

INSPECTION REPORT

TANG HALL PRIMARY SCHOOL

York

LEA area: City of York

Unique reference number: 121468

Head teacher: Mr P W F Prest

Reporting inspector: Ms C Dutton
15565

Dates of inspection: 2nd – 5th October 2000

Inspection number: 224301

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 with Nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Sixth Avenue York
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Telephone number:	01904 424765
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Appropriate authority:	The governing body
Name of chair of governors:	Ms F A Rippon
Date of previous inspection:	October 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Cherie Dutton (15565)	Registered inspector	Religious education	What sort of school is it?
			School Results & Pupil Achievements
		Art and design	Teaching
			Leadership, management & efficiency
			Curriculum
Ann Longfield (9511)	Lay inspector		Pupils' attitudes, values and personal development
			Personal support and guidance
			Links with the community & parents
			Welfare, health & safety, child protection
			Accommodation
John Hicks (23375)	Team inspector	English	Assessment and monitoring of academic achievement
		Geography	Resources
Peter Clark (20326)	Team inspector	Mathematics	
		Music	
		Areas of learning for the foundation stage	
		Special educational needs	
Malcolm Heyes (30439)	Team inspector	Science	Spiritual, moral, social and cultural
		Design and technology	Staffing
		Physical education	
		Equal opportunities	
Derek Patterson (19120)	Team inspector	Information and communication technology	
		History	
Margaret McLean (12631)	Team inspector	Support role	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tang Hall Primary is an average sized primary school situated in the Tang Hall area on the East Side of York City centre. There are presently 270 on roll, 143 boys and 127 girls and of these 25 per cent are entitled to free school meals and 41 per cent are identified on the school's special educational needs register which is above the national average. Eight pupils have a statement of special educational needs and this figure is higher than the national average. Two per cent come from backgrounds other than English and of these three have English as an additional language. Pupils' attainment on entry to the school is below the national average and many pupils enter the school with literacy and numeracy skills well below average. An additional 68 children attend the nursery on a part time basis.

HOW GOOD THE SCHOOL IS

Tang Hall Primary School is an improving school. Although standards of attainment in English, mathematics and science remain low, and below attainment nationally in English and science, the school has implemented the National Literacy and Numeracy Strategies and standards are beginning to rise. The leadership and management are a strength of the school. The head teacher and governing body provide clear educational direction for the school and there have been considerable improvements since the appointment of the new head teacher. However, taking into account the attainment of pupils on entry, and when they leave school, the progress they make, and the quality of the education provided, the school provides satisfactory value for money at this time.

What the school does well

- The head teacher provides strong and clear leadership and understands well what needs to be done to take the school forward.
- The governing body knows the school well and has in place good procedures for financial management.
- The provision for extra curricular activities is very good and these enhance the curriculum.
- The school has recently formed good relationships with parents and makes good use of the community to support pupils' learning.
- The procedures for assessing pupils' attainment and progress are a developing strength of the school.
- Teachers' planning and the use of support staff have a positive impact on the quality of teaching.

What could be improved

- Attainment in English and mathematics.
- Equality of access to the curriculum, ensuring that all pupils receive their full curriculum entitlement.
- Behaviour of pupils.
- Provision for pupils spiritual, social and cultural development.
- Ensuring that work is carefully matched to pupils of all abilities and provides challenge for the more able pupils.
- Provision for pupils to use their initiative and opportunities for independent learning.
- Outdoor play provision for the under fives.

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 significant improvements since the previous inspection in May 1998 particularly in the area of leadership and management where the leadership and the vision of the head teacher have played a major part in improving the school. Provision and support for pupils with special educational needs has been greatly enhanced. Procedures for assessment and data analysis are useful in identifying not only school

strengths and weaknesses but also of individual pupils, and the school uses this information well. The management roles of the subject co-ordinators have been more fully developed and this has a positive impact on the curriculum and teaching, particularly in English and mathematics. Improvement since the last inspection is good and the school is in a strong position to make the necessary changes to improve standards further and the capacity to improve is good.

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
	1997	1998	1999	1999
English	E*	E	E	E
Mathematics	E*	E	C	B
Science	E	C	C	B

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

These results show that the school's results are well below the national average in English and broadly average in mathematics and science. However when compared with similar schools the results are above average in mathematics and science but remain well below in English. Since the implementation of the National Literacy and Numeracy Strategies standards have begun to improve in Key Stage 1 but as yet the impact has not been fully realised in the end of Key Stage 2 results. Although early in the term the inspection findings show that trends are rising, particularly in mathematics and that standards in science are not as low as these results indicate.

The school has set realistic targets to raise attainment in 2002 of 63 per cent in English and 59 per cent in mathematics and has arranged ability sets in Numeracy to target pupil abilities more effectively. However, targeting the more able has not been undertaken in English and this is an area that the school intends to develop.

Standards in information and communication technology are close to national levels by the end of Key Stage 1, but are below national expectations by the end of Key Stage 2. This is mainly due to the fact that the pupils have limited opportunities to use computers on a regular basis.

Standards in religious education are close to those normally expected by the end of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. The majority of pupils have a sensible attitude towards their work.
Behaviour, in and out of classrooms	Unsatisfactory. The younger pupils generally behave well. The instances of unsatisfactory behaviour relate to the older pupils who refuse to comply with the school rules. There have been 18 exclusions in the past year.
Personal development and relationships	Unsatisfactory. Although better amongst the younger pupils, who are confident in their routines and get on well together and with staff.

Attendance	Satisfactory. The majority of pupils attend school regularly and on time.
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There are a number of pupils who do not always comply with school rules and the behaviour in some classes disrupts the work of other pupils.

TEACHING AND LEARNING

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

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

Eighty lessons or parts of lessons were seen during the inspection and the teaching was satisfactory or better in 92 per cent and of these 41 per cent was good and 8 per cent unsatisfactory. This is an improvement since the previous inspection. The school has implemented the National Literacy and Numeracy Strategies and these are taught well and enhance the teaching of the basic skills. All teachers share their aim for the lesson with the pupils and this assists the pupils' understanding and learning. The weaknesses in teaching relate to poor behaviour management when challenging behaviour is not checked or strategies are not used consistently throughout the school. Another area for development is the setting of high expectations for the more able pupils and developing a clearer understanding of what they are capable of.

Learning is satisfactory in the core subjects, however art and design, design and technology, geography and history are insufficiently represented within the curriculum and this affects the range of experiences and standards that pupils achieve in these subjects. Pupils with special educational needs make satisfactory progress and good progress when withdrawn for specialist help in literacy. The more able pupils do not make the progress that they could as lessons are not always sufficiently challenging.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school offers a broad and generally balanced curriculum that meets the requirements of the National Curriculum and the York Agreed Syllabus for religious education. The extra curricular opportunities offered to the pupils are very good and enhance their learning.
Provision for pupils with special educational needs	Satisfactory. Pupils with special educational needs are given the support they require to enable them to benefit from all subjects and aspects of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Unsatisfactory. The school has not maintained the standards identified in the previous report. Spiritual, social and cultural development is unsatisfactory. The school's provision for moral development remains satisfactory.
How well the school cares for its pupils	Satisfactory. The school has made very good progress in its procedures for assessing pupils' academic attainment and has developed an extensive databank to track pupils' progress in the core subjects.

The school's relationship with parents has improved since the last report. The quality of information about the school provided for parents is satisfactory. Parents are kept well informed about events and issues in the school and are invited to meetings to discuss developments in the curriculum such as Literacy and Numeracy.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher provides strong leadership and is committed to raising standards. Leadership and management were a weakness in the previous report. This has now been turned into a strength of the school.
How well the governors fulfil their responsibilities	Very good. The governors are fully involved in the life of the school and know the strengths and weaknesses well. All statutory requirements are met.
The school's evaluation of its performance	Good. The school has undertaken extensive self-audits and data analysis of results and acted upon the findings. Monitoring has been undertaken in mathematics, English and has begun in science, but this has yet to be extended to other subjects.
The strategic use of resources	Very Good. Financial administration is efficient and the governing body ensures that spending decisions provide the best value for pupils.

The school has sufficient suitably qualified and experienced staff to teach the full curriculum. Support staff are used effectively and work well alongside teaching staff. The school has received the status of 'Investors in People' as recognition of its commitment to the development and training of all staff. Support for pupils with special educational needs is satisfactory. The school's accommodation is good and the school uses its space well. The school is kept clean and tidy by a team of very conscientious cleaning staff. The school has adequate hard play areas for the pupils but the location of the playing field is a 5-minute walk away from the school, which causes the school some concerns when moving pupils to and from the site. Learning resources are satisfactory with the exceptions of outdoor play equipment for the under fives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The improvement of the school since the appointment of the new head teacher. • Communications from the school. • The establishment and clarification of the homework policy. 	<ul style="list-style-type: none"> • The behaviour of some older pupils. • Information about the work their children would be covering in school. • The amount of work their child is expected to do at home.

There was only a small percentage of questionnaires returned and a low turn out at the meeting for parents. Most parents expressed a broad satisfaction with the school and believe it has improved over the past year. The inspection evidence supports the fact that the school's relations with parents have improved since the last report. The inspection findings agree with the parents that there are incidents of unacceptable behaviour from a few older pupils but confirm that the amount of poor behaviour has reduced over the past year. There were differing opinions as to what parents considered the right amount of work to do at home but the inspection findings are that the school policy and time allocations are in line with the governments recommendations.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 The attainment of children on entry to the school is below the levels expected for four year olds and standards of literacy and numeracy are often well below average for their age.

English

2 At the end of both key stages pupils' attainment in the 1999 National Curriculum tests for English was well below the national average. Their attainment was also well below that of pupils in similar schools. During the period 1996 to 1999 pupils' attainment was well below national standards and also well below that of pupils in similar schools. Very few pupils reach the higher levels of attainment at the end of either key stage. The inspection evidence indicates that measures taken by the school to raise standards are beginning to have a positive impact on reading and writing, especially at Key Stage 1. Standards in current work in English are below national standards in Key Stage 1 and are well below national standards in Key Stage 2.

3 The school uses the National Literacy Strategy effectively and this is having a positive impact on pupils' understanding of language. The use of literacy across the curriculum is not as well planned and on occasions the work planned in other subjects does not enhance the development of pupils writing skills. For example worksheets are overused in science and require little written input from the pupils.

4 The school has recently introduced very effective procedures for analysing data from previous tests. These are used well and identified writing as a particular weakness. The school then used this information to modify the curriculum to bring about improvements.

Mathematics

5 Since the previous inspection, the school has successfully implemented the National Numeracy Strategy from September 1999. Scrutiny of pupils' work, discussions with pupils and lesson observations now indicate a rising trend in attainment. Standards previously indicated as below the national average at the end of Key Stage 1 are now broadly in line. Attainment at the end of Key Stage 2 previously indicated as well below the national average has risen to below.

6 The results of the 1999 National Curriculum Tests for pupils aged 11 indicate that attainment in mathematics was average when compared with schools nationally. When compared with schools with pupils from similar backgrounds the school's results were above average.

7 The results achieved by Year 2 pupils aged seven in the 1999 end of key stage tests indicate results well below both the national average and in comparison with similar schools. The proportion of pupils achieving the higher levels was well below that of the national average.

