

INSPECTION REPORT

**ST. CATHERINE'S CATHOLIC PRIMARY
SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107112

Headteacher: Mrs F Rigby

Reporting inspector: Mrs J Randall
1471

Dates of inspection: 4th – 7th December 2000

Inspection number: 224662

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Firshill Crescent
Sheffield

Postcode: S4 7BX

Telephone number: 0114 242 1177

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Y Pine

Date of previous inspection: 15th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J Randall, 1471	Registered inspector	English as an additional language	What sort of school is it?
		The Foundation Stage	What should the school do to improve further?
		Mathematics	The school's results and achievements
		Art and design	How well are the pupils taught?
Mrs G Marsland, 13706	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr G J Carter, 4720	Team inspector	Equal opportunities	How well is the school led and managed?
		Special educational needs	
		Science	
		Information and communication technology	
		Design and technology	
Mrs V Brittain, 21893	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Geography	
		History	
		Music	
		Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is of average size and has 254 boys and girls including 26 full time equivalent nursery pupils (about average) and caters for pupils age three to 11. It serves a very mixed catchment area close to the city centre. The percentage of pupils who claim free school meals is 12.4 per cent. This figure does not represent the nature of the intake of the school fairly and the school has been placed in the next band for comparison with similar schools. The schools close by are in an Educational Action Zone and many pupils attend the school from these areas. The school has 63 pupils from ethnic minority backgrounds (above average) and three pupils speak English as an additional language although none are in the early stages of acquisition and all are fluent speakers of English. Twenty five per cent of pupils are on the register of special educational needs (about average). Five of these pupils have statements of special educational needs and these are for physical, behavioural and learning difficulties. The attainment of pupils on entry to nursery covers a wide variety of levels but many pupils are below average.

HOW GOOD THE SCHOOL IS

This is an improving school and standards are rising, particularly in mathematics, reading and information and communication technology. The leadership and management are good and the school is effective in monitoring its own performance to bring about improvements. Targets are set and the analysis of assessment data and the monitoring of teaching and learning is effective in the identification of areas for improvement. The climate for learning is good and pupils have good attitudes to school. The improvements in behaviour have a positive effect on learning. The school gives good value for money.

What the school does well

- Attainment in English and mathematics is above that found in similar schools.
- The quality of teaching is good and fosters good attitudes and behaviour.
- The provision for pupils' personal development is good and for spiritual development very good.
- Provision for pupils with special educational needs is good and leads to good progress.
- The school cares for its pupils well and pupils are confident.
- The partnership with parents is good and supports pupils' learning well.
- Leadership and management are good and there is a clear vision for the school's continuing development.

What could be improved

- The below average standards in science and writing.
- The unsatisfactory level of resources, particularly in science, design and technology, geography, history, and the Foundation Stage (nursery and reception classes).
- Training for child protection procedures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998, when it was judged to have serious weaknesses in relation to the standards attained. Since then it has made good improvement. Standards have risen in English and in mathematics. Standards in information and communication technology have also improved. Improvement in science has been hindered by insufficient attention to investigating and experimenting and this aspect is also still not yet a secure feature of teaching in mathematics. The quality of teaching is now good. Pupils' behaviour has improved and is now good. The key issues in the previous report have been tackled well. The monitoring of teaching has been a key factor in the improvement of teaching and learning. Teachers have improved their knowledge and understanding in literacy and numeracy through the adoption of the national strategies. The role of the co-ordinator now includes effective monitoring of teaching and subject planning. Some progress has been made in matching teaching and tasks to individual pupils' needs. Whilst this is usually effective for lower attainers and for pupils with special educational needs, teachers' expectations are not yet sufficiently high enough to

ensure that higher attainers are always challenged. Curriculum plans and schemes of work are now in place for most subjects, although history and geography have yet to receive attention. Resources for information and communication technology have been improved but more are required. The school now follows a scheme for handwriting but this is not adhered to in each class and pupils do not always transfer their skills to other subjects. Assessment procedures for English, mathematics and science have improved and are used well to track progress. Procedures for other subjects are being developed. The quality of pupils' reports is now satisfactory, as are health and safety procedures. The governing body meets its statutory requirements and the minimum teaching time is now met.

