pupils count to 100 using a number grid. They add, subtract and sequence numbers, read and write the numbers and use a hundred square appropriately. Year 2 pupils understand multiplication as repeated addition. They learn the language of multiplication describing and drawing 'arrays' on squared paper. They recognise and name two and three dimensional shapes and understand what a line of symmetry is. While most are willing to try to answer the teachers' questions, the majority of pupils lacks confidence when explaining the reasons for their answers. Pupils' understanding of how to use and manipulate numbers is satisfactory for their age.
90. At Key Stage 2, pupils build on these skills. They compute with larger numbers, measure angles of triangles and quadrilaterals accurately. Pupils interpret data and illustrate their findings in graph form. They solve problems mentally and some explain the different methods which they employ in their work. Years 3 and 4 improve their multiplication and division skills by grouping, doubling and partitioning. A Year 4 class work out how 'Napiers' Bones' aids multiplication. The pupils willingly shared their strategies for working out the answers. Overall, most pupils lack the ability and confidence to decide how to solve problems and depend on the teacher for instructions. Year 5 understand satisfactorily how to measure angles accurately with a protractor, although the less able pupils encountered difficulties in using the instrument and deciphering the measurements correctly. Year 6 know how to calculate the area and perimeter of compound shapes including writing the formulae. At the end of Key Stage 2, most pupils recognise equivalence in simple decimals and fractions, work out percentages, understand co-ordinates and measure areas of composite shapes. Some of the more able pupils solve problems, discuss their ideas and findings and explain their thinking but the majority of pupils have yet to acquire these skills. Despite this, pupils enjoy discussions and develop a good level of maturity through doing so.
91. Behaviour in lessons is generally good and sometimes very good. Pupils are attentive, enjoy their work and most present it neatly and accurately. They handle resources well and, when asked, work constructively together. In most lessons, there is a productive working atmosphere.
92. The quality of teaching is good throughout the school. Some very good teaching was seen during the inspection. Teachers demonstrate secure knowledge and understanding of mathematics and the requirements of the National Numeracy Strategy. Most lessons are well planned using the National Numeracy Strategy materials. Teachers state clearly what it is they want the pupils to learn in lessons. They plan activities suitably matched to the needs of most pupils. However, the more able pupils are not always sufficiently challenged. Teachers use subject

specific language and encourage their pupils to do the same. Where teaching is good or very good the teachers use lively challenging approaches, promoting participation and enjoyment. High expectations and effective pace of work leads to good or very good learning and in these lessons pupils make good progress. In the best lessons the teachers identify where pupils find difficulties. For example, in a Key Stage 1 lesson the teacher recognised the pupils were having difficulty understanding multiplication. By introducing squared paper and showing pupils how to draw an 'array' she illustrated more clearly this mathematical concept to the pupils. This increased the rate of learning in this lesson.

93. All classes have good mental-agility warm-up exercises at the beginning of the lessons. They have a useful plenary session during which pupils discuss their results and show various tactics that they use for finding the answers. Teachers use praise well and this helps pupils develop confidence in using their skills. No structured homework plan is in place but there is evidence that homework is given at least once weekly.
94. The subject is well led. Formal assessment procedures are in the early stages of development. All staff have attended training in preparation for the National Numeracy Strategy. The senior management has undertaken some monitoring of teaching but this is still in the early stages of development. There is little evidence of information and communication technology being used to support mathematics and the school recognises that this is an area for development. Resources are adequate to teach the requirements of the National Curriculum but some basic equipment, for example, protractors, need replacing. Many parents appreciated the workshop organised by the school to demonstrate the National Numeracy Strategy to them. The subject leader has a clear understanding of the progress the school is making in raising standards and what needs to be done in the future to continue improvements.

SCIENCE

95. At the time of the school's previous inspection standards at the end of both key stages were in line with those expected nationally. Standards are currently average at Key Stage 1 and above average at the end of Key Stage 2. This is an improvement since the last inspection.
96. Teacher assessments in 2000 show that, at the end of Key Stage 1 standards are well above those found nationally. By the time pupils reach the end of Key Stage 2, the results of the latest National Curriculum tests show pupils' attainment well above the national average. There was no significant variation in the performance of girls and boys. Over the last five years there has been a pattern of gradual improvement in relation to national standards, from just below in 1996, to above in 2000. Inspection evidence shows that the standards in the current Year 2 are in line with expectations. In the current Year 6, they are above average. This represents good progress over the time pupils are in the school. Pupils with special educational needs attain satisfactory standards in relation to their abilities at the ends of both key stages.
97. During their time in Key Stage 1, pupils have a range of interesting experiences, some of which involve them in practical investigations. In a Year 1 lesson, for example, pupils learn about forces. They discuss the difference between pushes and pulls, and revise their work from the previous lesson. They develop their understanding of pushes and pulls by picking mystery objects from a box and deciding whether they should be pushed or pulled. The pupils find the practical activities interesting and exciting. They talk about the work, describing the changes