Science

8 At the end of Key Stage 2 in 1999 national tests results were close to the national average and above those attained in similar schools. Over the last two years results in the school have matched the national average. Boys have performed better than girls; however this was not evident in lessons. Evidence gathered during the inspection shows that these standards are being maintained. It was a similar situation in the previous inspection.

9 At the end of Key Stage 1, the 1999 teacher assessments showed that standards were well below the national tests and below the average attained in similar schools. Inspection evidence indicates that teachers have been cautious when assessing pupils' attainment at the end of Key Stage 1 and that pupils are achieving broadly in line with the national average. These results are similar to those found in the previous inspection.

Information and communication technology

10 Standards in information and communication technology are close to national levels by the end of Key Stage 1, but are below national standards by the end of Key Stage 2. This is largely because pupils have too few opportunities for regular access to computers to enable them to make the best possible progress. As a result, they learn important skills at too slow a rate to enable them to reach national levels by the end of Key Stage 2. Their progress is unsatisfactory. However, pupils slowly develop important skills and acquire knowledge and understanding both within the subject itself, and increasingly, through links with other subjects.

11 The use of information and communication technology across the curriculum is limited by the lack of regular access to computers for the pupils and a lack of software to address the needs of the different subjects.

Religious education

12 By the end of both key stages pupils reach standards that are normally expected for pupils of their age and meet the requirements of the locally Agreed Syllabus for Religious Education. This is the same as the findings of the previous inspection and confirms that standards in religious education have been maintained.

Other subjects

13 Attainment in the foundation subjects of geography, design and technology, music and physical education match those expected for pupils' ages at the end of both key stages.

14 Attainment in art and design, and history are close to that expected for their age at the end of both key stages. However, both these subjects are under represented in the curriculum and the pupils would do better if more time were given to the teaching of these subjects.

Special educational needs

15 Pupils with special educational needs have satisfactory provision made to meet their needs and most make sound progress in developing their literacy skills, which are a major focus of their individual education plans. The written individual education plans for these pupils clearly identify the areas for development and have improved considerably since the previous inspection. However, the majority of plans only refer to the development of literacy skills and there has been little focus upon developing or identifying needs in numeracy. However pupils are put into ability groupings for mathematics lessons and this enables these pupils to make satisfactory progress in these lessons.

Pupils' attitudes, values and personal development

16 The majority of pupils have a sensible attitude towards their work. The poor behaviour and high number of exclusions inhibits the opportunities for initiative and responsibility as pupils cannot be trusted to carry out tasks independently as their skills at self discipline are not well developed.

17 The children under five are eager to come to school, enthusiastic and listen well to their teacher's instructions. They work industriously, conscientiously and share equipment. For example during a numeracy lesson in the reception class.

18 The older pupils have satisfactory attitudes towards their work and to school generally. When they are motivated they are capable of sustained concentration. For example when Year 5 were exploring the phases of the moon and in physical education lessons. Their attitudes are not so positive when they lose interest and become bored. This was apparent in lessons when there was insufficient opportunity for pupils to do practical work or work independently.

19 The behaviour in the school is unsatisfactory and this has a negative impact upon their academic progress. The younger pupils move around the school in a sensible manner. The instances of unsatisfactory behaviour relate to the older pupils, who refuse to comply with the school's rules. Parents, staff and pupils acknowledge that there are occasional incidents of bullying that are dealt with quickly. Generally pupils work and play well together.

20 Relationships are unsatisfactory. They are better amongst the younger pupils, who are confident in their routines, getting on well together and with the staff. The limited opportunities for the older pupils to show initiative and responsibility are a result of their poor behaviour. There were 18 pupils excluded in the past academic year.

21 Special educational needs pupils enjoy coming to school. They are well supported by teachers sensitive to their individual needs. A limited number of pupils have behavioural problems however, and without a school based behaviour policy the monitoring and implementation of consistent behaviour is difficult.

22 Pupils' attendance is satisfactory. It has improved since the last inspection. Most pupils are punctual and lessons start promptly as a result no time is wasted at the start of school sessions.

HOW WELL ARE PUPILS TAUGHT?

23 Teaching is satisfactory in 92 per cent of lessons, of which 41 per cent of teaching is good. Only 8 per cent is unsatisfactory. The previous inspection identified that sixteen per cent of teaching was unsatisfactory and that this was mainly in the lower part of Key Stage 2. This is no longer the case and the quality of teaching has improved.

24 Most teachers have a sound knowledge of most of the subjects of the curriculum except information communication technology. In information and communication technology teachers lack the knowledge, expertise and resources, to deliver the full curriculum and have insufficient access to computers on a regular basis. The school has signed up for the New Opportunities Fund Training and this is due to take place next term.

25 Teachers have introduced the National Literacy and Numeracy Strategies effectively and these are beginning to raise standards in English and mathematics. This is particularly evident in Key Stage 1 where results in the national tests show improvement. Teachers have a secure understanding of the frameworks of the National Literacy and Numeracy Strategies and they maintain a satisfactory balance between the different components and most pupils are making satisfactory progress. Pupils are set in ability groups for mathematics and this is beneficial for the pupils as lessons match the needs and abilities of the pupils. This is less so in literacy where pupils are taught in mixed ability classes.

26 New arrangements have been recently put into place for teachers' planning and this is now good. Teachers in each year group plan together and this is effective in ensuring that all pupils receive the same curriculum opportunities. Teachers' aims for the lesson are identified in language understood by the pupils, and are shared with them at the beginning of most lessons. However these do not always relate to the skills or knowledge that pupils are expected to achieve nor does the planning identify links to the National Curriculum levels and in some instances the work is too easy. A weakness of teacher planning is setting work that meets the needs of all pupils and expectations of what the more able are capable of achieving.

27 A weakness in teaching is the management of behaviour; this is inconsistent throughout the school. The new behaviour policy has not yet been finalised and staff do not apply sanctions consistently throughout the school. Teaching is unsatisfactory in the lessons where teachers do not challenge the inappropriate behaviour nor have the strategies to rectify it. Behaviour is also unsatisfactory when the lessons are not set at the correct level of challenge for the pupils and they become disinterested and bored. Due to the level of inappropriate behaviour teachers do not feel confident to allow pupils the opportunities for independent study or to carry out research work independently.

28 Teachers have 'set' pupils into ability groups for numeracy and this works well and enables them to plan work that challenges all pupils. However, no such arrangement has been made for literacy and the more able pupils are not always challenged sufficiently, nor is the work at a high enough level for these pupils.

29 When special educational needs pupils are withdrawn to work in groups there is good teaching that enables these to develop the literacy skills, that are the focus of individual educational plan targets. There is also good support provided by specialist staff over a wider range of curriculum areas when they work with pupils in class. At present the special educational needs co-ordinator focuses his support in withdrawal groups. They work to the planning of the class teachers who have been jointly involved with the special educational needs co-ordinator in establishing the individual educational plans that identify what these pupils will be taught.

30 Teachers' day to day assessments are satisfactory. Most teachers have good questioning skills to ascertain the pupils' knowledge and understanding and they use the knowledge gained well to set the targets for pupils' future learning. They keep informal and formal records of what pupils can do and have extensive data analysis to identify individual pupils' strengths and weaknesses. Suitable targets are set to ensure pupils make the necessary progress to improve, however this aspect is stronger at Key Stage 1 than at Key Stage 2, where in some instances teachers do not build upon prior knowledge.

31 The school has recently revised its homework policy and parents appreciate this. There is still some disagreement between some parents as to how much homework pupils should be given but the school policy is in line with government recommendations. Most pupils take home their reading books regularly and this is good use of homework to support pupils' literacy skills. Older pupils have weekly spellings and tables to learn and occasionally work from other subjects; the use of homework is satisfactory.

32 Pupils learn at a satisfactory rate in the core subjects, but information and communication technology, art and design, design and technology, history and geography are insufficiently represented in the curriculum and this affects the rate of learning in these subjects.

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

Curriculum

33 The school offers a broad and generally balanced curriculum that meets the requirements of the National Curriculum and the York Agreed Syllabus for religious education. The national strategies for literacy and numeracy have been satisfactorily implemented, which is helping to ensure a consistency of approach to teaching in English and mathematics. However, art and design, design and technology, geography and history are insufficiently represented within the school's curriculum, which adversely affect the range of experiences and standards pupils achieve in these subjects. In some subjects, such as, information and communication technology, the lack of frequent regular access to computers, prevents pupils from developing basic skills at an appropriate rate, which slows progress. In other subjects, such as, history, the acquisition of knowledge is over-emphasised at the expense of the development of historical enquiry. Pupils do not develop well as independent learners, because most teachers do not give them sufficient opportunities.

34 The planning framework through which the National Curriculum is implemented has been recently changed, and it is too early to assess the impact of these changes on curriculum provision, teaching and learning. National planning guidelines are being systematically introduced in most subjects to help ensure pupils build on previous learning as they move through the school. However, at present, the school's curriculum is not sufficiently structured to enable pupils of different abilities, especially the more able, to make the best possible progress.

35 The curriculum for children under five is sound. They are given an appropriate range of experiences, which help promote communication, language and literature, mathematical development, personal, social and creative and physical development, and help develop their knowledge and understanding of the world. This enables them to make a satisfactory start to their school life.

36 Educational visits and visitors help to enrich the school's curriculum. For example, theatre groups bring the Tudor period to life for older Key Stage 2 pupils, who also visit local museums to help them acquire knowledge and understanding. The school provides a very good number and range of extra-curricular activities, which are well attended, often by pupils of different ages. While many are similar to those found in most schools, such as, choir, recorders and gymnastics, some are more unusual, and include bingo and karate. Pupils take part in sports competitions against other schools, such as, football and netball.

37 Most pupils, irrespective of their ability, gender and background, have full and equal access to the curriculum provided. However, a small number of pupils, who are withdrawn for special educational needs support, do not receive their full entitlement to the school's curriculum. These pupils are withdrawn from the same lesson each week and miss lessons in other subjects.

38 Special educational needs pupils have access to all areas of the curriculum when they are working in their classrooms with the support of class teachers and support staff. Pupils receive specific support in some classes through withdrawal, for example in Year 3 music they are taken out for literacy. This is due to time tabling management. Pupils have equal access to spiritual, moral, social and cultural development and extra curricular activities.

Spiritual, moral, social and cultural

39 The provision for spiritual, moral, social and cultural development in the school is unsatisfactory. The school has not maintained the standards identified in the previous report, apart from its provision for moral development, which remains satisfactory.

40 Provision for pupils' spiritual development is unsatisfactory. In lessons and assemblies there are insufficient opportunities for pupils to experience or appreciate wonder, or be given enough guided time to deepen their own self knowledge. Statutory requirements for collective worship across the school are barely met in assemblies. Themes used in assemblies lack a clear focus; they don't have coherent planning

to ensure that the music played at the beginning and end of the assembly links with the theme. Apart from one Key Stage 1 assembly with the theme of harvest there is little use made of singing or prayers to give the pupils a spiritual and meaningful experience. In religious education lessons spirituality is not promoted sufficiently to help with the provision in school.

41 The provision for pupils' moral development is satisfactory. Pupils are taught clearly what is acceptable and unacceptable behaviour and teachers are good role models. For example, in a Key Stage 2 assembly pupils from the drama club acted out in role-play how a pupil was verbally and physically bullied because she was different. Many classrooms have class rules displayed on what is expected of pupils, and the school is working towards a formal whole school 'house system' which will reward and celebrate pupils' efforts in school.