STANDARDS

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

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

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

Standards in reading in the present Year 2 are in line with the expected levels in reading and show a significant improvement in writing although these are still below national expectations. Standards mathematics and science are in line with national expectations. In 2000 the national test results at the end of Key Stage 2 show that standards in English and mathematics are average when compared with all other schools and above average when compared with schools with similar pupils. Standards in science are below average compared with all schools but average in relation to similar schools. Inspection evidence confirms that attainment in English and mathematics is in line with that expected nationally and that standards in science are below national expectations. The trend in results taken over the last four years is below that found nationally but the trend of improvement has been much better over the last two years. School targets for 2000 were exceeded in English and almost met in mathematics. The present Years 5 and 6 have considerably more pupils with special educational needs and the targets have been adjusted appropriately. Pupils achieve well in the Foundation Stage and in Key Stage 1 and satisfactorily in Key Stage 2 where teachers have lower expectations of what higher attaining pupils can do and the opportunities for using and applying skills, investigating and experimenting are less. Pupils with special educational needs and those with English as an additional language achieve in line with their peers. There are no significant differences between the achievements of boys and girls, except in writing and pupils from different ethnic groups achieve as well as other pupils. Attainment in information and communication technology meets national expectations. Attainment in design and technology is below national expectations at both key stages. Attainment in art and design is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are good and pupils are willing learners.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. Clear behaviour guidelines are successful in promoting positive behaviour.
Personal development and relationships	Personal development and relationships throughout the school are good. Pupils listen to each other and work well together.
Attendance	Rates are improving and attendance is satisfactory.

TEACHING AND LEARNING

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

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

The quality of teaching is good. Teaching is excellent in five per cent of lessons, very good in 15 per cent, good in 56 per cent and satisfactory in the remaining 24 per cent. No unsatisfactory lessons were seen. In Key Stage 2, although teachers plan activities for pupils with different levels of prior attainment, there is still insufficient challenge and opportunity to experiment and investigate for higher attaining pupils to reach their full potential. Support for pupils with special educational needs is good and these pupils make good progress. The teaching of English and mathematics is good. Teachers understand and use the national Literacy and Numeracy Strategies and these have brought about improvements in teaching and learning. Teachers are now confident in teaching information and communication technology. They have good relationships with pupils and this contributes to a good atmosphere for learning. Challenging behaviour is managed well. Pupils' learning reflects the quality of the teaching and is particularly good when the lessons move with a good pace and are interesting and exciting. This is particularly so in Key Stage 1 where a very good variety of teaching strategies, including games, is often used to gain pupils' interest.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are satisfactory. There are shortcomings in the provision for pupils to use and apply key skills and learning and to investigate and experiment.
Provision for pupils with special educational needs	The school welcomes these pupils and they are well integrated into school life. Provision is good.
Provision for pupils with English as an additional language	No pupils are in the early stages of acquiring English. Pupils with English as an additional language achieve in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is good. The provision for spiritual development is very good. There is a weakness in the provision for pupils to understand and celebrate the cultural diversity in society.
How well the school cares for its pupils	The school cares for its pupils well. The caring attitudes of the staff are a strength of the school. Pupils know that they are valued by staff and respond accordingly. There has been no recent training in child protection procedures.

The school's partnership with parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported by senior staff, provides strong and sensitive leadership. There is a clear vision of the school's strengths and weaknesses and a strong commitment to raising standards.
How well the governors fulfil their responsibilities	Governors are effective in fulfilling their statutory responsibilities. Many take an active role in the school. The governor for special educational needs is well informed and attends review meetings.
The school's evaluation of its performance	The school is effective in evaluating itself. Subject leaders are now taking a more active role in this. The school uses comparative national and local performance data effectively to assess its position in relation to similar schools.
The strategic use of resources	Governors are beginning to be successful in applying the principles of best value. However, there is no effective mechanism to ensure that any surplus funds are used to meet resource deficiencies.

The school has an adequate number of suitably qualified and experienced staff. Accommodation in the nursery is very cramped. There are areas of the school that are under-used but work is underway to remedy this. Learning resources are poor in design and technology and unsatisfactory in science, history and geography and are insufficient to meet the needs of the latest curriculum requirements. The Foundation Stage has limited opportunities for large and small construction work, design and making and other resources are old and worn.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are pleased with most aspects of the school. 	<ul style="list-style-type: none"> A few parents think that their children do not get the right amount of homework and that there are too few extra activities provided by the school.

