

INSPECTION REPORT

WOODSIDE PRIMARY SCHOOL

Runcorn

LEA area: Halton

Unique reference number: 111125

Headteacher: Dr Irene Keogh

Reporting inspector: Mr Peter Mathias
21945

Dates of inspection: 9 - 13 October 2000

Inspection number: 224403

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Whitchurch Way Halton Lodge Runcorn Cheshire
Postcode:	WA7 5YP
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr K C Wooldridge
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
P Mathias 21945	Registered inspector	Science Geography History Physical education Religious education Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
A Smith 19740	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
T Clarke 23917	Team inspector	English Art and design Design and technology Special educational needs	How well does the school care for its pupils? The work of the Education Behaviour Unit
H Moorhead 21148	Team inspector	Mathematics Information and communication technology Music Foundation Stage	How good are the curriculum and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is about the same size as other primary schools with 245 pupils on roll. It is for boys and girls between the ages of four and 11 years old. A significant number of children enter the reception class but leave before the usual time for transfer to secondary education when they are 11 and a similar number arrive at the school during Key Stage 1 and Key Stage 2. Children's attainment on entry to the reception is well below that typically found nationally and few are ready to begin the National Curriculum by the age of five.

In addition to the main school there is a unit for pupils who were considered by the local education authority to have had behavioural difficulties in their previous schools. This provides education for 14 pupils who have Statements of Special Educational Need and 13 others for whom there is additional support. Overall, 99 pupils are identified as having some degree of special educational need which is well above the national average. There are 27 pupils between Stages 3 and 5 of the Code of Practice for pupils with special educational needs which is well above the national average. Most of those between Levels 3 and 5 of the Code of Practice have emotional and behavioural difficulties.

Most pupils come from homes with some degree of social and economic disadvantage. Some 60 per cent of pupils are considered eligible for free school meals. This is three times the national average. There are no pupils with English as an additional language. Several members of staff are relatively newly appointed and the school has experienced difficulties caused by the long term sickness of some teachers.

HOW GOOD THE SCHOOL IS

Teaching is successful particularly towards the end of Key Stage 2. The headteacher is very committed to the school and provides effective leadership. Woodside is an effective school which has made steady improvement in raising standards at the end of Key Stage 2. Currently, it is well placed to improve further. Standards at the end of Key Stage 2 in the 1999 assessments in English, mathematics and science are well below average in comparison to schools nationally and to broadly similar schools. However, the inclusion of the performance of pupils from the Education Behaviour Unit in the Key Stage 2 test results and the fact that a significant number of pupils enter and leave the school other than at normal times, gives an inaccurate reflection on the achievement of those pupils who begin in the reception class and leave at the age of 11 for the next stage of their education. Standards achieved in the tests by these pupils are much nearer the national average. From the national information available, the trend of improvement is similar in shape but below those of schools nationally. Generally, pupils enter the school with well below average levels of basic skills. Standards in classes are broadly satisfactory by the age of 11 except in English, information and communication technology, geography and music. Generally by the age of 11 many pupils achieve well from a low starting point.

What the school does well

- The teaching is good towards the end of Key Stage 2.
- Standards achieved in history are high and pupils achieve well to reach average standards in mathematics and science.
- Pupils both within the unit and in the main school with some degree of special educational needs make good progress and are well supported.
- Provision for pupils' social development is good and pupils are very aware of the impact of their actions. Most show a proper respect for the feelings, values and beliefs of others and know right from wrong.
- The provision for pupils' moral and social development is good.
- Arrangements for child protection and child welfare are consistently good.
- The school has tried successfully to involve parents. Parents rightly have a high regard for the school.
- There is a very positive attitude from staff who know their pupils well.
- Information the school assembles from national tests and other assessments is now well used to raise standards.

What could be improved

- Standards in the national tests in English, mathematics and science are not as high as standards in the classroom. There is evidence to suggest that standards are improving.
- Standards in information and communication technology, geography and music at the end of Key Stage 2 are low.
- Most subject co-ordinators do not have regular opportunities to review the quality of teaching and learning.
- The governing body is not sufficiently well informed to act as a critical friend of the school and to judge the success of long-term decisions.
- The good quality of teaching is not consistent across the key stages.
- The National Curriculum for information and communication technology is not taught consistently throughout the school.
- There is a lack of resources and space for children under five to play outside.
- Pupils are not given sufficient opportunities to be made aware of the richness and diversity of their cultural heritage, or to reflect upon matters beyond their everyday experiences.
- The time set aside for literacy within Key Stage 2 is over long.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in January 1997 the quality of education provided by the school and its climate for learning were good. However, standards achieved by pupils and the quality of leadership and management required some improvement. Since then there has been good progress and some, but not all, of the key issues for action have been successfully addressed.

Recently standards have risen quicker than the school previously estimated and the school now uses the information it collects to predict pupils' achievements in English, mathematics and science systematically. Teachers now have higher expectations of what pupils can achieve, and use the information they collect well. However, standards in music and design and technology have not improved because the school has been waiting for guidance on the implementation of recent changes in the National Curriculum in these subjects.

The headteacher and literacy and numeracy co-ordinators have looked carefully at lessons to see how successfully teachers teach and pupils learn. Other co-ordinators have not had such opportunities.

The school is vigilant in reducing congestion when parents deliver and collect their children.

Overall standards at the end of Key Stage 2 in English, mathematics and science have been maintained in line with national trends. Standards have improved in mathematics, science and in history. Standards have remained the same in English, religious education, design and technology, music and physical education. Standards have fallen in information and communication technology, art and geography.

Pupils know more about western European culture but still lack sufficient opportunities to gain an appreciation of other cultures, which make up modern society.

The quality of teaching has remained a strong feature. However, the quality of teaching towards the end of Key Stage 2 is much higher than in the rest of the school. The headteacher continues to provide a dynamic lead and the school is well placed to improve further.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E	E	well above average A above average B average C below average D well below average E
Mathematics	E	E	E	E	
Science	E	E	E	E	

This shows that standards in the tests in the last three years in English, mathematics and science are well below average when compared to schools nationally and to schools considered broadly similar. The school shows a trend of improvement which appears similar to most schools. There is evidence to suggest that the 2000 results for 11 year olds are higher than those in 1999. Currently, standards in classes at the end of Key Stage 2 are below average in English and average in mathematics and science. In religious education, art, design and technology and physical education they are at expected levels and most pupils achieve the expected standard in swimming. In history, they are above and in information and communication technology, geography and music they are below.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory - most enjoy coming to school.
Behaviour, in and out of classrooms	Satisfactory - although some pupils' behaviour is problematic.

Personal development and relationships	Sound - the quality of relationships between most pupils and their teachers is good. Some pupils do not always respond positively to the strong atmosphere of care and concern that teachers show.
Attendance	Satisfactory - close to the national average and improving.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. The quality of teaching in English and mathematics is satisfactory. Teaching is particularly good towards the end of Key Stage 2 where two out of five lessons are good or very good. In only a small number of lessons is teaching unsatisfactory.

Teaching and support for pupils with special educational needs are good. A particular strength is the overall very good support for pupils in the Educational Behaviour Unit. The quality of teaching for children under five is satisfactory and planned carefully to meet most of the goals set for these children. However, opportunities for outdoor physical development are limited. The time set aside for the teaching of literacy is too long. The teaching of literacy and numeracy is satisfactory.

Particular strengths in the teaching are:

The teachers' detailed subject planning and careful organisation and use of resources, good questioning skills, positive relationships with pupils, high expectations of what can be achieved.

Areas for improvement are:

Managing time available so that lessons start promptly and time and pupils' attention are not lost dealing with matters of class control.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory - the curriculum for under-fives does not contain provision for children to have appropriately planned opportunities for outdoor play and to use large play resources. The curriculum in information and communication technology is not taught consistently across the school. There is a typical range of sporting and other activities offered.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. It is well organised and effective. Staff are very well aware of the Code of Practice.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall satisfactory - provision for spiritual development is satisfactory, provision for moral and social development is good. Provision for pupils' cultural development is unsatisfactory because of an under-emphasis on the richness and diversity of modern society.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are good as are procedures for the support and guidance of pupils. Procedures for promoting good behaviour are satisfactory. Procedures for monitoring and supporting academic progress are good. Procedures for monitoring and improving attendance are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is a strong feature in the overall picture. She sets the tone for the school well. There is a strong commitment from staff, some of whom are newly appointed, to raise standards further and to use the information being collected on the progress of individual pupils effectively. Arrangements for the co-ordinators to judge the quality of teaching and learning in most subjects are unsatisfactory.
How well the governors fulfil their responsibilities	The chair of governors and some governors visit the school regularly but in general governors are not sufficiently well informed to help the school make long-term decisions to judge the outcome of their actions. The governing body fulfils its statutory duties.
The school's evaluation of its performance	The school has in place procedures to look at the information from national tests and other assessments to judge the progress of individual pupils. These are well used to raise standards. The school has raised its targets in the national tests for the future as a result of recent improvements.
The strategic use of resources	The school does not have in place, procedures to judge the success of its spending decisions against agreed pre-determined indicators. It does use grants and additional funds well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• My child likes school.• My child makes good progress at school.• Behaviour in the school is good.• The teaching is good.• I am well informed about my child's progress.• The school is helpful with questions and problems.• The school sets high expectations of its pupils.• There are close links with parents.• The school is well led and managed.	<ul style="list-style-type: none">• Pupils should get the right sort of work.• The range of activities the school provides is inadequate.