42 Provision for pupils' social development is unsatisfactory. There are limited opportunities for pupils to develop initiative and take responsibility in both lessons and generally throughout the school. Opportunities offered to pupils are very teacher directed and do not allow pupils to express themselves fully to develop their potential. However, the school is attempting to resolve this situation by extending its extra-curricular provision to pupils in both key stages. For example, pupils are given the opportunity to participate in Karate lessons with other pupils from different classes; this helps develop self-esteem, self-reliance and the ability to work with others.

43 Provision for pupils' cultural development is unsatisfactory. Although there are displays around the school celebrating local and world cultures, this is not reflected in lessons and assemblies observed during the inspection. There is little planned awareness of different cultures in either art and design, or music lessons, or in the pupils' singing in assemblies in both key stages.

Personal, social and health education

44 Provision for pupils' personal, social and health education is satisfactory. The school has identified a need for a whole school approach to the teaching of health education. However, health education is soundly addressed through the teaching of science. Sex and drug education is taught to Year 6 pupils, in line with agreed policy. Personal development is insufficiently promoted. For example, pupils are not given sufficient responsibility as they move through the school, and many show little initiative. However, pupils in all classes have 'circle time', which is especially well established in Key Stage 2. In these sessions moral and social issues are discussed, and this helps to improve pupils' self-esteem and levels of confidence.

45 Links with the community are good, and have improved since the last inspection. Parental help is encouraged and valued. For example, parents were observed helping in school during the inspection. Local primary schools work well together, with joint ventures organised. There are good links with the school, to which most pupils move; this helps ensure that there is smooth transfer at the age of 11.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46 There are strong links with the local secondary school. The older pupils visit for science and information and communication technology lessons and the Year 6 transition project. The governing body provides strong links with the other primary schools in the area.

47 The school has good links within the community. The local senior citizens are invited to the school at harvest and for Christmas celebrations. The school was involved in the creation of a local environment project, St Nicholas fields with pupils being responsible for the choice of play equipment.

48 The school's procedures for child protection and for promoting well-being and health and safety of

all pupils are good. The school has a suitable policy for child protection and all teaching and non-teaching staff are aware of their responsibilities. Members of staff are kept up to date with child protection issues.

49 The head teacher takes the lead in setting an ethos of care, order and structure through daily assemblies. The standard of care provided by the teaching and non-teaching staff is good. Required health and safety measures and procedures are in place and regular risk assessment inspections are undertaken. Effective use is made of visits from fire officers and the police in conjunction with relevant issues including those related to Stranger Danger. Year 6 pupils take part in the local Crucial Crew days where they learn how to deal with situations that they may find themselves in, such as stranger danger.

50 Procedures to monitor pupils' attendance are good. Registers are carefully monitored and the school works in partnership with the educational support officer to contact families of any pupils whose attendance gives cause for concern. Attendance has improved as a result,

51 At present the school does not have adequate procedures in place to promote good behaviour. The behaviour policy is being re-written and is still in draft form. Sanctions are applied when necessary and pupils and parents are aware of the procedures.

Academic and monitoring of personal development

52 A key issue in the last inspection report required the school to improve its assessment of progress in relation to the national curriculum and the standards being attained in English, mathematics and science. The school has made very good progress with this issue and assessment of academic attainment and progress in these core subjects is now good. These improved assessment procedures have been used effectively to identify reading as a particular issue and to target resources so that steady improvements have been made across the school. The school has recently used these good procedures to identify writing as a particular weakness and to modify the curriculum to bring about improvements.

53 Procedures for monitoring and supporting pupils' personal development are unsatisfactory. There is no coherent assessment of pupils' behaviour and personal development. This is unsatisfactory because pupils' poor behaviour and relationships also have a negative impact on their academic progress.

54 The school has a very comprehensive assessment programme which starts when the children enter school and which allows them to track progress and attainment regularly as pupils move through the school. Formal assessment takes place in every year group. National tests at ages seven and 11 are supplemented by standardised tests and non-statutory standard attainment tests. Data from these tests are kept on computer and are used to set year on year targets for individual pupils and cohorts. New procedures to assess children in the nursery unit are being introduced to enable all aspects of school provision to be effectively monitored. The record keeping system for reading is not standard throughout the school. The quality is variable with the best examples including comments on pupils' learning and dialogue between school and home. They are mainly satisfactory. There is no agreed procedure for assessing pupils' speaking and listening skills. The school has recognised this and is about to introduce a suitable system. In view of the generally low level of pupils' speaking and listening skills this element of assessment is essential and overdue. Procedures for formal assessment of the other subjects in the new National Curriculum are not yet in place.

55 There are satisfactory systems for the assessment of children under five but these are based on knowing the children well and making focused on-going assessments, which are used during lessons. There is very little recording of assessment to provide information about each child's personal development. The results of formal assessment are not used to modify future teaching to meet the pupils' needs. Procedures for monitoring and supporting pupils' personal development are unsatisfactory and profiles on pupils are not kept.

56 The school has good systems for assessing pupils with special educational needs. The systems are used well to allow the school to provide each pupil with a useful and detailed individual education plan. Progress against these plans is reviewed regularly and targets are confirmed or amended as required. As a result the progress of pupils with special educational needs is satisfactory.

57 The use of assessment information to guide curricular planning is generally satisfactory and is particularly good at the whole school level. The school makes good use of its extensive databank to track pupils' attainment and progress in English, mathematics and science. Data from the statutory and non-statutory tests is thoroughly analysed to establish general and specific strengths and weaknesses in school curricular provision. This allows the school to focus its resources on pupils who need additional help. For example data from the 1999 NFER tests indicated a weakness in spelling and additional support was targeted to help selected pupils make better progress. Data from national tests at the end of both key stages are used in a similar way to focus resources and to identify training needs for members of staff. Rates of success or failure in booster classes are closely monitored to ensure this additional time is used effectively.

58 Procedures for daily assessments of pupils' progress and attainment in English and mathematics are good although there is some inconsistency about how they are used in different classes. When the procedures are used well, teachers make assessments every day and use the resulting information to make changes to the speed and emphasis of subsequent lessons. This includes focusing the time and activities of extra support staff on groups or individual pupils who need additional help and support. The marking of pupils' work was unsatisfactory in many subjects until recently. It is now much more detailed, analytical and indicates what pupils need to do to make good progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59 There was only a small number of questionnaires returned and low turn out at the meeting. However parents of pupils at the school, expressed broad satisfaction in the school, and believe it has improved over the past year. The inspection evidence supports the fact that the school's relations with parents have improved since the last report.

60 The quality of information about the school provided for parents is satisfactory. The school brochure contains all the statutory information, presented in a straightforward manner. Regular and informative newsletters go home and give an account of the varied activities of the school. Parents have been kept regularly informed by the head teacher of all the changes in the school over the past two terms. Parents are invited to meetings to discuss developments to the curriculum such as literacy and numeracy. The school encourages parents to take part in the 'Parents as Partners' courses held in school.

61 The pupils' annual progress reports meet statutory requirements. There are termly consultation evenings for parents, who are also welcome into school at any time to discuss their child's progress and development. Parents appreciate the recently organised Parents Forum that allows them to discuss new legislation and pending changes within the school.

62 There is an active Parents Association that organises social and fund raising events for the children and their parents. A number of parents regularly help in the classrooms and on educational visits.

63 The Home-School agreement is reviewed annually. Parents support their children by listening to them read at home and by supervising the homework set for them. The pupils' planners provide a system of two-way communication with the parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64 The leadership and management are a strength of the school. The previous report found that the leadership and management were weak, this is no longer the case. A new head teacher was appointed ten months ago and has made a significant impact on the leadership and management in a relatively short time. He provides strong leadership and has a clear educational vision on where the school should be and has implemented the correct strategies to get there. In the short time that he has been at the school he has achieved more than would have normally been expected in such a timescale. Together with the senior management team and governing body he has correctly identified the areas where improvement was needed and put strategies in place accordingly. They are committed to raising standards and have implemented an interim action plan to bring about the necessary changes. The impact of these is only just beginning to show and there has been insufficient time for these to show in pupils' test results at the end of Key Stage 2.

65 The head teacher is very effective and provides a clear direction to the school in setting about the task of raising pupil attainment, an area he identified as the number one priority upon his appointment. He has worked with the senior management team and English and mathematics co-ordinators to monitor teaching and pupils' progress in the core subjects. However, the information gained from monitoring the teaching is not yet used rigorously enough to impact upon the standards being achieved by the pupils. The roles of the senior management team have been more clearly defined and all play an active part in the management of the school. The deputy head teacher has played a significant part in obtaining the Investors in People Award for the school, and also for the improvement of the provision for pupils with special educational needs. This has improved significantly since the previous report.

66 The governing body play an active part in the management of the school and is led by a particularly able chair of governors who provides the drive and determination to steer the school into improvement; she has done this very well. Governors have become more involved in the life of the school and a committee structure has been put into place and these committees work effectively. The governors are fully aware of the school's strengths and weaknesses and work well with the head teacher and key staff. They have an exemplary record of training undertaken and this is apparent in the way they carry out their responsibilities.

67 The interim school development plan although identifying the correct areas for development is too lengthy and identifies too many areas to be addressed in the indicated timescale. The school acknowledges this but feels that too much time has been wasted in the past and that it is important to bring about the changes that will raise standards quickly. The pace of change although necessary, has sometimes been too rapid for some staff and time is needed for consolidation of new practices. The National Literacy and Numeracy Strategies have been fully implemented and these are beginning to bring about a rise in standards of attainment, particularly in Key Stage 1. However, the focus on English and mathematics has meant that some foundation subjects have received limited coverage in the past and this has had an impact upon the standards achieved in these areas. The school recognises this and has already put in place plans to remedy this situation.

68 The school has an adequate number of staff whose qualifications and experience broadly match the demands of the National Curriculum. Since the appointment of the new head teacher, all staff have been interviewed and re-appointed for their posts of responsibilities throughout the school. They have clearly defined job descriptions. The head teacher, and some curriculum co-ordinators, have observed teachers teaching using the 'performance management model'. Governors have received training in the appraisal of the head teacher and this will be undertaken in the appraisal cycle established in the school.

69 Support staff throughout the school are used effectively and work well alongside teaching staff. The office staff carry out their administrative duties effectively and work well together. The caretaking and lunchtime staff carry out their duties well and are valued members of the school community. The school

uses the Teacher Training Agency guidelines for newly qualified teachers. Newly qualified teachers in the school have a mentor and are released from a full teaching commitment, and attend courses to improve and develop their performance in the classroom. The school has received the status of 'Investors in People' as recognition of its commitment to the development and training of all staff employed in the school.

70 Resources are adequate for all subject and aspects of the curriculum with the exception of outdoor play equipment for the under fives.

71 The quality of accommodation is good. There is a good range of classrooms for the current number of pupils and separate outside playgrounds for each key stage, although the under fives playing area does not have a safe surface. There is a new early years unit and a purpose built canteen. The absence of an information communication technology suite and a new library are being addressed in the current building work.