in movement caused by their actions. Some work relies too heavily on worksheets. This limits the pupils' opportunities to take part in practical investigations. For this reason the development of experimental and investigative science is not as good as the other attainment targets. The other aspects are all given appropriate coverage as the pupils move through the key stage. Teachers generally mark the work thoroughly and add helpful and encouraging comments to guide pupils' to further improvement.

98. There is a similar picture in Key Stage 2. While some lessons and activities provide good opportunities for pupils to develop their investigative skills, too many rely too heavily on pupils copying work from the board and filling in missing words. Standards of presentation are generally good and the work is well marked, with comments to assist pupils' progress.
99. Where work is presented in the form of investigations, pupils develop their understanding of the need for fair testing, and how to compare their results with their original predictions. In a Year 3 lesson on magnets, for example, pupils discuss in their groups how they will carry out their investigation. The teacher reminds them about the importance of fair testing, and how to work together as a team. As she moves around the room the teacher asks penetrating questions and shows good subject knowledge. She pays attention to social skills in a group-working situation as well as to the science being learned. There is a good working atmosphere and the pupils enjoy the practical work. They are enthusiastic, and so they learn well.
100. The curriculum is broad and balanced. However, experimental and investigative science is less well developed than the other aspects. Pupils of all abilities make good gains in learning as they move through the school. They learn particularly well when given opportunities to learn through practical investigations. This gives them openings to develop their knowledge and understanding, and to use correct scientific language when discussing their ideas.
101. In most lessons seen, and in discussions with pupils about their work, there is a sense of enjoyment and enthusiasm about science. Only in lessons where practical involvement is limited is there an element of boredom and restless behaviour. Where the work is presented in a stimulating and practical way, and it is well-matched to pupils' interests and abilities, they enjoy, and are enthusiastic about, what they are doing. In these lessons pupils share and co-operate well, and gain in confidence when given opportunities to say what they think and hear the ideas of others.
102. Teaching is never less than satisfactory and often good at both key stages. In the best lessons teachers present the work in an interesting way. This captures the imagination of the pupils and challenges all abilities extending their learning well. Most teachers use correct scientific vocabulary and expect pupils to do the same. This makes a worthwhile contribution to pupils' basic literacy development, as well as to their scientific understanding.
103. In some lessons seen teachers made too little use of reference books which pupils could have used to find more information about what they were studying. Opportunities are also missed for making use of information and communication technology to support the work. Computers and appropriate software are generally available, but often left unused when they could provide a valuable resource to assist learning.

104. The subject leader is experienced and effective. He has worked hard to develop the subject and to organise and manage resources effectively. Work is well in hand to match the new curriculum to the requirements of Curriculum 2000. The school has sufficient resources to cover all curriculum areas and a programme of replacement and improvement is ongoing. Resources are conveniently and safely stored, and well organised.

ART AND DESIGN

105. During the inspection, it was only possible to observe a few art lessons. However, taking into account other evidence, including scrutiny of pupils' previous work, displays and discussions with pupils and staff, standards at the end of both key stages are in line with those expected for the pupils' ages. This is similar to the previous inspection.

106. In Key Stage 1, pupils develop good observational skills and techniques. Good work was seen when pupils set up their own still life from natural objects with a focus on line, shape, colour and texture. Pupils closely observed these and made careful drawings using pencils. They show good use of colour. Younger pupils in Key Stage 1 paint boldly using vibrant colours. They use examples from famous artists, such as Picasso to develop their self-portraits and their work is lively and colourful.

107. In Key Stage 2, pupils continue to develop their skills. They sketch different landscapes. They develop an understanding of two and three-dimensional shapes. Pupils understand the idea of a viewpoint and draw a pentagon and make it into a three dimensional shape of a row of houses. They develop their own ideas using the new skills they acquire. Famous artists are used as references. Work in textiles includes well-designed block printing. Work in sketchbooks shows pupils' development over time. Older pupils' work shows good use of shading and observational drawings show considerable detail. More, and better, use is currently being made of sketchbooks. Every pupil made a tile as a celebration of the Millennium and these are displayed in the school entrance. There is little evidence of three-dimensional work in the art displays.