In response to the 245 questionnaires sent out by the school, 126 were returned, this is a high return rate. The evidence of the inspection confirms the parents' positive views of the school.

Teachers nearly always plan carefully to make sure that they provide appropriately challenging work for all pupils.

The school organises a usual amount of clubs and after-school activities including a homework club. These are all well attended by pupils.

A meeting was held between the registered inspector and parents. Twenty seven parents were present. They expressed positive views of the school and felt there had been a continuous, gradual improvement since the time of the last inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards within the school are generally below average by the end of Key Stage 1 and average at the end of Key Stage 2. There is no significant variation between the performance of boys and girls at either key stage. However, the results in the 1999 assessments at the end of Key Stage 2 are below the standards seen in classes. These results related to a different group of pupils. There is evidence to suggest that the results in the 2000 assessments are higher and the school has recently reviewed its targets upwards for 2002 in the light of recent assessment information.
2. In the 1999 national tests at the end of Key Stage 2, standards in comparison with schools nationally were well below average in English, mathematics and science. Overall, the results were well below average. When compared to schools considered broadly similar results in English, mathematics and science were well below average. At the end of Key Stage 1 results in the national tests were below average in 1999 in reading and well below average in writing and mathematics. When compared to schools considered broadly similar results were well above the average in reading and above those schools in writing and mathematics. At the end of Key Stage 2 the results of pupils who come to the school because they need the support of the Educational Behaviour Unit are included in the overall picture. While many of these pupils achieve well from a low base this is a factor in explaining the difference in performance between the two key stages. Another factor is the high number of pupils who join or leave the school at other than the usual times. The results of pupils who start in the reception class and continue to the end of Key Stage 2 are much nearer to the national average.
3. Since 1996 the results at the end of Key Stage 2 have been consistently below average but have improved broadly in line with the national trends. The school is analysing data carefully from these tests and other assessments to attempt to identify reasons why pupils perform less well in the national tests than in their work in classes. It is using this data to predict likely results and to raise its targets for attainment.
4. Pupils enter the reception class with levels of basic skills which are well below those typically found amongst children of this age. While they make good progress, few at the age of five are ready to begin the National Curriculum, and this is reflected in the well below average results in reading, writing and mathematics at the end of Key Stage 1.
5. Standards in English are well below average at the end of Key Stage 1 and Key Stage 2. At the time of the last inspection they were average at the end of Key Stage 1 and below average at the end of Key Stage 2. Standards in speaking and listening, reading and writing are below average at the end of Key Stage 1. In speaking and listening they are average at the end of Key Stage 2, in writing they remain below average. In speaking and listening pupils in Key Stage 1 are able to talk about their experiences and can discuss matters of immediate interest to them with humour and detail. During the inspection some older pupils talked confidently with inspectors about many topics including their favourite foods, travels abroad, favourite books and television programmes. However throughout the school a significant proportion of pupils do not take an active role and appear to have difficulty responding to the teachers' questions other than in simple ways. Within Key Stage 1 pupils extend their reading skills with a strong emphasis on recognising the sounds words make. Year 1 pupils increase the range of frequently occurring words they can recognise on

sight. At Key Stage 1 pupils understand terms such as 'character', 'author', and 'illustrator'. Higher attaining pupils can read simple books with fluency and are able to draw upon their knowledge of letter sounds and understanding of text to make sense of unknown words. Within Key Stage 2 older pupils show an understanding of themes and the nature of characters in fiction. They enjoy talking about what they have read and can discuss preferred books and authors such as Bel Mooney, Catherine Starr and Jacqueline Wilson. One Year 6 pupil had read a number of works by J R Tolkien and talked enthusiastically and knowledgeably about her favourite characters.

6. In Key Stage 1 pupils know how to use spelling books, word banks and dictionaries. They can write and some are developing a joined hand. They know how to write a simple sentence. Within Key Stage 2 some pupils are writing good quality compositions using a wide and effective vocabulary to add excitement and interest in their writing, as when pupils used extended paraphrasing to write a modern Macbeth. However, often the writing of many pupils lacks sufficient depth and ideas are not developed logically.
7. In mathematics standards are average and have improved since the time of the last inspection. Within Key Stage 1 pupils identify number patterns, add and subtract small numbers, identify halves and quarters and understand place value of hundreds, tens and units. Pupils are confident in making regular two and three-dimensional shapes.
8. Within Key Stage 2 pupils can recall quickly and add, subtract, multiply and divide two digit numbers mentally. Older pupils know the relationship and value of digits of place value to 100 and know how to investigate tenths and hundredths. In Year 6 pupils recognise fractions as part of a whole number, although many pupils do not know tables well enough to use knowledge of multiples and factors confidently. This hinders their progress when working with fractions. When given the opportunities they describe their mental strategies for solving number problems.
9. In science standards are below average at the end of Key Stage 1 and average at the end of Key Stage 2. This represents an improvement in standards at the end of Key Stage 2 since the time of the last inspection. Standards at the end of Key Stage 1 are lower than they were. Within Key Stage 1 pupils know the names of the main organs of the body, they know that some objects reflect light more than others. They can follow a simple electric circuit and make a bulb light up. Within Key Stage 2 pupils quickly learn how to conduct a fair test. They can carry out tests for a variety of purposes and know the importance of constants and variables in an experiment. They know about forces which push and pull.
10. Standards in religious education are in line with those expected in the locally agreed syllabus at the end of both key stages and are the same as at the time of the last inspection. Pupils within Key Stage 1 know about the main events in the life of Jesus and the importance of prayer and consideration for others. Within Key Stage 2 pupils have good opportunities to learn about other world religions, as well as Christian beliefs. Pupils know some of the stories of the Hindu religion and important aspects of Muslim beliefs.
11. Standards in information technology are below expected levels and are lower than at the time of the last inspection when they were at the expected national levels. Within Key Stage 1, pupils have some knowledge of how to generate text but limited experience of using the mouse and keyboard to present, organise, amend and save work. Pupils have no experience or knowledge of handling data, of how to control equipment and achieve specific outcomes by giving a series of instructions. They use art software effectively to select colours and paint simple pictures. Within Key

Stage 2 pupils have very limited experience in handling text and art software. They can use the word processing facilities to type in text but lack confidence in manipulating it on the screen. Pupils are insecure in organising and amending text. They are unable to use technology to edit spelling, grammar or punctuation confidently or to try different fonts. They cannot include a clip art illustration for example. They have no experience or understanding of the importance of precision when framing and sequencing instructions.

12. Standards at the end of Key Stage 1 in art, history, design and technology, music and physical education, are in line with those expected. In geography standards are below those expected. In art, design and technology and physical education at the end of Key Stage 2 standards are at expected levels. Standards in history at the end of Key Stage 2 are above those expected while in geography and music they are below. Since the last inspection standards have improved in history and fallen in art and geography. Standards have remained the same in design and technology, music and physical education. Standards in history have improved due to the very good teaching and wide and interesting curriculum provided towards the end of Key Stage 2.
13. The school has set realistic targets for improvements bearing in mind the low starting point from which many children enter the school. There has been good progress towards these targets and as a result recently these have been revised upwards.
14. Pupils with special educational needs make good progress across the school and pupils are well supported to reach their individual targets. Many pupils who attend the Educational Behaviour Unit are successfully re-introduced to class routines and play a full part in school life.

Pupils' attitudes, values and personal development

15. The school has maintained the satisfactory standards identified in the previous report. Almost all pupils have satisfactory attitudes to learning.
16. On entry, children settle quickly, on entry, into the school's routines and establish a positive approach to learning in reception class. Through both key stages pupils enjoy school life and are generally keen to learn and work. Pupils are well motivated and responsive to the positive praise and encouragement offered by staff and the quality of teaching. In a few cases, some pupils find it difficult to work hard and concentrate because their work is boring. Pupils enjoy showing their work to other pupils and to adults. For example, in a Year 2 mathematics lesson a significant number of pupils clearly were disappointed when the teacher told them it was time to end the lesson, as many wanted to show their own work to the rest of the class.
17. Behaviour during the inspection was satisfactory. In the main, pupils accept and quickly conform to the established school routines. Six pupils were excluded from the school in the last year. Pupils accept and almost all respond well to the school's positive behaviour policy, which is followed carefully by all staff in order to establish and maintain a positive and caring learning environment.
18. Generally pupils' attitudes to learning are satisfactory in class and particularly in the small withdrawn group situations. The behaviour of those pupils is always at least satisfactory, with pupils showing good responses to their teachers and learning support assistants. The response of pupils towards pupils with special educational needs is good for example, when giving support in shared reading or in lessons where pupils with emotional and behavioural difficulties are included. Special educational needs status appears to have no negative effect on relationships.