72 Educational priorities are very well supported through the school's financial planning, which is very good. Decisions for spending are closely linked to identified priorities in the school development plan. The governing body ensures that these decisions provide the best value for pupils. Specific grants available to the school are carefully targeted to areas of greatest need. Most resources are used well to support learning. There is careful forward planning to take account of falling pupil numbers in the future and their impact on income. Rigorous and frequent monitoring of spending patterns are used to ensure these finances are tightly controlled. Contingency arrangements to ensure that the school's budget can meet future developments are clearly established, and provide evidence of prudent financial management. Funding allocated for pupils with special educational needs is used efficiently to promote their progress and attainment through a good level of adult support and appropriate learning resources. The day-to-day management and administration of the school by the two secretaries is good, and they support each other very well.

73 However, taking into account the attainment of pupils on entry and when they leave school, the progress they make, and the quality of the education provided, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74 To further improve the quality of education, the governing body, head teacher and staff should:-

- i Raise attainment in English and mathematics by the ages of seven and 11 by:
 - Implementing strategies to develop the speaking and listening skills of all pupils.
 - Developing and implementing a whole school presentation policy to improve the standard of pupils presentation of their work.
 - Implementing a whole school handwriting policy and scheme to improve handwriting skills.
 - Setting tasks/activities appropriate to the ability and ages of all pupils, especially the more able.
 - Setting or grouping pupils according to ability for literacy lessons to enable lessons to be matched more appropriately for the varying abilities.
 - Make better use of the results of assessments when planning future lessons.

(Paragraph references: 25, 26, 54, 85, 89, 91)
- ii Ensuring that all pupils receive their full curriculum entitlement by:
 - Modifying the time table arrangements for the pupils who receive special needs support to ensure that they do not miss other lessons/subjects.

(Paragraph reference: 37, 38)
- iii Improve the behaviour of the pupils who disturb learning by:

- Reviewing the school’s behaviour policy to include guidelines for all staff, including lunchtime supervisors, on strategies to deal with unacceptable behaviour.
- Implementing the policy consistently.
- Dealing more firmly with the minority of pupils who behave inappropriately in lessons.

(Paragraph references: 21, 27, 51, 53)

iv Improve the provision for pupils’ spiritual, social and cultural development by:

- Developing planning to incorporate spiritual, social and cultural aspects through other areas of the curriculum.
- Developing a structured approach and opportunities for pupils to experience and appreciate awe and wonder and time for reflection.
- Providing opportunities for pupils to undertake independent study, develop initiative and take responsibility throughout the school.

(Paragraph references: 18, 34, 40, 42, 43, 87)

v Improve the rate of progress for those pupils who are capable of higher than average attainment by:

- Raising teachers’ expectations of what these pupils are capable of.
- Provide more challenging/demanding/harder work.
- Identifying precisely what skill teachers expect pupils to learn in their lessons.
- Identifying suitable activities for higher attaining pupils to challenge them more effectively.

(Paragraph references: 25, 26, 28, 91, 108)

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

Develop the provision for outdoor play for the under fives by:

- Structuring children’s physical activities to ensure good levels of challenge in all activities.

(Paragraph reference: 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	41	51	8	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)	34	270
Number of full-time pupils eligible for free school meals	0	87

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	137

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	29	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	15
	Girls	21	21	20
	Total	30	32	35
Percentage of pupils at NC level 2 or above	School	63%	67%	73%
	National	82%	83%	87%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	12
	Girls	20	20	21
	Total	30	33	33
Percentage of pupils at NC level 2 or above	School	63%	69%	69%
	National	82%	86%	87%

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
	1999	20	21	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	13	16
	Girls	11	14	16
	Total	19	27	32
Percentage of pupils at NC level 4 or above	School	46% (45%)	66% (45%)	78% (68%)
	National	70%	69%	78%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	14
	Girls	12	11	11
	Total	21	19	25
Percentage of pupils at NC level 4 or above	School	51%	46%	61%
	National	68%	69%	75%

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	1
White	266
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	18	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	22.5
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	17

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

Number of pupils per FTE adult	8.5
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
	£
Total income	694,760
Total expenditure	709,070
Expenditure per pupil	1,959
Balance brought forward from previous year	41,149
Balance carried forward to next year	26,839

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

270

Number of questionnaires returned

80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	3	1	0
My child is making good progress in school.	54	41	5	0	0
Behaviour in the school is good.	42	53	3	1	1
My child gets the right amount of work to do at home.	25	46	16	5	8
The teaching is good.	61	35	0	1	3
I am kept well informed about how my child is getting on.	41	44	9	4	2
I would feel comfortable about approaching the school with questions or a problem.	70	22	5	1	1
The school expects my child to work hard and achieve his or her best.	64	35	1	0	0
The school works closely with parents.	47	44	5	1	3
The school is well led and managed.	56	36	4	0	4
The school is helping my child become mature and responsible.	52	42	4	0	1
The school provides an interesting range of activities outside lessons.	31	47	12	1	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75 There have been considerable improvements to the provision for children in the foundation stage since the previous inspection when the school's aims were not reflected in the provision for under fives. Since September 2000 the school has created a foundation unit which incorporates a play group, nursery and reception class together in a designated area. At present the provision for under fives is sound in both the nursery and the reception class and children are given a positive start to their education. The nursery at present has 68 children aged three and four who attend on a part time basis. Work planned for these children takes account of the recommended learning requirements for under fives.

76 Children join the nursery with a wide range of skills but attainment is in line with national expectations for this age group. However at the age of transfer to full time education in the reception class, many children leave to attend infant schools in their residential area. Many of these children are the higher attaining pupils, therefore on entry into the reception class attainment is below that expected, especially in language skills and in personal and social development. The teachers, nursery nurses and support assistants provide a broad, relevant curriculum with a sound range of interesting activities. The skilful support the children receive enables them to make satisfactory progress in most areas of learning within the foundation stage. By the time children leave the nursery their personal and social skills have improved and standards are close to those expected. However attainment is still below average in communication, language and literature, and mathematical development. It is satisfactory for children's knowledge and understanding of the world and creative and physical development. Teaching and learning in the reception class builds successfully on the sound start made in the nursery and by the time children enter Key Stage 1 most reach expected standards of learning in all areas with the exception of communication, language and literature.

77 In the lessons observed the quality of teaching was always satisfactory. Teachers, nursery nurses and other support staff work well together and developing routines ensure children have equal access to all activities. Regular observations whilst children work and play usually ensure that the planned activities successfully meet their developing needs. Occasionally however, tasks are not challenging enough to ensure that children build on their existing skills. Planning is good and a developing range of records indicates overall children's progress in the Nursery and reception class is satisfactory. Children under five with special educational needs are generally well supported and make similar progress to other pupils.

78 Children in both the nursery and reception class make sound progress in their personal and social development. Nearly all the children enter the nursery class with immature skills in personal and social development. By the time they leave the reception class most are achieving the levels expected for their age. In both year groups children work and play together well. They are encouraged to co-operate well with each other in their work and play and they display developing perseverance and concentration when listening to stories. Pupils of all ages have good relationships with adults and other children. Expectations of good behaviour are constantly reinforced in an encouraging manner and most children understand what is right and wrong and happily accept the rules. Their behaviour and attitudes to co-operative play were observed during the sharing of a mock picnic on the moon. Adults provide good role models for the children, always treating each other and other children with respect and sensitivity. The adults also promote children's personal development effectively by ensuring equipment and resources that the children use are easily accessible to them, for example during the lesson relating to the playing of a variety of untuned percussion instruments.

79 A high priority is given to communication, language and literature skills and children make satisfactory progress. In the nursery both planned and spontaneous discussions encourage children to talk about their daily experiences. In both the nursery and reception class children enjoy listening to stories and

readily share stories or listen to tapes. In the reception class the children enjoy using sounds and learning the meaning of new words. Elements of the literacy framework supports planning. Children observed during the inspection in the reception class displayed a limited knowledge of sounds however; most enjoyed the writing associated with the invitation of parents to attend a Bear Picnic. In the reception class children move from random mark making, to the use of familiar letters and words, to communicate their ideas and thoughts. At the present stage of organisation reading books are not well-displayed and reading areas lack definition. By the time the children end the reception year many are barely achieving the early learning goals in communication, language and literature.

80 Early years teaching in mathematics is satisfactory and children make sound progress. Staff encourage children's mathematical development by intervening in their play by ensuring that children use number in relevant contexts such as counting the washing on the line and the number of pegs used during outside play. The children learn from a range of number rhymes, songs and counting games, which reinforce their skills. All children in the reception class can count to five and many, by the time they leave, count well beyond, some to fifty. They sort and match shapes during the constructing of 'Teddy Bear Invitations'. Children compare shapes and name bigger and smaller object. In the reception class work is carefully monitored during numeracy sessions. They develop their mathematical vocabulary such as when they compared the size of plastic hoops on the tricycle roadway. By the end of the reception year most children will achieve the levels expected for their age.

81 A range of interesting topics and sound teaching helps children to make sound progress in developing knowledge and understanding of the world around them. Children show particular enjoyment in finding out about themselves. They understand the use of a variety of information sources such as books, television and the computer and, with support, are developing some control over the mouse, although this is an area for continued development. In the reception class pupils observe, explore and discover. For example, they were aware of seasonal changes and weather patterns when examining autumn leaves used for printing and gluing. Other planned activities enable children to gain some knowledge of past events such as the photographic evidence relating to the structural changes that have taken place in the foundation stage unit showing doors and windows that have been removed to accommodate additional space. On the computer children use the arrow keys and match lower and upper case letters to locate hidden objects. There are good planned opportunities for the children to use the computer independently. In the reception class the children have a good awareness of where they live underpinned by planned visits into the locality.

82 Children make sound progress in their physical development. Most can run, jump, balance and show awareness of the needs of others in the space around them. The school is aware of the need to develop the provision for outdoor play. The children in the reception class have access to the same outdoor area. However, there is no structured approach to children's physical activities to ensure good levels of challenge such as developing hand-eye co-ordination. This area of unsatisfactory provision identified in the previous inspection has yet to be fully resolved. In the reception class children use pencils and other tools well so that, for example, most can cut out straight and curved shapes accurately with scissors.

83 Sound teaching and planning including structured role-play ensures those children make sound progress in their creative development. Children start from a fairly low level of skill when they start the nursery. In the nursery children have a developing range of opportunities for painting and in collage work for example, the weaving of a rug, the selection of materials and suitable colours. Children cut and stick carefully and manipulate play dough with real enjoyment of these tasks. In the reception class children increase these skills and display satisfactory creativity in a range of art and design, and craft activities. In musical activities children are able to clap a steady beat and incorporate names into the patterns. They copy rhythms for nursery rhymes and enjoy using musical instruments. The enthusiasm of the adults in role-play has an impact on the children. The children enjoy role-play largely due to the way in which adults support and extend these opportunities for example, the Teddy Bear Picnic. Most children use props and other resources with care and developing imagination. By the end of the reception year the majority of children

meet the expectations of the early learning goals, except in communication, language and literature where many children are barely achieving the expected level.