108. Pupils' learning is satisfactory. Their progress is good when they are excited by the work they do. Teachers provide appropriate opportunities for pupils to practise their skills in an unhurried way. They give pupils time to think of their own ideas and allow time for pupils to solve problems. This helps to increase their understanding of the ways different media can be used.

109. Pupils' behaviour is good. They are enthusiastic and work well in small groups or individually. They take some responsibility for their own learning through being given choices. The younger pupils in particular take pride in their work and are supportive of each other.

110. In the small number of lessons seen, teaching was satisfactory overall. When teaching is good, there is good supervision, with the teacher anticipating pupils' needs. There is well-structured evaluation of the pupils' work. Appropriate intervention by the teacher provides feedback and further learning. It also gives opportunities for pupils to reflect on the main focus of their work and the lesson in general. This has a positive impact on pupils' learning and they make good progress.

111. Time is used well and there are sufficient resources available. Specialist materials are bought as required through the budget allocation for the subject. There is a newly developed art scheme of work. It is comprehensive and covers all the areas outlined in the National Curriculum. Art is well used to support other subjects. For examples, displays show stories well illustrated. The displays around the school are satisfactory. A few areas lack sufficient stimulation but the work pupils have undertaken in their visits is well displayed.

DESIGN AND TECHNOLOGY

112. Three lessons were seen in the subject. Judgements are based upon photographs, a scrutiny of pupils' work displayed about the school and in classrooms, teachers' planning and discussions with pupils, the subject leader and staff. On this evidence, it is possible to judge that attainment at the end of both key stages is in line with national expectations. Standards are similar to those reported at the time of the last inspection.

113. During the three lessons observed, pupils were asked to design a moving picture at Key Stage 1 and understand the process of bread making at Key Stage 2. A programme of work based upon the nationally prescribed scheme has been implemented and is providing teachers with guidance for their lessons. The pupils benefit from work that is interesting and appropriate, helping to ensure that they make satisfactory progress. Pupils understanding of how to construct, and use, designs develops systematically as they progress through the school. By the time they are 11, they have a clear understanding of what is involved, how they have to select the materials to suit the purpose and what level of planning is necessary before they start to construct. They are aware that someone using the same sort of approach has designed the products around them, such as furniture in the room.

114. Pupils in Key Stage 1 are given a high level of support and they quickly learn the importance of both design and evaluation. Year 1 pupils look at simple levers and mechanisms. They are introduced to the language of lever and pivot by looking around the classroom, for example, at scissors and balances. They confidently talk about 'tab' when they design the sliding mechanism to make winking eyes or happy/sad faces. Year 2 discuss the vehicles that they have designed last term. They discuss the chassis of the vehicle, axles and wheels that move together, or other vehicles where just wheels move.

115. At Key Stage 2, pupils continue effectively to develop accuracy in their skills of design and making. Year 3 pupils design a box to hold six sweets; they design a net, make graphics, suitable fonts and evaluate their designs, usually orally. When baking bread, Year 4 pupils effectively use flow charts to show good understanding of the process. Year 5 discuss Victorian toys using 'cams'. Year 6 pupils look at the different stages of manufacture in the making of slippers. Various examples of slippers are examined, with pupils making notes of good and bad points to remember when designing and making their own slippers; for example, strength, comfort, function.

116. Pupils display good attitudes to design and technology. They discuss their work enthusiastically and can discuss methods that they have used with appropriate vocabulary.

117. The quality of teaching is at least satisfactory and often good. Good links are made between subjects. Effective literacy links are established in the process of bread making by using flow charts. There are good links made with history. For

example, textile designs by Year 2 pupils link well to their Anglo Saxon project, and Year 5 pupils make moving toys based on ideas from their work on the Victorians. Teachers use a similar approach to promote pupils' number skills. They encourage pupils to use dimensions and to measure accurately. Teachers' subject knowledge is good and the work is matched appropriately to pupils' level of attainment. Teachers ensure that resources are easy for pupils to locate. Staff assess the pupils' work well during the lessons and use the information gathered effectively to plan for further development of pupils' understanding and skills.

118. All pupils, including those with special educational needs, make satisfactory progress throughout both key stages. They discuss their achievements with enthusiasm and describe the processes involved in designing, making and evaluating. All pupils designed and made a Millennium tile in January; they proudly point out their efforts displayed in the foyer.