19. In the playground areas pupils generally play well together, showing a thoughtful manner, recognising the playground rules for active and quiet areas. There was no aggressive behaviour or bullying observed during the inspection and in conversations with pupils they expressed no concerns. They were fully aware of what to do if they should feel threatened. Many pupils show genuine concern for other pupils. For example, when one pupil became upset about his work several members of the class supported him well voluntarily.
20. Personal development of pupils is satisfactory. Pupils are eager to accept responsibilities, acting as classroom assistants and monitors, helping staff, and tidying their own areas. In Year 6 pupils co-operate by reading with younger pupils. Relationships between all adults and pupils as well as between pupils themselves are satisfactory.
21. Attendance, at 90.5 per cent is low against the national average of 94.1 per cent. Authorised absence at 9.5 per cent is very high against the national average of 5.4 per cent. The school is aware of the detrimental impact of poor attendance and lateness upon classrooms and pupils' learning. They are seeking methods to improve this important aspect by making parents more aware of its effects upon pupils' learning. The majority of pupils are eager to come to school.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is satisfactory overall. In the school 97 per cent of teaching is satisfactory or better and 25 per cent is good or very good. In three per cent of lessons teaching is unsatisfactory. At the time of the last inspection 92 per cent of teaching was satisfactory or better and 64 per cent of teaching was good. The quality of teaching in Key Stage 2 is higher now than in Key Stage 1. In Key Stage 1 92 per cent of teaching is satisfactory and only four per cent is good. Within Key Stage 2 60 per cent of teaching is satisfactory and 38 per cent is good or very good. The high proportion of good or very good teaching within Key Stage 2 is a strength of the school and has a significant impact on the standards currently being achieved towards the end of this key stage. It contributes significantly to the positive way older pupils behave. Since the last inspection there have been some significant staff changes.
23. In all lessons the teaching of literacy is satisfactory and sometimes good. Generally it is well planned to meet the structure of the literacy hour. However, lessons are over long. In addition to the literacy hour, time is set aside in all classes for pupils to read silently prior to the commencement of the literacy hour. In Key Stage 2 literacy lessons also last longer than the recommended time. Where the teaching of literacy has some shortcomings these are often related to pupils' inability to hold their concentration and interest for lengthy periods. As a result time is not always used effectively. Teachers have a good understanding of how to teach reading. The National Numeracy Strategy is implemented satisfactorily. Where there are some shortcomings these relate to a lack of appropriately challenging work. The pace of the lesson is slow because the teacher takes too long in dealing with incidents of inappropriate behaviour.
24. The quality of teaching for children under five is satisfactory. The reception teacher, who has become the teacher for this class recently, is conscientious to meet the needs of these children who often begin school with well below the expected levels of basic skills. Working closely with the nursery assistant the teacher plans carefully to ensure that the children's education is appropriate. Detailed records are kept to record the progress individual children make so that the teachers can build on what children can do. However, a lack of resources and safe space for outdoor play makes the planned provision for children's physical development unsatisfactory.

25. Across the school, where teaching is very good teachers shows a very good subject knowledge; for example when explaining some of the traditions of the Hindu religion and when discussing living conditions in early Victorian towns. The lessons begin with clear statements about what is to be taught and pupils are encouraged very successfully to think critically about what they see. The lessons are very well planned so that pupils learn systematically and are faced with an appropriate and increasing level of challenge. The teachers make the lessons interesting by using a very good range of artefacts and written and visual material to illustrate a point; for example when analysing the effects of over-crowding in Victorian workers' homes. The teachers encourage the pupils warmly and energetically. They show a good sense of humour so that each pupil is made to feel that their personal contributions are valued warmly and as a result they are made to feel important.
26. Pupils with some degree of special educational needs are very well supported in this. As a result they express their views confidently and take a full and responsible part in the discussions. In the best lessons, questions are carefully phrased to encourage pupils to think carefully and to try to understand complex issues, for example when studying the importance of variables and constants in a science experiment. Links are well made with other subjects so that in religious education pupils build up their vocabulary in English at the same time as they are learning about Hindu traditions. Pupils respond positively and maintain their concentration for long periods. They respect each other's views and reflect the considerate way in which they are treated.
27. A particularly strong feature in many lessons is the effective way support assistants work with the teachers to enable all pupils and particularly those with special educational needs, to play a full part in lessons. All staff are very well aware of the many individual needs of pupils and often provide good support and appropriate help. The quality of marking usually conveys a clear message that the efforts of individual pupils are valued. However, some marking is inconsistent and does not give sufficient indication of what the pupils need to do to improve.
28. Where teaching is unsatisfactory, lessons are slow to start and too much time is wasted in dealing with issues of behaviour. As a result the lesson lacks real pace and many pupils are under-challenged because the teacher does not involve all the pupils in the lesson. Some pupils think that their contributions are less important. As a result they do not give of their best and the amount of learning which goes on is limited.
29. There are detailed arrangements for setting homework. This is well supported through a homework club and good links between home and school often ensure that pupils and their parents know what is expected and homework is completed on time.
30. On the whole pupils are eager to learn although many start from a low base. Particularly amongst older pupils there is a strong desire to please their teachers which is often in response to the positive way in which they are treated.

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

31. There is a wide and interesting curriculum within Key Stage 1 and Key Stage 2.
32. However, provision for children under five is unsatisfactory. The range of experience provided for these children is limited. Opportunities for children's physical development are insufficient. The curriculum in both key stages does not meet the statutory requirements in information and communication technology, as there is limited provision for basic skills teaching, for control, data handling and modelling at both key stages. This weakness was identified in the last inspection and has not

been rectified. Health, sex and drugs education are taught appropriately through science and personal and social education.

33. Time is allocated to literacy and numeracy and relevant strategies have been implemented to teach these basic skills. However, time set aside for literacy within Key Stage 2 is over long and as a result there is less time for other subjects. Schemes of work are in place, although many of these are now due for review in the light of the introduction of a new curriculum. Overall there is a sound planning structure in place and themes are planned each term across both key stages to embrace citizenship.
34. The school makes good provision for pupils with special educational needs. However, all pupils do not have full and equal access to all aspects of the curriculum. Many aspects of information and communication technology, although within the planned curriculum, are not yet regularly and consistently accessible to all pupils.
35. The extra-curricular activities are varied and cover both sport and the arts and include French, drama, Morris dancing, football and netball. Parents help run some of these activities. There is a homework club for both key stages which is usually well supported.
36. Links with the local community make a good contribution to pupils' learning. These include theatre visits, drama groups, poets and visiting musicians and there are good links with other education institutions, for the training of teachers.
37. Pupils' spiritual development is provided appropriately in lessons such as art, music and science, for example, in the reception class children think quietly about what to say 'thank you' for and share together these thoughts. However, in assemblies and collective acts of worship there are no opportunities for pupils to reflect on matters that go beyond their everyday lives and to gain a sense of awe and wonder at some of the wonderful things of life.
38. The moral ethos of the school is to show the values - consideration, co-operation and courtesy and it emphasises this philosophy in all aspects of school life. Pupils learn to tell right and wrong in particular lessons and through discussion, as well as in the general life of their school and in the example set by staff in the course of a day. There is an agreed school code of conduct with individual class rules developed with the pupils. Overall provision for moral development is good.
39. The provision for social development is good. Throughout the school pupils generally relate well to each other. They work together sharing ideas during lessons, as appropriate, play together in team games and mix well at break and lunchtimes. Pupils of differing ages and abilities support each other's learning in a paired reading session and at the computer. The relationships between pupils are good and are reflected in the level of mutual respect and politeness shown.
40. Provision for cultural development is unsatisfactory. There has been little improvement since the last inspection. There are few planned opportunities to experience the pupils' own culture. The school is looking to provide greater opportunities to learn the importance of appreciating other communities and faiths, for example, at Key Stage 1 the significance that is placed upon giving thanks for food and produce and how harvest time is celebrated. Western European culture is experienced through lessons in English and music and from visits in the locality to places of interest and visitors in school. However, there are insufficient planned opportunities for pupils to understand the richness and diversity of culture and to learn that in appreciating other cultures, they can enrich their own experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. At the last inspection this aspect was considered to be good overall. Supportive relationships existed between adults and pupils, which made a positive contribution to the provision of support, welfare and guidance. There were procedures in place for child protection and health and safety, with special educational needs pupils well supported within the school. The quality of care has been maintained and refined further and the school continues to care well for the pupils in its charge.
42. The atmosphere throughout the school is one of care, and the staff are very committed to the support of all their pupils in order to help them do as well as they can. Teachers throughout the school are very sensitive to the pupils' needs and they show both warmth and understanding in their relationships with them. New pupils are introduced into the school gradually and most settle soon into a welcoming environment. Good links exist with the local secondary school. These ensure pupils have a smooth transition to their next stage of education.
43. There are satisfactory procedures in place for child protection and all staff know them. There are two fully trained first-aiders and all the mid-day supervisors have received basic first-aid training.
44. The school is effective in promoting the welfare and safety of its pupils. There is an appropriate health and safety policy; annual health and safety checks and risk assessments are carried out. Fire drills are carried out at least once per term and these are timed and recorded in the school's fire drill records book. The school has shown concern in reducing congestion at the start and end of the school day, which was a key issue at the time of the last inspection.
45. The school achieves satisfactory standards of behaviour within the school building, in the playground and also at lunchtimes. Stickers and stars are awarded for good behaviour as well as personal achievements. There are good arrangements for monitoring and eliminating bullying and oppressive behaviour should they occur. Attendance is now being effectively monitored by the school and fully complies with current requirements.
46. The schools' procedures for monitoring and assessing pupils' academic progress are good overall and have improved significantly since the last inspection. The procedures for assessing pupils' academic progress in the core subjects are good. However, the procedures for monitoring and assessing pupils' progress in the foundation subjects are underdeveloped. The school now carefully tracks progress in English, mathematics and science in each year group. The information gathered is carefully analysed, collated and well used to provide an overall picture of achievement in different groups. Based on the gathered information individual and group learning targets are set and tracking forms are used to record the progress made by each pupil. Targets for pupils with special educational needs including those with Statements of Special Educational Need are reviewed regularly. Teachers maintain a wide range of information about pupils' achievements in their files and consequently have a clear picture of individual attainment in the core subjects. However, the quality of this information is variable. In the best cases the information is well organised and makes reference to pupils' responses to work set. In some cases assessment is not always linked to the work that is planned. Consequently daily plans are not always sufficiently focused on the needs of individuals or groups of pupils. Teachers' planning in English, mathematics and science is checked by the headteacher regularly but this does not identify the lack of detail in some of the shorter-term planning. Pupils are encouraged to refer to their agreed targets when completing written work.