ENGLISH

84 At the end of both key stages pupils' attainment in the 1999 National Curriculum tests was well below the national average. Their attainment was also well below that of pupils in similar schools. During the period 1996 to 1999 pupils' attainment was well below national standards and also well below that of pupils in similar schools. Very few pupils reach the higher levels of attainment at the end of either key stage. The inspection evidence indicates that measures taken by the school to raise standards are beginning to have a positive impact on reading and writing, especially at Key Stage 1. In current work, standards in English are below national standards in Key Stage 1 and are well below national standards in Key Stage 2.

85 Pupils enter the school with very poor speaking and listening skills and at the end of both key stages the situation is unchanged. Many pupils communicate using the simplest of forms and find it difficult to speak in complex sentences or use a wide range of vocabulary. This has an adverse effect on their learning because they do not listen well to their teachers or each other. As a result they do not learn by listening and become confused when they do not understand instructions for their individual learning tasks. At both key stages, spoken language is poor and pupils do not communicate their ideas, suggestions and feelings well. Throughout the school there is a marked reluctance to respond to questions from their teachers even when pupils know the answers. The school does not have a system for assessing, analysing or recording pupils' speaking and listening skills. There is also no school strategy for improving skills in speaking and listening such as role-play, class discussions, presentations and debate. Fifteen pupils attend an extra-curricular weekly drama club and use role-play to investigate the theme of "bullying". Other subjects in the curriculum are not used well to allow pupils a range of planned opportunities to use and develop their spoken language. However, one Year 5 lesson on Henry VIII showed that, when given the opportunity, pupils could be successfully encouraged to discuss topics with increasing confidence and enthusiasm.

86 Standards in reading in the 1999 National Curriculum tests were well below national standards and that of pupils in similar schools. The inspection judgement is that standards in reading at Key Stage 1 are just below national standards. At the end of Key Stage 2 standards in reading have also improved but are still below national expectations for 11 year olds. The school has successfully evaluated its test results, defined groups of pupils who need special support and targeted resources appropriately. As a result reading levels have risen, especially in Key Stage 1. At the time of the last inspection the teaching of English was haphazard and inconsistent. The school is now successfully implementing the National Literacy Strategy and this has also given structure and purpose to the teaching of reading. Pupils are systematically taught language structure and develop an enthusiasm for reading when exposed to a wide range of good quality literature. By the end of Key Stage 1 pupils enjoy reading at home and at school although only the better readers tend to belong to libraries. Pupils read accurately and expressively and use phonic strategies when they are stuck on a word. They know the functions of the author and illustrator and understand enough about style to have developed preferences. The poorer readers have a limited interest in reading and do not yet possess the necessary confidence or strategies to make faster progress. By the end of Key Stage 2 pupils read quite fluently and most use their voices to add interest and expression. Most pupils continue to read to their parents and their teacher but they are also encouraged to choose books and read independently.

87 The school library is in a state of transition at this time and is consequently under used. Pupils have very limited access to the library and so independent study and research skills are very limited. This was apparent during the inspection when very few pupils were engaged in these activities. Pupils do not have wide experience of using the reference library and find it difficult to locate specific books. However, pupils of all abilities can use the contents, index and glossary pages to find information. For example, a lower ability pupil finds information on pyramids in a book on "The Ancient World". The range of non-fiction books available is satisfactory but needs to be extended, especially for older pupils, to compensate for

the fact that few pupils use the public library system. The school recognises this and the English co-ordinator intends to incorporate these improvements when the library is moved to the new learning centre. Books are all in the process of being registered on a computer, which will make their location and management more secure. Pupils understand the need to look after books and usually handle them with care and appreciation. Teachers value literacy and try to promote it in a variety of ways. In Key Stage 1 they have writing corners which pupils use, for example, to write notes to their teacher. In Key Stage 2 language displays are focused on technical aspects of English and are often used as teaching aids to show pupils how they might improve their standards.

88 The school uses the National Literacy Strategy effectively and this is having a positive impact on pupils' understanding of language. Teachers use the structure to ensure that pupils learn the basic skills satisfactorily although writing and verbal communication skills and knowledge are still poor in both key stages. By the time they are seven pupils are using their knowledge of phonics in reading and their spelling is generally satisfactory. Pupils are beginning to use simple punctuation in their sentences. Handwriting is a particular weakness. Written work is usually untidy, letters are poorly formed and inconsistent in size. Upper and lower case letters are mixed up within sentences and most pupils still use the print form of writing. Pupils use notes well, for example, to write what they know about snails. Above average pupils use relevant and interesting words and phrases such as "Snails leave a glistening trail. They are slimy and damp". Pupils with lower ability still need much teacher support with their writing and many are still at the copying stage.

89 In Key Stage 2 less than a third of pupils attain or exceed standards expected for 11-year-olds in writing. The more able pupils still use story planners to help them give shape and balance to their writing. They do some reasonable work on predicting the outcomes of stories they have read such as "Spit Nolan". Throughout the key stage handwriting and presentation are a problem. Many Year 6 pupils have still not developed a clear, well-formed, joined style of writing and all written work is done in pencil. At the end of the key stage very few pupils produce writing which is grammatically sound, accurately punctuated and with correct spelling. Presentation is poor and pupils do not show any pride in their written work. Pupils find it difficult to write in a sustained, developmental way using lively language and creativity of expression. Pupils learn lists of spellings but these are not directly related to their own writing so that common errors are not corrected. Pupils learn to write in different styles and for different purposes. For example Years 5 and 6 learn about imperative verbs and use them to write instructions but only the more able have an accurate and consistent knowledge of verbs, nouns, adjectives, adverbs and connective words. Pupils still lack the ability to work independently. In work linked to geography pupils in Year 6 only write simple sentences about a day in the life of a child living in Kenya but do not use language well to compare and evaluate. Teachers build information and communication technology opportunities into their lesson plans to ensure it occurs regularly. Pupils enjoy information and communication technology and use it satisfactorily. For example, pupils in Key Stage 1 create picture settings for their stories and pupils in Key Stage 2 use a word processing package to write instructions. Pupils still lack the ability to work independently.

90 Satisfactory provision is made for pupils with special educational needs and they make sound progress in both key stages. Work in the core subjects is planned to meet their needs and support staff are used well so that pupils make sound progress towards the targets in their individual education plans. Only a very small number of pupils have English as an additional language and their needs are being satisfactorily addressed. Provision includes the use of external tutors. As a result these pupils make satisfactory progress.

91 The quality of teaching is satisfactory in both key stages. Teachers appreciate the structure, which is provided by the National Literacy Strategy, and use it appropriately. Planning is detailed, closely linked to the strategy and incorporates clear aims for pupils' learning for all parts of the lesson. Where teachers have a good subject knowledge this enables them to develop the lesson systematically whilst maintaining a clear focus on the learning objectives. Teachers generally manage pupils well in Key Stage 1

so that their attention is gained and held for most of the lesson. However, in both key stages, pupils do not concentrate well when they have to listen to their teacher for long periods of time. The management of pupils in Key Stage 2 varies but it is unsatisfactory overall. Throughout the key stage pupils demonstrate that they have not yet acquired suitable listening or learning habits. In almost all classes about twenty per cent of pupils are listless, lethargic and do not fully engage in the lesson. Pupils throughout the school show a marked reluctance to make suggestions or answer questions in class lessons. At times, pupils who have been out of the class receiving extra tuition do not settle quickly, chatter and disrupt the learning of other pupils. In classes, such as a Year 5 class where pupils learn about imperative words and the importance of word order, pupils show that they can be stimulated and involved successfully. Tasks are well matched to their abilities, instructions are clear and the well-prepared teaching materials are relevant to the pupils' own work and experiences. Until very recently, written work at Key Stage 2 has not been well marked and some has not been marked at all. This has now improved and pupils usually receive sufficient guidance about their current learning and what they need to know and understand to develop further. In both key stages, teachers' expectations of their pupils are not always well matched to their abilities and this is unsatisfactory. In some cases pupils cannot read their worksheets, lose interest and become disheartened or disruptive. In other classes pupils, especially those with higher ability, complete tasks and are not given extension work. As a result, they do not always make the progress they should or achieve the higher levels of attainment.

92 Pupils' attitudes to learning are unsatisfactory in both key stages although it is much better and is sometimes good when lessons are well taught. They respond best when teachers make lessons stimulating, interesting and challenging. For example, a Year 1 and 2 class contribute a good range of words for the class vocabulary board when they are asked to write a setting for a seaside story. Throughout the school, behaviour in classrooms is generally unsatisfactory and pupils do not usually understand that their attitudes can have a negative effect on other pupils. With some notable exceptions, they show little enthusiasm for learning and do not desire to contribute to class lessons. About twenty per cent of pupils, often boys, do not pay attention or only listen to the parts of lessons, which interest them.

93 Assessment of English is good but there are still some weaknesses. Reading and associated skills are well monitored and assessed and records contain provision for a home-school dialogue to support pupils' learning. Teachers make helpful comments about specific successes or difficulty pupils may have. The results of national and other supporting tests are thoroughly analysed and the school is well aware of shortcomings. Consequently there is targeted support for individual pupils to help them make progress. This includes the individual education plans for pupils with special educational needs and Additional Literacy Support (ALS) for selected pupils. The success of this is clear in that fewer pupils need ALS each year. However, no formal records are kept which would enable teachers to record individual pupils' progress in, for example, writing, against planned outcomes in lessons. Also, there is no procedure to enable teachers to assess pupils' progress and attainment in the vital skills of speaking and listening even though these are poor throughout the school. The literacy hour and focused learning groups are having a positive effect on raising standards. The English co-ordinators are knowledgeable, enthusiastic and hard working and give very good support to the subject throughout the school. They have detailed knowledge of plans for their subject and know how the National Literacy Strategy is having a positive impact. They are pro-active in addressing important issues and in suggesting suitable strategies to overcome problems.

MATHEMATICS

94 Since the previous inspection, the school has successfully implemented the National Numeracy Strategy. Scrutiny of pupils' work, discussions with pupils and lesson observations now indicate a rising trend in attainment. Standards previously indicated as below the national average at the end of Key Stage 1 are now at the level expected for seven-year-olds. Attainment at the end of Key Stage 2 previously indicated as well below the national average has risen to below these levels.

95 The results of the 1999 National Curriculum Tests for pupils aged 11 indicate that attainment in mathematics was average when compared with schools nationally. When compared with schools with pupils from similar backgrounds the school's results were above average. The results achieved by Year 2 pupils aged seven in the 1999 end of key stage tests indicate results well below both the national average and in comparison with similar schools.

96 Learning is satisfactory. Learning is accelerated in upper Key Stage 1 but this acceleration becomes patchy in Key Stage 2 due to unsatisfactory management of pupils and a lack of challenging work. Standards have continued to rise in line with the national upward trend. No discernible gender difference was observed during the inspection although there is a higher proportion of boys on the special educational needs register in Key Stage 2.

97 The school's participation in the National Numeracy Strategy has had a positive impact in raising standards in both key stages. Additional staff training, the purchase of additional resources and the detailed analysis of previous National Curriculum tests to identify strengths and areas for development have achieved this.

98 Pupils enter the reception class with levels of attainment below those expected of four-year-olds. Pupils in the reception class are able to recognise and order numbers up to ten. Pupils accurately match and count given numbers to a given quantity and they are steadily building up their knowledge of shapes and are able to distinguish similar properties of shapes such as a square always has four equal sides. By the end of Key Stage 1 pupils confidently add and subtract numbers up to twenty and a limited number of pupils understand place value up to one hundred. Given simple shapes, most pupils can identify halves and quarters accurately, shading in the fractional part. Many pupils can tell the time accurately to the nearest half-hour and confidently sequence days of the week and months of the year. Most pupils can interpret information to form a graph, for example indicating the month with the most birthdays or the number of letters in a given set of six words. A strength at Key Stage 1 is the solving of mathematical problems when contained in sentence form.