The inspection team fully agrees with the positive views of parents. There is a suitable homework policy and pupils know and understand this. The range of extra-curricular activities provided is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards have improved since the school was last inspected in 1998 when the school had a serious weakness in standards of attainment.
2. In 2000 the results of the national tests in English at the age of 7 were well below average in reading and writing and below average for schools with similar intakes in reading and well below in writing. Inspection findings show an improvement in that the present Year 2 pupils are achieving the expected levels in reading and show a significant improvement in writing skills, although these are still below national expectations. In mathematics, the results achieved were average in relation to all schools but above average when compared with similar schools. These results are reflected in the inspection findings. Teacher assessment in science showed the percentage of pupils reaching the expected Level 2 was below average. The inspection findings are that standards in the present Year 2 are now in line with national expectations.
3. The results of the 2000 tests in English at the age of 11 show that standards are in line with the national average and above those found in similar schools. This represents a significant improvement since 1999. The number of pupils reaching the higher levels is showing some improvement and evidence from the inspection confirms this trend. Standards attained in mathematics in 2000 were average in relation to all schools and above average in relation to similar schools. Inspection evidence shows standards to be in line with national expectations. This is an improvement since the previous inspection and the number of pupils reaching the higher Level 5 is rising. In the science assessments at the end of Key Stage 2 in 2000, the attainment of pupils was well below average but average when compared with similar schools. Over the last three years there has been a steady improvement in the test results at Key Stage 2. The inspection evidence shows that standards are now only below average in science at the end of Key Stage 2.
4. The improvement in standards since the last inspection is due to the schools' response to the National Literacy and Numeracy Strategies and improved teaching and curriculum planning as a result of effective monitoring and attention to weaknesses through in-service training. At both key stages there is a significant difference between pupils' attainment in reading and that in writing, particularly for boys, and the school has recognised this, has put strategies in place recently to raise achievement and this is beginning to take effect. There are shortcomings in the planning and teaching of investigations and experiment in mathematics and science and this hinders further improvement. This aspect is better in Key Stage 1. Planning for the use and application of key skills of literacy and numeracy in other subjects is not yet developed although there is some evidence of this happening with skills from information and communication technology. This weakness hinders pupils' opportunities to use their skills in wider contexts and to apply their learning in a variety of ways. School targets for 2000 were exceeded in English and almost met in mathematics. The present Years 5 and 6 have considerably more pupils with special educational needs and the targets have been adjusted appropriately.

5. Standards in information and communication technology are broadly in line with national expectations at the end of both key stages. This is an improvement since the previous inspection when standards were below national expectations. By the age of seven pupils use computers with confidence. They use the mouse and the keyboard well, log on and off and know how to save and retrieve their work. By the age of 11 many use the Internet and CD-ROM confidently as research tools and compile spreadsheets for data handling in mathematics, displaying the outcomes of research in a variety of attractive graphical forms.
6. Pupils' attainment in design and technology is below national expectations at both key stages. The lack of resources limits the full range of experiences that pupils have and pupils have a limited range of skills with which to design and make products using appropriate materials and tools. Standards in history are in line with national expectations at Key Stage 1 and below at Key Stage 2. In geography standards are below national expectations at both key stages. Attainment in music meets national expectations at both key stages and the quality of singing is very good. Pupils achieve standards in physical education that are in line with national expectations. The quality of artwork on display around the school is good, demonstrating a clear progression of skills as pupils move through the school. The clay models of hands made by Year 6 are particularly effective.
7. Most children enter the nursery with skills that are below and sometimes well below average, particularly in social and language skills, although all levels of prior attainment are represented. In the Foundation Stage children make good progress and by the end of the stage most meet the national Early Learning Goals.
8. The school works hard to raise the achievements of lower attaining pupils. Pupils with special educational needs have well-written and detailed individual development plans that focus clearly on areas for improvement and targets to be achieved. Teachers and classroom assistants offer good support that enables pupils to make good progress in class. Pupils with statements of special educational needs are particularly well supported and those with physical or learning difficulties work with commitment. There is evidence that those pupils with behavioural difficulties are becoming more integrated with their peers and learning is improving as their behaviour becomes less difficult. There are no significant differences in the attainment of boys and girls except in writing. There is no significant difference in the learning and progress of different ethnic minority groups and the needs of the small number of pupils with English as an additional language are met. Higher attaining pupils at Key Stage 2 are still insufficiently challenged, particularly by opportunities to experiment and investigate and this limits full achievement.
9. The school monitors its performance well. Staff confidence is improving and is contributing to raising standards. The good standards of behaviour that now exist in the school and the self-esteem and confidence that pupils develop are also positive features in the improvement of standards. The school is in a good position to take these improvements further.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, values and personal development are a strength of the school. This reflects the judgement of the previous inspection in 1998 although there are still limited opportunities for independence in classroom learning. Pupils listen to instructions carefully and are enthusiastic and interested in their lessons. When work becomes more difficult they persevere. They enjoy classroom discussions and clear away equipment at the end of lessons. Good examples of this were seen in a Year 6 gymnastics lesson and in a Year 2 music lesson. Pupils are trustworthy and honest, demonstrated when they calculated with real money during a Year 1 mathematics lesson. During a discussion pupils expressed the view that they enjoy coming to school, where they meet good friends and can talk to staff openly about any problems or worries they have. They particularly enjoy art, English, mathematics and information and communication technology lessons. They clearly enjoy the lunchtime activities on offer at the school such as the chess, design, drama and football clubs. Positive attitudes to school contribute well to successful learning and the standards achieved.
11. Behaviour in and around the school is good and this is an improvement since the previous inspection. The school has clear behaviour guidelines, which are consistently applied by the staff and are successful in promoting positive behaviour. The newly appointed headteacher and staff have worked hard to raise standards of behaviour and the improved behaviour has a good effect on the quality of learning. Lessons seen in the nursery confirm that the behaviour guidelines are also having a positive effect on the children entering the school. Pupils at all stages are courteous and eager to speak to visitors. They understand the impact of their actions on others and this is demonstrated well in discussion following incidents of misbehaviour. They know the difference between right and wrong and act according to the agreed rules. No bullying or oppressive behaviour was seen during the inspection. In the last reporting year there have been two fixed term exclusions from the school. Both pupils were excluded for instances of unacceptable behaviour and have statements of special educational need relating to behaviour problems. On both occasions the exclusions had the full support of the parents. The school uses exclusions only when all other sanctions fail.
12. The personal development of pupils and relationships throughout the school are good. This is an improvement since the previous inspection. Pupils listen to each other and relationships throughout the school between the pupils and staff are caring and friendly. Pupils work together well in pairs and groups, co-operate and share resources. At breaks and lunchtime they interact sociably and play together well regardless of gender or race. They respect the feelings, values and beliefs of others. A good example of this was observed in an assembly, which focused on Advent. The pupils discussed caring without fear or embarrassment. Good relationships are a significant feature of the warm and caring atmosphere of the school. Many pupils take responsibility for tasks around the school and in the classrooms. Older pupils lead the youngest pupils into assembly. Pupils in Year 6 answer the telephone and take messages at lunchtime. Pupils have helped to establish school rules. The playground buddies scheme makes a valuable contribution to the personal development of Year 6 pupils. These volunteers are easily identified by their red caps and befriend pupils in the Foundation Stage and main school playgrounds. Pupils also develop social awareness through their many fund-raising activities. These responsibilities have a positive effect on pupils' personal development.