47. Overall the provision for special educational needs is good. Reference to the special educational needs register, to individual education plans and discussions with the special educational needs co-ordinator (SENCO) and class teachers indicate that most pupils are making good progress towards meeting their individual learning targets. Provision is made well for those pupils who have specific learning difficulties in English and mathematics. The provision for pupils who have behavioural difficulties is equally comprehensive and detailed and they make the same good progress towards set targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has maintained, and in some aspects improved, the strong links with parents. The school's partnership with parents is now good. The quality of information is satisfactory. The impact of parents' involvement with the school is good and the contribution made by parents to their children's learning is very good.
49. The availability of information to parents is satisfactory overall and strong for those parents who bring their children into school each day or collect them at the end of the school day. The school newsletters are a valuable source of information for parents about school issues and social events, particularly those who are unable to visit school. Parents appreciate this point of contact. Nevertheless, they do not contain much information about the work teachers are planning for the future. The pupils' detailed annual reports do set future individual targets for pupils to aim for during the year and areas for parents to add their own opinions and comments.
50. Parents rightly value the way they are warmly welcomed into classrooms before the start of lessons and at the end of the school day. The headteacher holds a regular weekly meeting with parents in which many matters are discussed, both educational and social aspects of the school and the involvement of the local community. This is of great value in developing strong links between home and school. Parents of children with special educational needs are kept well informed of their children's progress and are invited to attend review meetings each term to discuss how well these pupils are achieving. There is a home-school agreement document, which is supported by parents.
51. There is a strong dependable group of parents who regularly assist in school and this has a very positive impact on pupils' learning. Parents are positively encouraged by the school to participate whenever possible. Parents are used effectively and given positive guidance that enables them to assist effectively in lessons. They work efficiently in classrooms as well as on educational trips and visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The quality of leadership and management is satisfactory overall with some strong features. At the time of the last inspection the headteacher had a clear vision for the school and provided strong leadership. This is still the case. However, there were some aspects of leadership and management which required some improvement; for example one of the key issues was to improve the effectiveness of the monitoring system. Since then the school has made very good progress in putting systems in place to record pupils' attainment and to judge the progress pupils are making in English, mathematics and science in Key Stage 2. As a result, standards at the end of Key Stage 2 are rising faster than expected. The headteacher and co-ordinators for literacy and numeracy have carried out detailed reviews of how teachers teach and pupils learn. This information is now well used to increase teachers' expectations of what individual pupils can achieve.

53. A particular strength at the time of the last inspection was the headteacher's strong vision for the school and this is still reflected very clearly in the school's aims and mission statement which inform the work of all staff.
54. Since the last inspection there has been long-term disruption in the way the school is led as a result of staff absence and change. Currently, the headteacher works closely with an acting deputy headteacher who has recently assumed responsibility for planning and implementing the recent changes in the curriculum. A good start has been made and staff moral is high. Staff work hard for each other. There is a strong spirit of co-operation and support. A particularly good feature is the very successful way support for those with special educational needs is organised. The headteacher plays an important role in this by helping the specialist staff in the unit and in other parts of the school with pupils who have some degree of special educational needs. As a result of this support these pupils play a full part in the life of the school. This ensures that funds and resources set aside for this purpose are well used. There is good provision within classes for pupils with some degree of special educational needs to receive good support from the assistants who are deployed effectively and familiar with their responsibilities. The management of children under five is sound so that the curriculum is appropriately planned. The school has recognised the need to create additional opportunities and facilities so that children under five can develop their physical skills and co-ordination, for example, in their large scale movements. There are outline plans to provide safe, outdoor facilities and equipment.
55. The SENCO is well qualified, enthusiastic and diligent in her co-ordinating role. She ensures that all pupils have access to any necessary support and that their needs are met in lessons. The co-ordinator works well with fellow teachers and is in regular contact with concerned external agencies such as the Learning Support Service and the Educational Psychology Service. Early contact is made with all parents as soon as concerns about their children are noted and there is evidence of parental involvement in all stages of the Code of Practice.
56. The organisation and the quality of the records kept by the co-ordinator, including the register of special educational needs are good. She ensures that individual plans are reviewed regularly and learning targets modified accordingly. The overall quality of the individual education plans is satisfactory. They are compiled by the co-ordinator in consultation with the class teachers. However, whilst many targets are sufficiently detailed and achievable in the short term, some are less precise and do not always indicate the small steps necessary for pupils to work towards and make progress.
57. While there are formal arrangements for the headteacher and some co-ordinators to visit classrooms on a regular basis to judge the quality of teaching and learning, this has limited influence. The teaching of literacy and numeracy has been systematically reviewed. However, this process has not been undertaken in other subjects. As a result co-ordinators have not been able to have the impact they would like to help raise standards, for example in science, information and communication technology, art and geography.
58. Currently, there is a strong sense of direction and purpose amongst staff. There is a positive commitment to raising standards and expecting the most of pupils, many of whom start from a very low base. As a result, the school has improved recently and is well placed to improve further.
59. The governing body meets its statutory duties and is supportive of the school. A strong feature is the willingness of parent governors to work alongside staff to support the process of teaching and learning. This reflects the positive way in which the headteacher has encouraged parents to feel that they are welcome in to the life

of the school and have something to contribute. Quite rightly, many parents feel the school is approachable.

60. The chair of governors regularly visits the school and is well informed about what the school does well and where there is room for improvement. While individual governors support the school enthusiastically, the governing body does not act sufficiently rigorously as a critical friend. While it plays a part in approving the school development plan and the budget, it is not actively engaged in agreeing with the headteacher and staff what is expected from its spending decisions and in setting ways of judging the impact of its actions. Currently, the governing body is too heavily reliant upon the advice of the headteacher and is not sufficiently involved in judging the progress that the school is making.
61. Sound arrangements for the continuing appraisal of staff are in place. Procedures for the induction and support of newly qualified and newly appointed staff are appropriate with a member of staff assigned to give help and guidance.
62. The day-to-day administration of the school is sound and unobtrusive as is the management of the school's finances. In a recent auditors' report there were no issues of major concern. The school is just beginning to apply the principles of best value to its spending decisions. Funds set aside for specific purposes such as support for pupils with special educational needs are well used. Resources overall are satisfactory. However, the range of computer software is limited and information and communication technology generally is underused in the teaching of pupils with special educational needs. Pupils enter the school with levels of basic skills which are well below those typically found amongst children of this age. By the time they leave at the age of 11, many particularly those who have attended the school since the reception class and those who attend the unit, achieve well. They make good progress in most subjects particularly towards the end of Key Stage 2. Taking this into account and the generally sound quality of education provided the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 63.
- (1) Raise standards in information and communication technology, geography and music across the school by teaching the whole of the National Curriculum in these subjects.
(Paras 11, 12, 32, 111, 116, 120)
 - (2) Provide children under five in the reception class with a secure outdoor play area and large apparatus and equipment and give regular planned opportunities to use these facilities as set out in the recent guidance for children in the Foundation Stage of their education.
(Paras 32, 54, 81)
 - (3) Give all co-ordinators regular, planned opportunities to visit classrooms to judge the quality of teaching and learning so that the effective arrangements that are in place in English and mathematics are replicated in all subjects.
(Paras 57, 104, 115, 123, 128, 132)
 - (4) Give the governors training so that they are better informed of their role in the school and are able to judge the success of their long-term spending decisions accurately.
(Para 60)

MINOR KEY ISSUES

64.