99 By the end of Key Stage 2 pupils multiply given whole numbers by 10 or 100 with confidence and accuracy. Most recognise and order equivalent families of fractions and accurately place them in rank order. Pupils confidently name ranges of two and three-dimensional shapes, accurately comparing similarities or major differences. The use of information and communication technology to gather and interpret data is unsatisfactory. Most pupils are unfamiliar with simple mathematical language such as 'average', 'mean' and 'range'. Pupils use co-ordinates to accurately place points involving symmetrical shapes. However, planned opportunities to develop pupils' investigational skills linking mathematics to everyday problems are limited throughout Key Stage 2.

100 Pupils enjoy mathematics and their developing confidence is reflected in eager participation during most mental mathematics sessions. Most pupils stay on task when the work is well matched to their needs and challenging. Behaviour in lessons is sound, however some examples of inappropriate behaviour slowed learning for some pupils. Most pupils in Key Stage 1 take pride in their written work, but levels of presentation vary considerably throughout Key Stage 2 from poor to satisfactory.

101 The quality of teaching is satisfactory with some good teaching in upper Key Stage 1 and Key Stage 2. In these lessons high levels of pace and challenge have a direct impact on sustained learning. Clear, concise explanations at the start of lessons indicate a sense of purpose and direction. Teachers' knowledge of mathematics is sound. In the good lessons teachers use resources well to gain and maintain pupils' attention, for example the visual use of small cubes to illustrate fractional parts of one whole. Where teaching is unsatisfactory, the task given fails to build on previous learning, discipline is unsatisfactory due to a lack of wider vision to ensure that all pupils are taking part in the lesson. Planning for mathematics is

good, mostly following the structure contained within the National Numeracy Strategy. Teachers' methods and organisation are generally satisfactory. Lessons always start on time and mental mathematics sessions proceed at an accelerated rate, however, the final session at the end of the lesson to revisit learning is often rushed and lacks impact. Since the previous inspection the use of assessment has significantly improved. Teachers gather a range of assessment information to track individual pupil's progress. This is efficiently managed by the subject co-ordinators to focus teaching to support areas for the subject's development. However, this information is not always used in the lessons where pupils are grouped by ability to match work to the needs of individual pupils and what they need to learn next. The majority of pupils' work is marked and dated, however, the use of constructive comments to indicate what a pupil needs to do to improve is less well established.

102 The setting of pupils in ability groups in Key Stage 2 has its strengths and weaknesses. Evidence from the scrutiny of pupils' work shows that, despite the wide range of attainment within some sets, pupils generally complete the same work. Higher attaining pupils often complete the same tasks as others before moving on to more challenging work. The large numbers of pupils in some of the higher attaining sets restricts time for individual support to consolidate learning. Pupils with special educational needs are well supported within the class and setting system.

103 The co-ordination of the subject is good and the school's strategy for development of the subject is effective. The targets set by the school to raise attainment further between now and 2001 are sufficiently challenging to generate an increasing rate of improvement in attainment and to increase the proportion of pupils achieving the higher levels. There is a shared commitment by all staff to raise the already improving standards still further.

SCIENCE

104 The 1999 teacher assessments at the end of Key Stage 1 indicated that the number of pupils achieving the nationally expected level was well below the national average. No pupils attained the higher levels. The school performed well below the average for similar schools. Inspection evidence indicates that teachers have been cautious when assessing pupils' attainment at the end of Key Stage 1 and that pupils' achieve standards that match the national average. This is similar to the finding of the previous inspection.

105 In 1999 national tests at the end of Key Stage 2 pupils attained results that matched the national average and were above those attained in similar schools. Over the last two years results in the school have matched the national levels. Test results indicate that boys perform better than girls; however, this was not the case in lessons. Evidence gathered during the inspection shows that these standards are being maintained; it was a similar situation in the previous inspection.

106 By the end of Key Stage 1, pupils have developed their scientific knowledge and skills at the expected levels for their ages. In lessons all pupils including those with special educational needs, make good rates of progress over time. They are aware of what constitutes a fair test in an investigation. For example, in a Year 2 lesson most pupils realise that the difference in the choice of paper used in making models of a fish would effect how it would be blown across the floor by a 'hand fan'. From previous work undertaken, pupils know and understand that materials can either be natural or manufactured. They are aware of that light sources can change colours. Pupils also know what a simple circuit is and know that some materials are magnetic and non-magnetic. Pupils record their findings in a variety of ways including sorting and classifying their observations.

107 Throughout Key Stage 2, pupils' build on their knowledge and skills of observation, prediction and hypothesising learnt in Key Stage 1. All pupils including those with special educational needs make good progress over time. Pupils in Year 6 understand and know that there are different time zones in the world

because the earth spins on its axis around the sun. In Year 5 pupils know and understand what is required to keep them healthy and the process of filtration when cleaning water. During the key stage pupils apply and develop their knowledge and understanding of using a fair test in investigations and following lines of scientific enquiry. They apply this knowledge and understanding to their everyday life. For example, in Years 3 and 4 lesson pupils were investigating which type of paper packaging would insulate and soundproof the noise of a sand shaker most effectively. In recording their findings against their original predictions pupils were reminded of similar situations in the home where double glazed windows are installed to keep sounds out. Pupils in a Year 3 class know how different sounds can be created on metals by scraping, beating, blowing and plucking.

108 Pupils' attitudes to their work in science are generally good in both key stages. When pupils are involved in investigations or working in groups there is sustained interest and concentration. For instance in a Year 1 and 2 class pupils were well behaved and co-operated with each other when making paper aeroplanes for an investigation. Generally relationships and behaviour are good and contribute to the rate of learning achieved in lessons. This was seen in a Year 3 class when pupils were planning an investigation they would use in the next lesson. However, in one unsatisfactory lesson observed, pupils' behaviour and attitudes were unsatisfactory due to a lack of appropriate challenge, and a task not planned sufficiently to meet their specific needs.

109 The standards of teaching in both key stages are good and have a direct impact on the standards pupils achieve and their rates of learning in lessons. However, during the week of the inspection one lesson was judged to be of an unsatisfactory quality. Teachers' subject knowledge is secure and they are confident in approaching and teaching investigative skills to pupils. Although teachers guide and encourage the pupils well, there was evidence during the inspection of the over-use of a directive style of teaching allied with tight control of pupils in a number of lessons. This limited opportunities for pupils to become more independent learners and follow a line of investigation. In better lessons, teachers use open-ended questioning effectively to prompt pupils' thinking and probe their understanding. These lessons have a definite structure, a good pace, with an emphasis on practical investigations. Teachers ensure that pupils will build on what they already know. This was seen in a Year 1 and 2 class, in which the class teacher ensured that the activity was matched to all the pupils' abilities and made them think like young scientists throughout the duration of the lesson.

110 The curriculum provides a good balance and allows for the systematic building of scientific knowledge and understanding. This means that pupils' skills of undertaking an investigation are established and developing in both key stages. This has improved since the last inspection. During the inspection there were only limited examples of pupils, particularly the more able working in a small groups to undertake independently more detailed and focused investigations and lines of enquiry. In addition, there were limited examples of pupils writing up their findings after an investigation or enquiry, which would help to develop their writing skills.

111 Science lessons contribute well to the development of pupils' speaking and listening skills, but less effectively to their written skills. At both key stages, pupils are encouraged to talk about their ideas and what they see and do. Mathematical and numeracy skills are developed as pupils take measurements and record it with their findings, for instance in a Year 2 lesson. Information and communication technology is not sufficiently developed to help learning in the subject. However in a Year 6 lesson pupils were using the Internet to receive pictures from the 'Hubble Satellite' to support learning about different time zones.

112 The quality of leadership in science is good. The school has a policy and a scheme of work, which offers teachers support and guidance and ensures the requirements of the National Curriculum are met. The subject is well resourced and all the items and equipment used for the subject have been listed to assist staff when planning lessons. This was not available to staff in the previous inspection. The co-ordinator monitors the coverage of the science curriculum each term but this has not been rigorous enough to identify

the lack of focussed investigations. There is a comprehensive system of assessment of pupils' work in science regularly through the academic year.

ART AND DESIGN

113 Due to timetable arrangements only one art and design lesson could be observed during the inspection. However, judgements can be made from discussion with teachers and pupils, scrutiny of previous work and scrutiny of teachers' planning.

114 The standards of attainment at the end of both key stages and for those pupils with special educational needs are broadly as expected for pupils of seven and 11, however this is within a narrow range. This confirms the findings of the previous inspection.

115 By the end of Key Stage 1 pupils are able to design and make a printing block, draw lighthouses using chalk and create an image of a silhouette. In the reception class they are able to create self portraits using paint and draw themselves with head, body, legs, arms, hands, feet, hair, eyes and mouth, but as yet the majority do not draw themselves with a neck. There were limited examples of pupils' artwork, which indicates that art and design does not have a high priority within the school and art displays around the school are also limited.

116 By the end of Key Stage 2 pupils have had wider experiences of a variety of art techniques, but as with Key Stage 1, these are limited. In the one art and design lesson seen in Year 5 there were varying degrees of skills achieved by the pupils in work linked to history. Many pupils were able to use shading techniques to show shadows as they fall upon the face of Henry VIII, and another group was able to create clay models of the hand linked to their work in religious education on Hinduism. Scrutiny of previous work showed that although opportunities were limited, when given the opportunity to practise their skills, pupils were capable of achieving high standards. For example Year 6 pupils' work on jungle animals and camouflage was of a very high standard.

117 Pupils' attitudes to their artwork are good. The majority of pupils enjoy their lessons and concentrate well on their tasks. They sustain concentration and work well with others in their class. They particularly enjoy the work on different artists such as Van Gogh, Paul Klee and Lowry and have limited opportunities to paint in their styles.

118 There was insufficient evidence to make a judgement on the standard of teaching of art and design. Teachers' planning indicated that art and design has not been taught regularly and that there has been insufficient emphasis on the teaching of skills and techniques to develop the pupils art and design skills further. Some teachers lack the confidence and skills to teach the subject and although training has been requested funding has not been made available to allow them to attend such training. There is a lack of progression in the acquisition of skills and techniques and the written guidance for the subject is not being followed conscientiously by all staff. Art and design has not been on the timetable for all pupils and on occasions there are issues concerning equal access for all pupils, as not all pupils in a class have opportunities to carry out all the activities. There has been no assessment undertaken of the pupils' abilities and skills in art and design, and opportunities for pupils to develop their own creative aspects are often missed.

119 Art and design is often taught through other subjects such as history, geography and religious education and this is developed well. The work of famous artists such as Monet, Van Gogh, Lowry and Paul Klee are covered and some teachers have also used art and design from other cultures such as African and Australian, but again this depends upon the teachers' own interests and enthusiasm. Good use is made of field trips to places such as York Minister, Whitby and York Art Gallery.