119. The subject leader has a secure understanding of the requirements of the subject and has a clear vision for its future. Resources are underdeveloped with most of this year's budget for the subject spent on basic equipment and food technology.

GEOGRAPHY

120. The quality of learning at both key stages is satisfactory and pupils achieve satisfactory standards. Standards have been maintained since the last inspection. During the inspection only one lesson was observed. However, from scrutinising pupils' work and teachers' planning and from talking with pupils, it is clear that pupils, including those with special educational needs, make satisfactory progress, both in lessons, and over the time that they attend the school.

121. Geography is taught as a separate subject. It has an appropriate allocation of curriculum time and is taught on a rolling programme with history. The subject leader has revised the curriculum, in light of Curriculum 2000, to give full coverage of National Curriculum requirements. She monitors teachers' planning and is currently preparing an assessment guide for colleagues. Satisfactory cross-curricular links are made with other subjects, such as mathematics and history. For example, work on map co-ordinates links with numeracy and work about Europe links well with the history of World War II.

122. At Key Stage 1, pupils acquire satisfactory skills in investigating places and themes through weather topics. They learn geographical terms, such as 'hill' and 'river', when exploring their surroundings. They use globes and maps and plan elementary routes. Key Stage 2 pupils extend these skills through topics such as rivers and landscapes. They undertake traffic surveys and comparative studies of different areas from their own, such as places in Europe. Pupils use their literacy skills satisfactorily. For example, Year 5 pupils wrote imaginatively about a river. They expressed their feelings about how flowing water affected them. They used a good level of vocabulary, such as 'meander', 'banks' and rapids.

HISTORY

123. Standards at the end of both key stages meet the levels expected for the age groups. The strengths of the subject have been maintained since the last inspection.

124. The younger pupils' work shows a sound understanding of chronology and of the division of time into periods. They compare past events with those in their own

lives and begin to distinguish fact from fiction. They learn about famous people from the past, such as Louis Braille. Work is well linked to other subjects such as religious education. For example, Year 2 pupils studying Braille also learned about Helen Keller and role-played how it would feel to be blind.

125. As pupils progress through Key Stage 2, they increase their understanding of how past events influence the present. They begin to sequence events accurately. For example, Year 4 give accurate information about when the Romans invaded Britain and how long ago the Tudors lived. Their work shows they have an increasing factual knowledge of some of the differences between life-styles now and in times gone by. For example, Year 4 pupils discussed very well, and with good reasoning, why life at sea was so dangerous in Tudor times. They showed good understanding of how unpleasant life on board wooden ships would have been, relative to the comforts of to-day.
126. Pupils use their literacy skills satisfactorily in history. They write accurate factual accounts, as well as imaginative narratives. They discuss their ideas well, using a good level of vocabulary. For example, Year 3 pupils used their work on Roman military history to explain and discuss the differences between Roman legionary and modern army methods of fighting. This activity produced good learning. Pupils extended well their understanding of how the past is interpreted in different ways and how to use a range of sources when undertaking historical enquiry.
127. The quality of teaching is good. Teachers explain well what they expect the pupils to do and efficiently communicate their ideas. This results in the pupils knowing exactly what is expected of them and enables them to learn effectively. They are interested in the activities that teachers give them. This means that they learn enthusiastically and enjoy lessons. Teachers question pupils well to revise work done previously and to extend the pupils' knowledge and understanding. Consequently, learning, including that for pupils with special educational needs, is good.
128. Teachers base their planning firmly on the National Curriculum. The quality of planning is satisfactory. Teachers plan together in year groups to ensure that pupils cover a suitable range of work and make satisfactory progress in developing skills, knowledge and understanding. Resources are adequate although the school has identified the need for additional artefacts. The subject leader is currently working on an assessment system to enable teachers effectively to monitor pupils' attainment and progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. The previous report found that standards in the subject were unsatisfactory. The current inspection finds that this is still the case. The school has, therefore, failed to establish or maintain satisfactory standards in the subject. The school has gone through a difficult time recently, with key staff leaving and others on long-term sick leave. Some initiatives have been implemented in order to move the subject forward, but these have been insufficiently developed and have not been closely linked to the school's overall curriculum development priorities.
130. As pupils move through Key Stage 1 they have some experiences of using information and communication technology. However, these do not build their skills and understanding in a consistent way, so that previous activities are forgotten or not clearly understood when pupils next need to use them. For these reasons the work

seen in some classes during the inspection was at too low a level for the ages of the pupils involved. In many lessons seen computers remained switched off and unused when they could have made useful contributions to learning. By the end of Key Stage 1, pupils' levels of attainment are below average. Although pupils have had opportunities to use computers from time to time, they still find basic tasks difficult and need considerable support in order to carry out simple operations.