- (1) Raise the overall quality of teaching so that the good teaching within Key Stage 2 is more consistent across the school.
(Para 22)
- (2) Provide greater planned opportunities for pupils to be made more aware of the richness and diversity of modern culture.
(Paras 40, 121)
- (3) In assemblies and at other times of the day, provide effective opportunities for pupil to reflect on matters which are beyond their every day lives.
(Para 37)
- (4) Review the organisation of the allocated times to subjects in Key Stage 2 to use time more effectively.
(Para 33)

EDUCATIONAL BEHAVIOUR UNIT EBD [PUPIL PROGRESS UNIT]

65. The school hosts a double unit currently planned for 13 pupils who all have behavioural and emotional difficulties and all have Statements of Special Educational Need. A number of pupils have integrated fully into the mainstream whilst others spend some time in the unit and some time in classes. A further group spend all their time in the unit.
66. Individual education plans formulated from pupils' Statements of Special Educational Need are detailed and contain clear individual learning targets. Whilst the overall standards of literacy and numeracy are well below national standards, most pupils make good progress in relation to their prior abilities. The school places a high priority on integrating pupils from the unit back into classes and there is evidence that a number of these pupils achieve nationally expected levels in the end of key stage tests. Some pupils make gains well above expectations.
67. Pupils have very positive attitudes to working in the unit. In all observed lessons they were enthusiastic, interested in their activities and generally well behaved. When appropriate some pupils integrate with mainstream classes for lessons. On other occasions pupils with behavioural and emotional problems but without Statements of Special Educational Need join the unit from the mainstream for a period of readjustment or cooling off. The curriculum followed by pupils in the unit is appropriately wide and interesting.
68. Teaching in the unit is good overall. Teachers know their pupils well and have high expectations of both learning and behaviour. Generally lessons are well planned and assessments of pupil performance used effectively to modify learning activities. Detailed records are kept of pupils' progress. Patience, supportive behaviour management and carefully directed questioning characterise good lessons. The pace is appropriate and good attention is given to praising efforts and raising pupils' self-esteem. Very good support is given by the teaching assistants who work closely with the teachers and have an equally good understanding of the needs and abilities of individual pupils. The high quality teaching and support has a positive impact upon the good progress that pupils make in both learning and behaviour. However, the progress that some pupils make is limited by a lack of challenge in the work set for them. The school has recognised this and plans to include more demanding tasks in individual education plans.

69. The unit is well managed by the SENCO. Staff are appropriately qualified and experienced. The school has very good links with all concerned agencies and good liaison is maintained with mainstream teachers and with feeder schools. Parental links are good, and parents frequently visit the school and units for informal discussions. Formal reviews of individual statements take place annually, but the school also encourages spontaneous meetings with parents to discuss progress or concerns.
70. The two spacious classrooms provide ample accommodation, and resources are generally adequate for delivery of the National Curriculum. However, the range of appropriate computer software is limited and this approach to learning is not fully developed.
71. The previous report was very positive about the provision of the unit and the benefits to both the pupils with emotional and behavioural difficulties and to mainstream pupils. Current inspection evidence endorses the original findings. The majority of the 'unit' pupils are making good progress both academically and emotionally. However the progress of a number of older pupils is restricted because they do not receive a sufficiently challenging curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7	18	72	3		

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)	n/a	245
Number of full-time pupils eligible for free school meals	n/a	147

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	27
Number of pupils on the school's special educational needs register	n/a	99

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	52

Attendance

Authorised absence

	%
School data	8
National comparative data	5.4

Unauthorised absence

	%
School data	0.015
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	16	19	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	9	13
	Girls	16	15	18
	Total	27	24	31
Percentage of pupils at NC level 2 or above	School	77	69	89
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	13
	Girls	15	18	18
	Total	26	31	31
Percentage of pupils at NC level 2 or above	School	74	89	89
	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	35	15	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	19
	Girls	6	4	6
	Total	21	19	25
Percentage of pupils at NC level 4 or above	School	42	38	50
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	17
	Girls	7	5	6
	Total	17	18	23
Percentage of pupils at NC level 4 or above	School	34	36	46
	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	0
Chinese	0
White	245
Any other minority ethnic group	0

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	13	2
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)	12
Number of pupils per qualified teacher	23.4
Average class size	23.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	206

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	1998-1999
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	£
Total income	576,257
Total expenditure	576,622
Expenditure per pupil	2,354
Balance brought forward from previous year	- 365
Balance carried forward to next year	- 365

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	2	1	2
My child is making good progress in school.	59	38	1	0	2
Behaviour in the school is good.	53	33	6	5	2
My child gets the right amount of work to do at home.	33	43	14	3	6
The teaching is good.	68	28	1	1	1
I am kept well informed about how my child is getting on.	63	26	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	76	20	2	1	1
The school expects my child to work hard and achieve his or her best.	65	29	3	0	2
The school works closely with parents.	56	33	3	2	6
The school is well led and managed.	62	29	3	4	2
The school is helping my child become mature and responsible.	48	46	3	1	1
The school provides an interesting range of activities outside lessons.	37	36	13	5	10

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

72. Children enter the reception class at the beginning of the year in which they will be five. All children attend school full time. Some children have attended pre-school provision on the school site and there are close and regular links with the school. However, many have had very limited pre-school provision. The results of the initial assessments indicate children's attainment is well below the national average. Inspection evidence confirms that children's attainment is well below that expected for this age when they enter school. It was the same at the time of the last inspection.

Personal and social and emotional development

73. Pupils make sound progress in their personal and social development because the class provides a caring and supportive environment that helps young children to settle in and feel part of the school. Children are quick to respond to routines of the class so that by the time they are five, they show confidence and relate well with adults, with each other and their older peers. They develop a satisfactory level of independence in selecting an activity, in dressing themselves and in personal hygiene. Children respond positively to the opportunities to take on class responsibilities, such as taking the register to the office and helping to tidy up. The teacher sensitively encourages children to participate in activities when they are required to sit and listen to others and some do this attentively. Many children find listening to the teacher and other children very difficult. They share their feelings and ideas, although this is hard for many with limited language skills and concentration. Children attend acts of collective worship with the rest of the school and this helps them to know other pupils in different classes. They have opportunities to mix with their older friends or siblings at breaktimes and lunchtimes. This helps to develop their social skills in a range of different situations.
74. Teaching in this area is satisfactory. The teacher provides some social experiences, such as role play in the Three Bears' Cottage, sharing news and taking turns in speaking and listening sessions. However, there are insufficient opportunities for children to focus on activities and experiences to develop their own interests, independence and enthusiasm for learning, or extend their thinking through looking at a wide range of books and displays.

Communication, language and literacy

75. Most of the children develop literacy skills slowly. They learn to listen to each other and take turns in communicating their ideas. Children lack confidence in discussions and when sharing ideas and experiences. They take time to learn new vocabulary and their speech lacks fluency and expression. A few children read simple texts, using the pictures and letter sounds to help their understanding. Others recognise their names and a few familiar words. Children enjoy hearing stories and listen well for a short time. There is a writing area and children make their own attempts at writing letters and shopping lists for the three bears. A small number of children are able to form some letters correctly while the majority of children make marks on paper and are not yet ready to read back to an adult.
76. The quality of teaching is satisfactory. Opportunities are provided for children to develop their early speaking and listening skills through a variety of activities. However, there are insufficient links with the other areas of learning and the importance of adult interaction to support communication and language development.

Limited opportunities are provided which reflect the writing system or for children to see adults' writing. The environment does not fully reflect language through signs, notices and books.

Mathematical development

77. Children's mathematical skills are slow to develop. However, the children's achievement overall is broadly satisfactory. Children have learned to count to five and some are able to match the number to each object counted. When listening to songs children count the number of times the actions are repeated and copy. They match the three bears with the right sized bowl and spoon. Children recognise regular shapes, draw round them and attempt, when using play dough, to make shapes.
78. Teaching is satisfactory and activities are provided to develop mathematical knowledge although these opportunities do not build sufficiently on children's prior learning to support them to use mathematical language in play, for example, in role play counting the number of spoonfuls when making porridge for the three bears. Opportunities are not regularly and consistently taken to draw out mathematical learning in daily routines, for example, reinforce basic counting of the children present in class when taking the register or when looking at books by counting the characters.

Knowledge and understanding of the world

79. Achievement in this area is satisfactory. Pupils observe objects in their immediate environment and make simple pictorial recordings of what they liked. Children learn about families and learn how things change over time. Through listening to stories, they become aware of past and present. They look at photographs in a class album of their own growth from babyhood to now and sequence pictures showing the growth and changes from baby to adult. Children use the computer with some confidence, controlling the mouse to move the cursor around the screen and use fine control to click on icons.
80. Teaching is satisfactory with a variety of activities for the children to try, use and explore. However, there is limited interaction to support children to experiment and learn from their mistakes, for example, making their own choice of how to stick together the packages they are making. An environment that stimulates children's interest and curiosity and provides opportunities which encourage them to explore and question is not fully developed.