120 The co-ordinator is keen and enthusiastic about the subject, but due to the priorities of Literacy and Numeracy on the school development plan has been unable to implement the written guidelines. This was the same situation at the last inspection and there has been no improvement. The co-ordinator has already

identified the need to monitor teaching and planning to ensure adequate coverage and adherence to the scheme of work, but as yet no time has been allocated for her to do this. She has begun to develop a portfolio of pupils' work but requires the co-operation of her colleagues to enable her to complete it.

DESIGN AND TECHNOLOGY

121 During the week of the inspection only a limited number of lessons was seen, involving pupils in Years 3 and 4. Judgements about attainment are based on scrutiny of pupils' work on display in classrooms, teachers' planning, discussions with pupils and the subject co-ordinator. The standards that pupils achieve at age seven and 11 is at the level generally expected of pupils at this age. This maintains the standards identified in the last report. Pupils' rates of learning in lessons and progress over time in both key stages are sound, including pupils with special educational needs.

122 At Key Stage 1, pupils know and understand that a design can be both modified and improved to help in the construction stage. This was seen in work displayed in Year 1 and 2 classrooms, where pupils had designed and made different constructions to make a picture appear and then disappear. Pupils in Year 2 could explain why this happened in the models and how cutting and folding their models had achieved this. They also knew that a 'slip pin' was a more effective holding device than a sticky adhesive to allow a disc to move a picture around in their constructions. Pupils also develop their skills in using different tools and equipment and know how best to use them. For example, pupils in Year 2 know that card is easier to cut when using scissors by turning the card as they cut.

123 At Key Stage 2 pupils' designs become more sophisticated and they learn to think about the purpose of their models before constructing them. For example, in a Year 3 and 4 class pupils designed and made constructions using 'unifix' to see if they were stable and followed their original idea and design. This was developed into designing and making a 'photograph frame' in paper and pupils evaluated whether they were successful or not before starting to make it in either wood or card with a fabric covering. As pupils move through the key stage they work with a range of materials and tools and learn to develop the skill of evaluating if their model was successful. For example, pupils in a Year 6 class discussed how they had made a 'bridge' in their previous class using newspapers, card and adhesive materials and tested it to see how many handwriting books it would hold. After testing their bridges the pupils evaluated and discussed why some constructions had been more successful than others.

124 Although little teaching was observed during the week of the inspection, it is clear from the work on display that pupils are taught how to handle different materials and to evaluate their ideas and designs. In the lessons seen teachers have secure subject knowledge and use appropriate questioning and guidance to help spark pupils' ideas in lessons. For example in a Year 3 and 4 lesson the teacher helped pupils in deciding whether their 'photograph frame' should be upright or flat in their original designs. Pupils enjoy their work in design and technology lessons and are willing to discuss it with adults and pupils alike.

125 The subject co-ordinator is enthusiastic and leads and manages the subject well. The co-ordinator monitors teachers' planning on a half-termly basis but there are currently no formal whole school assessment procedures in place to offer information on pupils' future learning in the subject. The school is well resourced with a range of materials and tools for pupil's to work with which are stored centrally, and each classroom has a toolbox to assist in lessons. This contributes well to the range of experiences offered to pupils in the school.

GEOGRAPHY

126 By the end of Key Stage 1 pupils reach standards that are normally expected for pupils of their

age. However, by the end of Key Stage 2 standards are below those expected for pupils' aged 11. This is partly because of the poor literacy skills at Key Stage 2 and partly because pupils' progress during the key stage is unsatisfactory. Four lessons were seen during the inspection and judgements are based on these in addition to a scrutiny of pupils' work, an examination of teachers' planning and discussions with teachers and pupils.

127 By the end of Key Stage 1 pupils begin to develop a sense of place in relation to home and school and trace their route on a simple local map. Pupils learn their addresses and become familiar with local road names and important features such as playing fields. They record the weather using picture symbols and words and the more able pupils answer questions such as, "How many cloudy days did we have?". They drew plans for a simple garden but were confused about elevation. They study different locations such as seaside towns and can identify the kinds of things people do there. Pupils know some of the differences between York and Scarborough. They use stickers to build a graph of these activities and deduce that rides are the most popular. Some extended their knowledge by looking at photographs from Germany and Turkey on a map of Europe. Well supported groups of pupils are able to use a computer programme to build up a graph of seaside activities.

128 At Key Stage 2 Year 3 pupils colour in a map of the world to show different climate conditions in different countries. Year 4 pupils consider what clothing and equipment would be appropriate for a trip to worldwide locations of their choice. They use secondary sources such as travel brochures and atlases to find information about their chosen location. They learn about climatic zones such as tropical, polar and continental and the more able pupils know the main features of some of them. However, even the more able do not complete their assignments by analysing, comparing and commenting on different climates. Year 5 pupils learn about time zones by considering the Olympic games and understand that it is daytime in Australia when it is dark here. Year 5 and 6 pupils learn about jobs and settlements and where specific industries such as coal mining are located in the British Isles. They study Kenya and write about a Maasi village but refer to a Boma as "a cattle of cows". By the end of the key stage few pupils understand what a continent is and there is confusion about where and what countries are, so that maps are often wrongly labelled. Pupils show great confusion in other ways. For example one said she would take a ship from Manchester airport and another thought his chosen country, Chile, was in Africa. Only a very small number of pupils have developed the necessary strategies to research effectively and this is not helped when they are given materials to use that are too difficult for them. Throughout the school pupils demonstrate poor speaking and listening skills and low standards of written work and this greatly hampers their progress and attainment in geography.

129 The quality of teaching varies from good to unsatisfactory. Twenty five per cent of teaching is good, 50 per cent satisfactory and 25 per cent unsatisfactory. No unsatisfactory lessons were observed in Key Stage 1. In a good lesson in Year 2 the teacher interested the pupils straight away and they made suggestions and answered questions with enthusiasm. Pupils were well managed and involved throughout the lesson. In Key Stage 2 in one lesson in a Year 3 and 4 class pupils were stimulated when the teacher unpacked a suitcase for his trip to a mystery location. However, up to half the class did not settle to their work and some misbehaved for long periods without being noticed. As a result, pupils tended to engage in low-level activities such as cutting and pasting and too many spent much of their time off task. Lessons are usually planned with clear aims but these are not always communicated successfully to pupils so that they do not know what they need to do. There are no planned links with literacy or numeracy so that skills and knowledge are taught in isolation. The school has links with the Environment Centre at St Nicholas Field but there was no evidence of field studies in the sample of work. The scrutiny of work indicates that the geography curriculum is covered but only superficially in parts especially at Key Stage 2. Pupils do not usually do their corrections and the more demanding parts of the curriculum are neglected. As a result, pupils' learning is sometimes confused and insecure and they do not persevere when they consider tasks to be demanding.

130 Pupils' attitudes to the subject depend on the quality of the teaching. They show that they can enjoy geography when it is relevant, challenging and interesting. When they have to listen for long periods of time to the teacher they quickly lose interest and do not apply themselves to the tasks set.

131 There has been deterioration since the last inspection when attainment at Key Stage 2 was judged satisfactory. This is because the introduction of the literacy and numeracy hours together with supporting group activities has caused geography to be neglected in the past.

132 The co-ordinator has produced a draft policy for geography but the staff have not yet discussed it. She monitors the plans of all staff but does not have the opportunity to monitor and evaluate teaching and learning. There are no formal procedures for assessment and recording of pupils' progress so it is left to teachers to devise their own systems. Resources are generally satisfactory but some of the maps are outdated and the current computer software does not support the subject very well.

HISTORY

133 History is not well represented in the school's curriculum. Planning shows that Key Stage 1 pupils learn about history through a study of different toys and homes. However, there is insufficient evidence from which to make judgements about teaching, learning and pupils' attitudes at Key Stage 1, as little work was observed during the inspection, and no lessons were seen.

134 Pupils make satisfactory gains in learning as they move through Key Stage 2, but in limited areas of the subject. Pupils' factual knowledge and understanding of some of the main changes, people, and events studied is given sound emphasis in Key Stage 2, although the limited writing skills of many pupils restricts their progress. There is too little emphasis on other areas of the subject, such as, the development of chronological understanding to make pupils aware of the passage of time, or of historical interpretation, to enable pupils to understand that the past may be represented in different ways. Pupils use too narrow a range of information sources to find out about the past to help bring the subject to life, and make it more interesting. However, older pupils are now beginning to use information and communication technology to discover aspects of the past through the use of the Internet. Pupils' developing knowledge and understanding of history is communicated in different ways, such as, through the written and spoken word, and through art and design. However, the development of literacy is given insufficient emphasis in history.

135 Older pupils in Key Stage 2 acquire good levels of knowledge and understanding; evident through discussion, about Henry VIII and his many wives. For example, they learn that one of his wives had six fingers, and another, Anne of Cleaves, was quickly divorced when Henry realised that she was not as pretty as her portrait and the artist was beheaded!

136 Teaching is satisfactory, with good teaching seen in Year 5 and 6. Good features of lessons include secure subject knowledge, which ensures that pupils acquire accurate information. Teachers use purposeful questioning, to help develop understanding and there is good use of resources which contribute to learning. Interesting presentations keep pupils fully involved. Weaker features of otherwise satisfactory lessons include tasks, such as, colouring, which do not contribute to the development of historical understanding.

137 The subject is soundly led, even though the co-ordinator is a part-time teacher. There are clear plans for its further development. For example, a consistent approach to assessing pupils' progress is to be introduced based on national guidelines, as there is no formal assessment of the subject at present. The co-ordinator has no opportunity to monitor teaching and learning to help her assess strengths and weaknesses in teaching and provision. Most resources are stored centrally, and tidily, although there is no inventory of what is available. The school has a small number of artefacts to help bring the subject alive for pupils, but

these require extending.

INFORMATION AND COMMUNICATION TECHNOLOGY

138 Standards in information and communication technology are close to national levels by the end of Key Stage 1, but are below national expectations by the end of Key Stage 2. This is largely because pupils have too few opportunities for regular access to computers to enable them to make the best possible progress. As a result, they learn important skills at too slow a rate to enable them to reach national levels by the end of Key Stage 2, and their progress is unsatisfactory. However, pupils slowly develop important skills and acquire knowledge and understanding both within the subject itself, and increasingly, through links with other subjects.

139 Pupils make satisfactory progress in both key stages in communicating and handling information, which is given a higher profile than other areas of the subject. Younger Key Stage 1 pupils start to use information and communication technology to help communicate ideas. For example, to support work in geography, they draw their routes from home to school, gaining confidence and proficiency handling a mouse, and learning to use tools appropriately. Year 2 pupils complete simple word processing skills, using computers to present ideas to assist with the smooth running of their classroom. Pupils in Year 3 and 4 produce, organise, present and amend ideas using information and communication technology, when they complete a sign for their bedroom door. They choose style, colour and size of font and add a picture to improve the effect. Year 5 and 6 help improve their number confidence and competence by practising their times tables, using an appropriate computer program. By the end of Key Stage 2, pupils produce a “Kids Corner” newspaper. They compare CD-ROM Encyclopaedias for ease of use and quality of information. They are starting to use the Internet, recently introduced into school, to find information about Henry VIII and his many wives.