131. Standards in Key Stage 2 are too low. Good use is made of parent helpers, to help pupils work in pairs using computers. They undertake worthwhile activities, such as working with spreadsheets, but overall the picture is of missed opportunities and lack of consistency. Some good experiences are provided, but these do not build into a coherent curriculum. The result is that, by the end of the key stage, pupils have not developed an understanding of information and communication technology as a useful tool for work in all subjects. Their computer skills are underdeveloped, and are insufficient to equip them for the needs of the next stages of their learning.
132. There is considerable variation in the quality of teaching. In a Year 6 whole-class lesson on spreadsheets, for example, the teacher shows good subject knowledge enabling him to give clear explanations of the work. The lesson is well planned, with each activity well organised. The teaching is lively and interesting and pupils of all abilities are well challenged. This good teaching and practical approach enables pupils to achieve satisfactory levels of attainment. They make good gains in their learning.
133. In many lessons seen, however, levels of attainment are below those expected. Teachers often miss opportunities to make use of information and communication technology in other subjects. The work planned is often inappropriate or poorly matched to the ages and abilities of the pupils. Computers are often left unused, and, even when they are easily available nearby, not considered as possible aids to learning. Because of this lack of awareness pupils do not have sufficiently regular opportunities to use the computers, and so their basic skills are underdeveloped. Although an informal system of advice and support from the temporary subject leader provides limited help, the school has identified the need for a more systematic training programme. Overall, the quality of teaching is satisfactory. The teaching in lessons observed during the inspection ranged from unsatisfactory to good.
134. Some initiatives have been introduced recently to improve the situation, such as the provision of individual floppy discs on which pupils can store their work, and the keeping of a log of computer activities in some classes. These are helpful, but have not yet had time to impact on overall standards.
135. Resources for information and communication technology are good overall. The school has done well to raise funds for new computers and, although many are old and will need to be replaced in the near future, the overall level is such that all areas of the information and communication technology curriculum can be covered. The introduction of a new information and communication technology suite, as part of a combined library and computer-based reference facility, is imminent. It is essential that the school gives careful consideration to how this will be used in order to obtain maximum benefit from the considerable resources which the school is investing.
136. The subject is being led on a temporary basis at present. This is proving satisfactory as a stop-gap measure but there is a need to resolve the management of

the subject on a more permanent basis. In view of the range of issues which need to be addressed, it is a matter of urgency that this position is fully resolved.

MUSIC

137. Standards have been maintained since the last inspection and are in line with expectations at the end of both key stages. The quality of teaching and learning is good for all pupils, including those with special educational needs. Music has a high profile in school. This is largely due to the enthusiasm of the subject leader and the guidance given to staff through the good quality scheme of work.
138. The school promotes a broad and balanced curriculum, which covers the listening and appraising and performing elements of the subject well and enables pupils to reach satisfactory standards. The school enjoys a good working relationship with the Peripatetic Music Service and a number of Key Stage 2 pupils undertake weekly instrumental tuition. The work of the peripatetic teachers makes a valuable contribution to the school's music.
139. Pupils throughout the school sing with gusto. They listen to a satisfactory variety of music and begin to form their own likes and dislikes. Teachers are careful to choose good recordings for pupils to hear. They take time to talk about the music's style and history. Consequently, pupils begin to evaluate music carefully and with understanding. However, the majority of the music used is from past and western cultures. The resources for music of cultures other than these are underdeveloped.
140. The quality of teaching is good overall. Teachers adopt an enthusiastic approach, communicating well with the pupils and encouraging them to participate. In the good lessons, teachers use their good subject knowledge to explain effectively what they want the pupils to learn. For example, in a Year 2 lesson, the teacher gave a very clear description of how to distinguish long and short sounds. She encouraged the pupils to listen carefully and this resulted in better understanding and improved performance, when accompanying their story with sound effects.
141. Teachers provide a good range of interesting activities for their pupils. They use subject-specific language in lessons. For example, they teach pupils the correct definitions and terminology for pulse and musical phrasing. As a result, pupils talk knowledgeably about their work. Teachers encourage pupils to produce recorded evidence of their own music. For example in Year 2, pupils recorded a story with sound effects to play to other classes. Good use is made of the specialist skills of the subject leader and those teachers with musical ability to lead musical sessions. This ensures continuity of learning for pupils and acts as in-service training for members of staff who feel less secure in their subject knowledge.