Physical development

81. Achievement in physical development is unsatisfactory as the children do not have access to a safe, well-planned environment nor opportunities to use wheeled or pushing toys to develop control over their bodies and the way they move when they pedal and ride wheeled toys or change direction with pushing toys to avoid obstacles. However, there is limited access to the school hall where occasionally children use a range of large and small apparatus and develop an awareness of space, themselves and others. They experiment with actions when responding to music and move with imagination in different ways following instructions. After listening to 'Going on a bear hunt' they carry out the actions, imaginatively without bumping into each other. Children develop independence and confidence in their ability to take care of themselves when dressing and washing hands. They handle pencils, crayons and scissors safely and with control.
82. Within the limitations on the facilities and resources, the teaching is satisfactory.

Creative development

83. Children's achievement in creative development is broadly satisfactory. Creative play is developed in the role-play area and by the use of artefacts and small-world play to enhance their imagination. Children investigate the properties of play dough. They make patterns and marks, notice changes in texture. They learn rhythm through clapping and tapping. Children enjoy and join in rhymes and singing. There are insufficient planned activities for children to develop their own ideas, confidence and independence in making choices, for example, when using magnifiers to look at natural objects the children had limited opportunities to develop curiosity and appreciate how the magnifier worked or to increase their vocabulary to talk about their observations.
84. The quality of teaching is satisfactory overall. Children are provided with a range of materials and activities, including drawing media and recycled material. Opportunities are provided to act out stories in the role-play area, use farm animals, toys and construction apparatus, although limited direct intervention from adults limits the quality of play.

ENGLISH

85. Pupils enter the school with levels of attainment which are generally well below national expectations. In the 1999 national tests for pupils at Key Stage 1 results indicate that standards in reading and writing are below average when compared with all schools but above average when compared to similar schools. At the end of Key Stage 2 statutory tests results in 1999 indicate that standards in English are very low in comparison with the national average and well below average when compared with schools of similar context. The trend in attainment over the four years 1996-1999 is erratic but shows an improvement broadly in line with the average. Test results for the current year suggest a sharper rise in standards. School targets for English have been exceeded, thus addressing well one of the key issues of the previous report.
86. Inspection evidence at Key Stage 1 indicates that attainment in both reading and writing is below the national average. At the end of Key Stage 2 inspection evidence indicates that attainment in reading is average whilst attainment in writing remains below average. Fluctuations in the number and distribution of pupils with learning difficulties have influenced overall school performance. The cohort tested in 1999 included a significant proportion of pupils with special educational needs and others with low attainment who had transferred from other schools during Key Stage 2. When considering the performance of pupils who had progressed through Key Stage 1 and Key Stage 2 at the school, the percentage attaining the expected Level 4 and above was just below the national average.
87. Pupils have a positive attitude to their work and as a result make sound progress throughout the school and do at least as well as similar schools. However, when compared with all schools the 1999 national test results show that the percentage of pupils attaining Level 2 in reading and writing was below the national average, whilst those achieving the higher Level 3 and above was close to the national average. Trends over the four years 1996 - 1999 show that standards in both reading and writing were rising above average.
88. The findings of this inspection vary from those of the previous inspection, where standards were found to be in line with the national average at Key Stage 1. Now they are below average. In relation to Key Stage 2 findings are broadly similar to the previous inspection. In the current Year 6 class, 13 out of 32 pupils are on the

special educational needs register, many for specific learning difficulties in language and literacy.

89. The school has fully implemented the National Literacy Strategy, and as a result there have been clear gains in reading standards. However, the improvements in speaking and listening and writing are not so marked because pupils have insufficient opportunities to practise what they have learned in the literacy lessons. Whilst the school's overall curriculum plan identifies these aspects and some sessions are given over to extended, and creative writing, the range of writing for different purposes is limited. The school has recognised the need to improve standards and plans are underway to increase the opportunities for developing speaking and listening skills and practising shared writing.
90. Standards in reading are below the national average at the end of Key Stage 1 and in line with the national average at the end of Key Stage 2 Results at Key Stage 1 have improved in line with the national trend over the last four years and are above those in similar schools. Within Key Stage 1 pupils extend their reading skills with a strong emphasis on recognising the sounds words make. Throughout the key stage as a result of the literacy strategy pupils are introduced to a range of texts through which skills are systematically developed and reinforced. These skills are further reinforced when discussing with the teacher in the guided reading sessions what they have read. At Key Stage 1 pupils understand terms such as 'character', 'author' and 'illustrator'. Higher attaining younger pupils can read simple books with fluency and are able to draw upon their knowledge of letter sounds and understanding of text to make sense of unknown words. However a significant number of pupils in Year 2 do not yet have a firm understanding of letter sounds and blends and often make inaccurate and inappropriate guesses at words when reading. Within Key Stage 2 older pupils show an understanding of themes and the nature of characters in fiction. They enjoy talking about what they have read and can discuss preferred books and authors such as Bel Mooney, Catherine Starr and Jacqueline Wilson. One Year 6 pupil had read a number of works by J R R Tolkien and talked enthusiastically and knowledgeably about her favourite characters. The development of independent research skills is unsatisfactory. The planned opportunities for applying literacy skills across the curriculum are limited and this restricts progress. Pupils are encouraged to take books home to practise their reading skills and share their reading books with parents.
91. Standards in writing are below average at the end of both key stages. Standards are rising and pupils make satisfactory progress overall. Pupils know how to use spelling books, word banks and dictionaries. They can write and some are developing a joined hand. In Key Stage 1 they know how to write a simple sentence. Spelling is taught through structured work on the sounds letters make, which emphasises links between reading and writing. Many older pupils spell common, simple words correctly and some recognise simple spelling patterns. Throughout Key Stage 2 grammar and punctuation are taught systematically and pupils extend their range of formal and informal writing. Pupils understand how to use a dictionary and thesaurus to find synonyms and incorporate them in sentences. They use a range of appropriate adjectives when writing about their own experiences linked to work on 'The Lion, the Witch and the Wardrobe,' and use speech marks appropriately. At the end of Key Stage 2 pupils plan and draft their work to improve content, punctuation and style. They become increasingly aware of how different authors use words to hold the reader's attention. As when comparing the use of adverbs and verbs by Charles Dickens and Roald Dahl. The school has recognised the need to raise standards of achievement in writing and strategies for this are included in the development plans. Many pupils write fluently and legibly by the end of Key Stage 2 as a result of regular guided practice. Information and communication technology is

sometimes used appropriately for drafting and producing final copies of creative writing and poetry but this practice is underdeveloped.

92. Pupils with special educational needs make good progress as a result of informed, structured teaching and skilled, experienced support. The targeting of pupils using a range of assessments and carefully structured phonic work has a positive impact upon standards particularly in the later stages of Key Stage 2. In the previous inspection in 1996 pupils were judged to have made good progress towards meeting the targets set in their individual education plans. The school has therefore maintained its good provision in English for pupils with special educational needs.
93. Teaching in English is sound overall and in Key Stage 2 the teaching in over half the lessons observed was good. All staff have a secure knowledge of the content and requirements of the English curriculum and the literacy hour. This enables teachers to make good use of questioning to develop understanding and extend learning. Teachers pay careful attention to using subject specific vocabulary such as 'metaphors', 'dialogue' and 'connectives'. The teacher shows enthusiasm for the subject, which has a positive effect on pupil confidence and interest. Other characteristics of the good teaching seen are lively, well planned and organised lessons. In the better lessons teachers show good management of pupils and support staff. They have high expectations and use praise well to encourage pupils to achieve as well as they are able. This has a positive impact upon learning and progress. Whilst good examples of on-going assessment are seen, the use of assessment of pupils' work to plan lessons is not generally well established. There are examples of supportive and analytical marking but generally it is not used consistently and systematically to inform pupils of their learning or how they might progress. The discussion sessions of some lessons are rushed and do not allow teachers sufficient time to talk to the pupils about what they have learned.
94. The management of English is very good. The co-ordinator provides most effective leadership through her monitoring of teaching and planning. She has been central in the development, planning, assessment and resourcing of English. The policy is informed and well constructed and recently revised long and medium-term plans are detailed and appropriate, as are the procedures for assessing and recording pupils' progress. All staff have received individual observations and guidance on the literacy hour and this has led to consistency and consolidation of good practice. The analyses of periodic, standard and national tests informs the medium-term planning to meet the needs of the pupils. Individual targets are based upon such analysis, as are wider targets such as the school's decision to focus on improving standards in writing.