140 Some examples of data handling are evident in pupils’ work, though this is less well represented. Year 2 pupils compile a “picture graph” showing the colour of pupils’ eyes in the class. Year 3 pupils learn to use simple spreadsheets to record the heights of individual pupils and begin to interpret their findings. Year 6 pupils enter data onto a class questionnaire. They view the resulting spreadsheet, use the “sort” icon to show ascending and descending order, graph results and narrow the spreadsheet field. However, limited opportunities for consolidation hinder development in this important area.

141 Controlling, modelling and monitoring are all under-represented, preventing pupils from making the gains in learning of which they are capable.

142 Pupils’ attitudes to learning are variable, but are mainly satisfactory. Some show increasing confidence when working at computers, while others show reticence and require much support and encouragement.

143 Little direct teaching was seen during the inspection to enable judgements to be made about its quality. However, recent training and the good expertise and support from the subject co-ordinator, has improved both confidence and competence. Where staff, both teaching and non-teaching were observed directly supporting pupils, this was effective.

144 The subject is well led, and there are clear plans for its continued development. A good scheme of work ensures that important skills are suitably taught. All class teachers maintain class records of completed work. Almost all weaknesses from the last inspection have been or are in the process of being addressed. Resources, both hardware and software, have been audited and extended. The head teacher’s long term strategic plan, following the conversion of a music room to a computer suite, is rigorous and realistic. However, at present, there is no monitoring of teaching and learning to help identify and overcome

weaknesses. There is insufficient emphasis on comparing the effectiveness of information and communication technology with alternative methods, and on reviewing, modifying and evaluating work as it progresses.

MUSIC

145 The school has maintained the sound standards observed during the previous inspection. The curriculum meets statutory requirements and all pupils including those with special educational needs, make satisfactory progress. By the end of both key stages most pupils have the knowledge, understanding and skills expected for their ages.

146 By the age of seven, most pupils have a basic understanding of pitch, rhythm and notation. They compose simple percussional movements to simple lyrics. For example in a lesson seen in Year 2, pupils can repeat a portion of sounds using a range of untuned musical instruments and maintain a beat satisfactorily. Most can identify a simple pattern from informal music notation and they understand the concept of rests. They maintain the tempo confidently and are able to respond to the teacher's signals for 'loud' and 'soft'. Pupils enjoy singing and concentrate well when learning a new song.

147 By the age of 11, pupils are developing confidence in singing in rounds for example, the singing of "London's Burning". Pupils respond accurately to changing beat patterns and singing reflects the moods of a variety of songs. However, singing is not a regular feature in key stage assemblies. Therefore the quality of singing is barely satisfactory; progress is inconsistent and does not build sufficiently on what the pupils have learned before. The standards of singing during a Key Stage 2 singing practice lacked commitment as many of the older pupils failed to participate and the singing was unenthusiastic.

148 Pupils enjoy learning about and making music. They handle instruments carefully and work together well. For example, Year 1 pupils played their instruments accurately, sensitive to each other's contribution.

149 The quality of teaching is satisfactory and, where teachers have good knowledge and a high level of personal skill, the quality of teaching is good. This was particularly evident in Year 1 and Year 5 where the planning, structure and pace of lessons ensures that good learning is maintained. Teachers ensure that there is a sound balance between demonstration, practice and performance. They use praise effectively and encourage pupils to celebrate the achievement of others. However, there are few opportunities for pupils to listen to and evaluate each other's performance. Good relationships and a sense of enjoyment result in keen co-operation and effort. Teachers use well-developed routines and expect pupils to achieve a great deal in the time available. In the practical 'hands on' lessons observed teachers use a good range of appropriate resources. The use of information and communication technology to promote and support notational and composing skills is unsatisfactory. The scheme of work, new since the previous inspection, incorporates elements of the national guidance and promotes good structure and progression to support teachers' planning. Recent staff training has been effective in managing the development of the subject and building teachers' confidence and expertise.

PHYSICAL EDUCATION

150 During the week of the inspection, the range of lessons seen was restricted to games activities. Discussion with the co-ordinator, pupils and teachers, and a scrutiny of teachers' planning indicate that the school provides a balanced programme of physical education, which fully meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastics activities, and respond to music through dance. All pupils in Key Stage 2 have swimming lessons through the academic year.

151 Pupils of all abilities, including those with special educational needs, sustain good rates of learning in lessons and progress over time. As they move through the school, pupils develop their skills and perform with increasing competence. They have a clear understanding of the effects of exercise on the body. Attainment is average for their age at the end of both key stages. The standards identified in the last inspection have been maintained.

152 In Key Stage 1 pupils acquire a range of small-sided games skills. They learn to throw a beanbag accurately using either over-arm or under-arm techniques of throwing. This was seen in a Year 2 class when pupils had to hit a cone to develop their 'hand-eye' co-ordination when throwing. Pupils also learn to change direction at speed to avoid being caught and develop the idea of tactics in a games situation. This was seen in a Year 1 and 2 lesson, when pupils had to chase each other attempting to pull a 'tail' from another pupil, developing the skill of dodging and accelerating at speed.

153 In Key Stage 2, pupils continue to develop and improve their performance in games as they progress through the key stage. In a Year 3 lesson pupils practised their throwing and hitting skills by moving one step backwards if they hit a cone or one-step forward if they missed. These skills are used to develop pupils' confidence to transfer them to a small or larger games situation. For example, in a Year 3 and 4 lesson, pupils worked in small teams as 'attackers' and 'defenders' using a ball to hit a cone. By the time pupils progress to Year 6 they are able to use these skills in formal games situations such as hockey or soccer. For instance, pupils in a Year 6 lesson were developing and refining their hitting and receiving skills using a hockey stick and ball. This was further developed into dribbling with the hockey stick and ball in an attack versus defence activity around a cone. This activity helped pupils develop a good sense of the need for rules when playing games activities.

154 Pupils' attitudes to physical education are good throughout the school. Behaviour whilst pupils are preparing for and participating in physical lessons is good. Pupils listen well and respond positively to instructions. They are enthusiastic participants and make good use of opportunities provided in lessons. For example in a Year 1 and 2 class pupils listened attentively to the teacher of how to successfully evade another pupil chasing them. They co-operate well in pairs or larger groups, which results in pupils making good rates of learning in lessons.

155 The curriculum provision of the subject is good, and makes a positive contribution to the pupils' social and moral development in school. Pupils have opportunities for playing team games and they develop a sense of competitiveness and fair play.

156 The quality of teaching and learning in both key stages is good. All lessons begin in an orderly fashion and contain appropriate warm-up and cool-down activities. Lessons are well planned and organised with clear learning objectives that offer progression and a safe learning environment for pupils to work in. Teachers set appropriate tasks to physically challenge the pupils, and provide clear instructions, explanations and guide lines to encourage pupils to develop their skills. Staff are secure in their subject knowledge and understanding of the subject. Questioning and intervention is used effectively and pupils are encouraged to improve and refine their performance, for example in hockey. All staff act as good role models, dressing appropriately and showing enthusiasm for the subject. This is reflected in the pupils' positive attitudes towards the subject.

157 The curriculum co-ordinator leads and manages the subject well. He has only been in post since the summer term and provides staff with good support through effective documentation and schemes of work. There are no formal assessment systems in place to assess pupils' attainment but teachers provide clear feedback and encouragement for pupils during lessons. The resources for the subject are good, and include two large surfaced playgrounds, a large hall, and a playing field, although it is restricted to use for extra-curricular activities. The school offers a wide range of extra-curricular activities in both key stages,

and includes a residential visit, which enhances the provision of the subject.

RELIGIOUS EDUCATION

158 By the end of both key stages pupils reach standards that are normally expected for pupils of their age and meet the requirements of the Locally Agreed Syllabus for Religious Education. Standards in religious education have been maintained since the last inspection.

159 By the end of Key Stage 1 pupils understand what it means to belong to a family, both at home and school. Pupils recognise that everyone is important and has a part to play in the day to day life of the school, including themselves. They know what it means to be a good friend and through role-play are able to act out an argument and reach a compromise. Throughout the key stage pupils learn simple stories from the Bible, such as the story of the Lost Sheep and stories about the life of Jesus and learn about festivals from the Christian calendar, such as Harvest, Christmas and Easter. Pupils also learn about festivals from other faiths such as Divali and Eid from the Hindu and Muslim faiths.

160 By the end of Key Stage 2 pupils have a wider knowledge about Hinduism, Islam and Christianity, the three religions the school has chosen to study. In Year 4 pupils showed that they knew the main features of a Christian Church and are able to compare and name the differences between a Church and a mosque. In Year 6 pupils know and understand that the Hindu God can be represented in three different ways and they are able to compare this to the Christian view of the Trinity. They are able to discuss with their peers how friends, family and classmates may view them differently. Their studies of Christianity are not in such depth and often opportunities are missed for the pupils to discuss their own beliefs and conceptions. There are too few opportunities for pupils to carry out their own independent studies or to reflect upon what they have learnt.

161 Pupils' attitudes to their lessons are satisfactory. In Year 2 pupils listen attentively and ask questions when they are given the opportunity. They become very involved in their lessons and are keen to find out more information. In Year 1 most pupils are keen to volunteer suggestions as to what constitutes a good friend, although they are hampered in their lessons by their lack of speaking skills. There is some inappropriate behaviour from one or two pupils, usually boys, but the majority behave well. In Year 4 some pupils find it difficult to concentrate and become restless as the lesson progresses; some are rude, shout out and show lack of respect for their teacher. In Year 6 most pupils maintain interest in their lessons and work well together in groups. They listen quietly while other pupils in the group contribute to the discussion. In upper Key Stage 2 behaviour and relationships are good throughout the lessons.

162 The teaching of religious education is satisfactory and often good. Teachers share the lesson aims with the pupils and this helps them to understand and participate fully in their own learning. Targets to be achieved during the lesson are set and shared with the pupils and also success criteria, so that the pupils know that they have succeeded. Teachers make good use of the little resources that they have and supplement them by making use of the local loan service of boxes of artefacts. Teachers make good use of visits within the community; such as to York Minister and also by inviting visitors to school, such as an ex teacher who shared her knowledge of the Hindu faith with the older pupils. In Year 5 the teacher made good use of her own beliefs to reinforce the awe and wonder of a rainbow and the beautiful variations of colour. This was well received by the pupils. The weaker aspects of the teaching relate to lack of work to meet the varying abilities of pupils and by insufficient challenge in tasks for the more able pupils. There has been very little assessment of the knowledge and skills of the pupils' religious understanding, although the school has already identified this as an area for development.

163 The curriculum for religious education follows the syllabus as agreed by the local education authority and the school makes good use of the studies of other faiths in Key Stage 2 to develop the pupils'

understanding of other religions. There are some cultural links to art and design, and music although these are not always planned and often depend upon individual teachers' interests.

164 The co-ordinator for religious education is enthusiastic and knowledgeable about the subject. She recognises that the subject needs to be monitored more rigorously and that pupils' achievements in religious education need to be recorded. At the present time no monitoring of the teaching of religious education has taken place and there have been insufficient opportunities to monitor teachers' planning and insufficient funds allocated to purchase the necessary resources. Resources for religious education are adequate but are often supplemented by teachers who bring their own materials to use in lessons. The collective worship within the classroom, whole school and key stage assemblies do not enhance the religious aspect and many are often moral rather than religious and this does not enhance the pupils religious understanding of the various faiths.