PHYSICAL EDUCATION

142. Only dance and games lessons were observed during the inspection. Plans show that all the requirements of the National Curriculum programmes of study are met at both key stages, except for swimming at Key Stage 2 where statutory requirements are not being met. At the time of the previous inspection, there was a complete programme of swimming. This is no longer the case, therefore, physical education is unsatisfactory at Key Stage 2.
143. At Key Stage 1, pupils perform a series of dance movements, building up to the class representing 'toys' in the Christmas production. Most pupils use space

efficiently, make a variety of shapes, for example, spiky and floppy. They travel, turn and stop effectively and appreciate the idea of stillness as a balance to action.

144. At Key Stage 2, pupils continue to improve their skills in dance and games. Year 4 improve their dribbling and passing skills, in preparation for hockey. In one lesson, a very good input from the teacher, demonstrating exactly how to dribble and pass the ball, increased the rate of the pupils' learning rapidly. Another Year 4 class, developed a sequence of dance movements in pairs. In Year 5, pupils show increased proficiency in controlling a ball on the ground. Pupils know that interactive games require good sportsmanship and teamwork, as well as being fun.
145. Pupils generally respond with enthusiasm to their work and enjoy lessons. The majority of the younger pupils change into their kit unaided. Most pupils respond well with very good behaviour and positive attitudes. Any inappropriate behaviour is dealt with quickly and efficiently.
146. The quality of teaching is good and often very good. Teachers plan carefully what it is they want the pupils to learn in lessons. They organise activities well and challenge pupils appropriately to encourage them to improve their best performance. They make good assessments of pupils and offer appropriate praise and encouragement. Teachers focus on basic skills well. Consequently, pupils' specific skills, such as balancing, turning, making shapes and altering speed safely, improve rapidly. In a good Year 1 lesson, the opening activities served three purposes. They provided sustained energetic exercise for the pupils, gave them practice in the skills of running and dodging and gave the teacher an opportunity to point out improvements in techniques.
147. Teachers stress the importance of safe actions carefully and insist on suitable dress for the lessons. They raise health issues appropriately and all lessons have warming-up and cooling-down sessions. Teachers assess pupils' performance well and use this effectively to give pupils advice and guidance, as they are performing. Very good written guidelines are in place and some monitoring of teaching by the subject leader has taken place. The subject is well led and resources are satisfactory.
148. A strength of the school is the range of extra-curricular activities including basketball, running, dance, gymnastics, rounders, football, cricket and badminton. A lunch time running club was observed during the inspection. The subject leader is very aware of healthy living issues and encourages all pupils daily to run or skip around the playground twice, before or towards the end of playtime.

RELIGIOUS EDUCATION

149. Satisfactory standards in religious education have been maintained since the last inspection and pupils achieve levels of knowledge and understanding, in line with those expected by the locally agreed syllabus. The subject leader has produced a thoughtful set of plans for the subject that draws on national recommendations, as well as meeting the requirements of the locally agreed syllabus. These plans enable teachers to meet the syllabus requirements effectively, using topics that are relevant to all pupils, such as 'special people' at Key Stage 1 and studying the major religions at Key Stage 2.
150. Pupils make satisfactory progress in developing their knowledge and understanding. At Key Stage 1, they learn about 'precious things' and how these do not have to be expensive. They celebrate festivals such as Harvest, Christmas and

Easter. In Key Stage 2, pupils learn that artefacts symbolise key beliefs and help people to worship. Older pupils study the symbolism of major religions, such as Hinduism and Islam. They begin to understand that different religions pray in different ways and they know something of the different places of worship. They learn about festivals from a range of religions; such as Divali and Hannukah.

151. Teaching throughout the school promotes spirituality, satisfactorily. Teachers plan carefully to give pupils opportunities to explore their own feelings and to develop their own self-awareness. As a result, pupils reach the expected levels of religious knowledge and gain good understanding of their inner selves and the world around them. Teachers promote satisfactorily the idea of similarities and differences on a global scale and, consequently, pupils begin to develop an understanding of multi-cultural issues through the religious education syllabus. Resources are satisfactory and the pupils share these with enjoyment. The subject is led with a strong commitment and considerable enthusiasm. This enables the subject to retain its integrity as a separate subject, while benefiting other subjects through linked topics.