MATHEMATICS

95. At the end of Key Stage 1 the National Curriculum tests in 2000 show that the percentage of pupils achieving the expected Level 2 is below the national average. At the end of Key Stage 2 the test results show the percentage of pupils achieving the expected Level 4 has increased recently but is well below average. The trend over the last three years, while well below the national average, shows sustained improvement at the end of Key Stage 2. Current standards at the end of Key Stage 2 are an improvement on the last inspection. Identification of pupils' attainment and setting specific targets has been central to this improvement.
96. Results at Key Stage 2 include those for pupils from the special educational needs unit who often start from a very low learning base. At the end of both key stages the majority of pupils are reaching average standards.

97. The National Numeracy Strategy is fully in place and the structure has been effective. Within Key Stage 1 the majority of pupils identify number patterns, add and subtract small numbers, identify halves and quarters, and understand place value of hundreds, tens and units. Pupils are confident in naming regular two- and three-dimensional shapes. When one child selects shapes which are hidden from the rest of the class pupils are able to ask questions about the properties of these shapes, using the terms 'faces', 'edges' corners' accurately. Within Key Stage 2 the majority of pupils are secure with quick recall of number bonds and tables. They know how to explain the relationship and value of digits of place value to 100 and investigate tenths and hundredths. They recognise fractions as part of a whole number, although many pupils do not know tables well enough to confidently use knowledge of multiples and factors and this hinders their progress when working with fractions. When given the opportunities, they describe their mental strategies for solving number problems. Pupils with special educational needs make appropriate progress for them. Mathematics is used incidentally across the curriculum, for example, time lines are used in history. However, links to other subjects are not always planned systematically. Opportunities in most classes to use mathematics for practical investigations are infrequent.
98. Teaching is satisfactory overall with some good teaching at the end of Key Stage 2. Where teaching is good teachers share the key objectives and key vocabulary with the pupils and revisit these consistently during the lesson. The structure of good lessons provides pupils with challenge and encourages them to work at pace. Pupils are motivated by good questioning and activities which match the different abilities within the class. Good review sessions were observed at the end of some lessons that encourage pupils to recap and explain their work, and so share and refine their understanding, as well as making the link towards the next objective. Where teaching is less successful teachers do not take the opportunity to review fully the objectives of the lesson. In some classes pupils have too few opportunities to work co-operatively or to use initiative and develop independence. In all lessons sound use is made of resources. In several classes the teachers' marking is good with meaningful comments used to take pupils on to the next stage of learning but this is not always the case. There are inconsistencies in the marking of pupils' work. Good use is made of learning support assistants who work mostly with small groups of lower attaining pupils to support and reinforce the objectives of the lesson. They are given good guidance by the class teachers.
99. The co-ordinator has reviewed the introduction of the National Numeracy Strategy and gives sound support to staff but this is not systematically planned. Good procedures are in place to assess pupils' understanding of worked covered in Key Stage 2 and these procedures now need to be applied throughout Key Stage 1. There is a satisfactory range of resources. No evidence was observed of information technology being used to reinforce skills and enhance work in graphing and data handling or in supporting other areas of mathematics.

SCIENCE

100. Attainment in science is below average at the end of Key Stage 1 and average at the end of Key Stage 2. In the 1999 assessments for 11 year olds standards were below average when compared with schools nationally and well below average for schools considered to be broadly similar. However, these results include the performance of pupils who attended the Educational Behaviour Unit and who had Statements of Special Educational Need. Standards achieved by these pupils and a significant number of pupils who enter the school with low levels of basic skills, are satisfactory. In the four years since 1996 standards have risen in line with the improvement in other schools nationally. Standards are the same at the end of Key Stage 2 as they

were at the end of the last inspection. Standards at the end of Key Stage 1 are lower, and reflect the low starting point of many pupils.

101. Within Key Stage 1 pupils know the names of the major organs of the body and how the body is supported by its skeleton. They know that the sun provides light and that some objects reflect light better than others. They can follow a simple diagram to build a circuit and know that the light will only shine when the circuit is complete. Within Key Stage 2 pupils quickly learn the importance of making a fair test. They can predict and test fairly to discover which materials conduct electricity and those which do not. They know that gravity exerts the force upon a falling object. They know the different requirements of plants and animals for a healthy life. They know the importance of constants and variables when measuring resistance in air. Within Key Stage 2 there are good opportunities for pupils to experiment for themselves.
102. Overall the quality of teaching is satisfactory. However, where the teaching is very good the teacher is very adept at posing questions which help pupils to work out for themselves the potential impact of different variables; for example in measuring the influence of weight on a falling paper propeller. The teacher successfully asks, "What are you doing when you alter the blades?". The lesson moves forward with pace and purpose and all pupils are set increasingly challenging work. They strive hard to meet the targets the teacher is setting for them and maintain high levels of concentration. They share their ideas willingly.
103. Where there are some shortcomings in the teaching the teacher accepts one word answers too readily and misses opportunities to encourage pupils to explain their thinking in detail. The teacher does not provide for pupils to use the school's hardware and software in information and communication technology to measure, record and interpret data.
104. The co-ordinator has only very recently taken on responsibility for the leadership of this subject and has a good understanding of what needs to be accomplished to raise standards especially within Key Stage 1. However, there are currently no opportunities for the co-ordinator to work alongside staff and to look at how teachers teach and their pupils learn. Resources for experimental work are adequate although there is a lack of reference books within Key Stage 2. The school is beginning to make use of the information it collects from pupils' tests and assessments to understand why results in the tests are not as high as they are in class. Currently this information has not been put together to form detailed plans to address any shortcomings.

ART AND DESIGN

105. Pupils attain standards that in line with those expected of their age group at the end of both key stages. Pupils achieve satisfactorily and make sound progress. Only one lesson was observed during the inspection. Judgements are based largely on the displayed evidence of past work and on teachers' planning. The previous inspection found standards in art to be good throughout the school.
106. Pupils transfer from reception with an appropriately broad experience of using a range of techniques and materials to express their ideas. They show suitable skill in mixing and balancing colours in their pictures and older pupils are able to work successfully in three dimensions to create pictures of butterflies and rainbow fish. Year 2 pupils are able to make reasonable sketches of every day objects showing how the viewing position changes the image observed. Year 3 pupils use cutting and pasting skills appropriately and link numeracy skills when creating shape pictures. Older pupils in the key stage show perspective well when creating landscapes in the

style of Monet and they achieve some success in portraying the different effects of light when reproducing Van Gogh style paintings.

DESIGN AND TECHNOLOGY

107. During the inspection only one lesson was observed because that subject was not a focus of the curriculum. However, scrutiny of pupils' work, displays, teachers' planning and discussions with the co-ordinator indicate that with the exception of food technology and the disassembling of electrical and mechanical components the required range of design and technology skills are planned and delivered.
108. Learning is satisfactory at both key stages. Pupils have a positive attitude to the subject; they co-operate well and are well aware of the need for safety when using tools. In conversation they take obvious enjoyment in explaining and recounting what they have been making or have made. With good provision and support pupils with special educational needs take a full part in design and technology lessons and make satisfactory progress in relation to their prior attainment. They use their developing literacy skills to talk about what they make and about the materials they use.
109. Pupils at Key Stage 1 demonstrate sound manipulative and making skills when using card and straws to create simple axles and wheels in preparation for the construction of a chassis in later lessons. In Year 1 sound cutting and colouring skills are used to create paper and card mobiles of mini-beasts. Year 4 pupils show average cutting, painting and drawing skills when designing their own Tudor houses in a link with a history project. Work seen showed that the pupils could choose from a range of materials and use tools for cutting and fixing with varying degrees of skill, but the designs were largely sketches of pictures in text books and most lacked originality.
110. The recently appointed enthusiastic co-ordinator is well qualified to oversee the development of design and technology. Currently there is a satisfactory policy and a scheme of work. These are being reviewed to incorporate elements of the Qualifications and Curriculum Authority scheme of work to meet the requirements of Curriculum 2000. Overall the range, quality and quantity of resources for design and technology are unsatisfactory. References are stored centrally are accessible and used appropriately.

HUMANITIES - GEOGRAPHY AND HISTORY

111. Standards in geography are below those generally found at the end of both key stages. This reflects a low priority given to this subject recently. It was not a focus of the curriculum during the inspection. Standards are below those found at the time of the last inspection.
112. Currently pupils within Key Stage 1 know a little of the area from which they come and the routes they take to school. Within Key Stage 2 pupils know how to use simple co-ordinates to locate the position on the map. They know the names and positions of some of the major cities in Britain. They can draw sketch maps of the Mersey Estuary and have some understanding of how the rivers erode the land. They know that their area is different in many ways from Inverness.
113. Standards in history are in line with the expected standards at the end of Key Stage 1 and above those expected at the end of Key Stage 2. Since the last inspection standards have remained the same at the end of Key Stage 1 and have improved at the end of Key Stage 2 because now the subject is given significant emphasis by enthusiastic and well resourced teaching within Key Stage 2. Within Key Stage 1 pupils know that some things are, 'older than' and 'newer than' others. They know

that they themselves have changed as they have grown older. They know that their toys are not necessarily the same as those of their parents. Within Key Stage 2 pupils can compare life in an ancient Greek city with life in a Celtic village. They know how Athens and Sparta were governed. They know the main achievements of the Tudor and Stuart monarchs. Older pupils know about daily life in Victorian Britain and how changes in industry influenced living and working conditions in the developing towns. They have very good opportunities to experience at first hand life in the mill in a visit to a National Trust site at Styall and to handle artefacts of the time. They know the value of different sorts of evidence and how to make informed judgements about the information these sources contain.

114. Overall the quality of teaching is satisfactory. Where the quality of teaching is very good the teacher encourages pupils to think critically to distinguish between fact and opinion. There are well devised opportunities for pupils to put into practice their skills in speaking and listening so that where appropriately they read aloud confidently from material the teacher has assembled and discuss its significance appropriately. They know for example that industrialisation caused some unemployment and the poor sanitation in the new towns resulted in outbreaks of epidemics. Pupils maintain high levels of concentration and empathy because the lesson is enlivened by the use of interesting artefacts from daily life in Victorian Britain. They all wish to do well because they know that the teacher takes a personal interest in their individual work. Where teaching has some shortcomings pupils are slow to settle to their work because the lesson does not start promptly and purposefully. As a result some pupils' behaviour is unsatisfactory because they are bored.
115. Both co-ordinators are enthusiastic and work closely together in looking at the way in which teachers plan their work. Currently they are reviewing the school's curriculum in history and in geography in the light of recent national guidance. However, they have no opportunities to work alongside teachers to review the way their subjects are taught and to judge the standards being achieved throughout the school. As a result the good teaching and learning which goes on in some classes is not used as a basis to raise standards overall. Co-ordinators are not able to determine and administer budgets to support the teaching and learning in their subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Standards of attainment in information technology are below national expectations by the end of both key stages and achievement is unsatisfactory. Pupils do not receive the full curriculum and as a result standards are below those expected nationally. Pupils make unsatisfactory progress through and across both key stages. At the time of the last inspection pupils in both key stages were attaining standards in line with national expectations. Since the last inspection, the ratio of computers has improved and a computer suite is identified by the school as an area for development. Although the school has a scheme of work and a year planner which identifies areas to be covered the subject is not taught in a coherent and logical sequence and as a result pupils make poor progress. The school has not kept pace with the role and requirements of information technology.
117. Within Key Stage 1, pupils have some knowledge of how to compare text but limited experience of using mouse and keyboard skills to present, organise, amend and save work. Pupils have no experience or knowledge of handling data, of how to control equipment and achieve specific outcomes by giving a series of instructions. They use art software effectively to select colours and paint simple pictures. Within Key Stage 2 pupils have very limited experience in handling text and art software. They type text but lack confidence in manipulating it on the screen. Pupils are insecure in organising and amending text. They are unable to use technology confidently to edit spelling, grammar or punctuation or to try different fonts or include

a clip art illustration. They have no experience or understanding of the importance of precision when framing and sequencing instructions. Pupils in Year 5 have recently begun to communicate via electronic mail.

118. During the inspection, little direct teaching of information technology was seen. Few opportunities are provided to teach and use information technology skills to support and enrich the other subjects of the curriculum, for example, locating and interpreting information in history and geography; presenting information in interpreting it in science and mathematics. There is a detailed checklist to record what pupils know and examples of pupils' work have been collected. However, there are no consistent procedures across the school, insufficient tracking of pupils' progress over time or setting of individual targets to promote further learning by building on from what the pupils can already do.
119. The subject leader has looked carefully to establish the level and amount of confidence and skill the staff have. The subject leader does not have opportunities to work with teachers to judge the quality of teaching and learning going on and the school does not meet the National Curriculum statutory requirements for information technology.

MUSIC

120. Standards of attainment are broadly in line with expectations at the end of Key Stage 1. At the end of Key Stage 2 attainment is below expectations. This is not an improvement on the last inspection. Since then the school has introduced a new scheme of work which has yet to be put into effect. A range of practical music-making activities and regular opportunities to practise and improve their singing are provided. Pupils enjoy participating in the lessons and their achievement is sound in relation to their prior learning.
121. At the end of Key Stage 1 pupils sing songs enthusiastically from memory and maintain a rhythm. Pupils listen carefully to instruments on tape and identify the different instruments and match them to the sound they make. They recognise ways in which sounds can be arranged, how to produce high and low sounds. They hold instruments correctly and play sensitively. At the end of Key Stage 2 pupils listen carefully to the Radetsky March and use a variety of instruments to maintain beat. They use instruments to portray the actions in verses of a song. They sing with enthusiasm and use expression to emphasise the different characters and actions within the song. However they are not given opportunities to appreciate music from other cultures.
122. Teaching overall is satisfactory. Lessons are well planned and pupils have opportunities to demonstrate their developing skills. Recorded music is used to good effect to encourage response and to develop skills in using a range of instruments. Pupils show obvious enjoyment in music and most pupils work hard and concentrate well in lessons, although a few become excited during parts of some lessons and are restless between activities.
123. The subject leader has had responsibility for the subject for less than a term and thus little time to impact on its development. There have been developments in music since the last inspection. Resources have been extended. The introduction of a progressive scheme of work has supported the level of staff expertise and resulted in improved achievement. As a result of prior attainment and experience, the level within which pupils are working limits the expectation of some teachers as to what pupils can do.

PHYSICAL EDUCATION

124. Standards at the end of both key stages are in line with national expectation and remain the same as at the time of the last inspection. Standards in swimming are in line with the standard expected of 11 year olds (to swim 25 metres) and nearly all meet or exceed this.
125. Within Key Stage 1 pupils can move in imaginative ways for example, when listening to music about 'under the deep blue sea'. They can alter the rhythm, speed and direction of their movements in a controlled way. They know how to throw accurately and catch confidently over short distances. They compete to find out who can be the best. They know how to link a series of movements so that they can change direction, shape and speed. They are learning how to use space so that they do not crowd together when performing. Within Key Stage 2 pupils know how to use tactics within the game to pass and mark, they can evaluate their own performance as well as the performance of others accurately and make sensible suggestions about how these performances could be improved. They have an increasing awareness of the importance of warming up and cooling down before and after exercise. There are satisfactory opportunities for pupils to take part in some team games including soccer and netball and there are well attended after-school sports clubs to enrich the curriculum further for these pupils.
126. Overall the quality of teaching is satisfactory. Where teaching is very good the teacher explains clearly and demonstrates well the techniques to be learned. As a result pupils have a definite picture of what is expected of them for example, how to 'mark' a player in a passing game and how to find space to pass by feinting a movement to throw the marker off balance. Standards are high because the teacher sets high expectations and regularly reminds pupils of what they should do to meet them. The level of challenge in the lesson is high because the teacher sets increasingly more difficult and complex rules and systematically involves more pupils in the games. All pupils, including those with some degree of special educational needs, are fully involved in the activities which provide all pupils with an appropriate amount of exercise.
127. Where teaching has some shortcomings the pace of learning is slow because too much time is spent in 'explaining' and not enough in 'doing' and as a result pupils do not get as much exercise as they should. There are no opportunities for pupils to be independent and put out and pack away their own equipment. The lesson ends abruptly so that pupils do not have the opportunity to cool down.
128. The co-ordinator is enthusiastic and has worked hard to ensure that there is a good range of good quality resources which are available. However there are planned opportunities to work with other teachers to provide them with guidance. There are good facilities including a grassed area and a large hall. At the time of the last inspection the hall was under-used for physical education. This shortcoming has now been successfully addressed and regular use is made of this facility.

RELIGIOUS EDUCATION

129. Pupils' attainment by the end of both key stages is in line with the expectations set out in the locally agreed syllabus. Standards are the same as at the time of the last inspection.
130. Within Key Stage 1 pupils are aware of some of the Old and New Testament stories. They know about the main events in the life of Jesus, the importance of prayer and of following the rules of consideration. Within Key Stage 2 pupils are aware of the differences and similarities between Christianity and Islam and the important beliefs

and festivals of Hinduism. They know about the Mosque and the Mandhir as places of worship within these religions. They know about the principles on which Islam is founded and about the stories and traditions of the Hindu deities. They have good opportunities to be aware of Hindu traditions and dress. However, there is no provision for them to visit non-Christian places of worship or to have visitors from other faiths. Pupils with some degree of special educational needs make satisfactory progress.

131. The quality of teaching in the small number of lessons seen is good. In the very best lesson the teacher had a very good subject knowledge for example when describing the customs and dress associated with the festival of Divali. There are very effective links with literacy so that pupils are encouraged to think hard and to recall words in English which are derived from other languages. The lesson is lively because it is more even more interesting by the way in which the teacher shows and explains the details of Hindu garments. Pupils are encouraged to try them for themselves. Pupils find these opportunities fascinating and they make very good progress in the lesson.
132. The curriculum meets the requirements of the locally agreed syllabus which has been recently introduced. The co-ordinator has only just been appointed and has begun purposefully, for example, by carrying out an analysis of the school's resources and its future needs. However, there are no opportunities for the co-ordinator to work alongside staff to help them put the newly assembled scheme into practice. Arrangements for assessing what pupils know and can do are unsatisfactory.