13. The school welcomes pupils with special educational needs and sees these pupils as an integral part of the community. Pupils with special educational needs take a positive approach to all activities and often work with commitment. Pupils are capable of working both independently, with their classroom assistants and in a collaborative manner with other members of the class. This is seen particularly in such subjects as information and communication technology and science during the inspection. In information and communication technology there are examples of good support given to pupils with special educational needs by their higher attaining peers.
14. Attendance rates are improving and overall attendance throughout the school is satisfactory. During the last reporting year attendance and unauthorised absence figures were broadly in line with the national average. Registration is undertaken efficiently and meets statutory requirements but not all pupils are punctual for school.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good and this is an improvement since the previous inspection when it was satisfactory. Teaching is excellent in five per cent of lessons, very good in 15 per cent, good in 56 per cent and satisfactory in the remaining 24 per cent. No unsatisfactory lessons were seen. The quality of teaching in the Foundation Stage is good. It is very good in 22 per cent of lessons and good in 78 per cent. In Key Stage 1 teaching is good with 15 per cent of teaching being excellent, 23 per cent very good and 62 per cent good. The quality of teaching in Key Stage 2 is satisfactory. It is very good in five per cent of lessons, good in 42 per cent and satisfactory in 53 per cent.
16. Since the previous inspection teaching has been improved by the school's implementation of the National Literacy and Numeracy Strategies. In addition to this, formal monitoring of teaching and learning has led to areas of weakness being targeted by in-service training and support. Teaching in information and communication technology has been improved since the previous inspection when it was judged to be unsatisfactory and many teachers show confidence and enjoyment in teaching the subject. The school's initiatives on behaviour management have improved the consistency of dealing with behaviour issues. Teachers manage challenging behaviour well. They have high expectations of pupils' behaviour in class and exercise firm but friendly control when necessary. Little time is wasted in lessons except occasionally when pupils have to share equipment. In an excellent lesson pupils had their own pack of equipment for the mathematics lesson and moved with surprising speed for their age from one kind of grouping to another as required with no fuss whatsoever. Relationships between staff and pupils are good and this contributes to a good atmosphere for learning. Pupils generally listen attentively and respond well to good questioning skills that recap on previously learned knowledge and challenge pupils to think further. On occasions, when teachers make the whole class listening session too long, pupils are bored and become distracted. In the best lessons teachers use a wide variety of strategies to gain and keep pupils' attention and games are used to good advantage to consolidate learning and to set a good pace, for example in mental mathematics. In a very good literacy lesson, pupils were enthralled by the supporting resources of a cloth caterpillar emerging from a cocoon while the teacher gave a lively reading of the story of 'The Hungry Caterpillar'. This book was used very successfully to generate vocabulary development, writing and number work. As a result of this all pupils made very good progress, particularly a group of pupils with special educational needs who were very well supported in follow-up work by a student and a teaching assistant.

17. The teachers in the Foundation Stage have a good understanding of the needs of young children. There is a good mixture of teacher-directed activities and child-initiated work where children can pursue their own ideas and creative thinking. Adults in this stage interact well with children to develop language and social skills particularly. On occasions, some tasks lack creativity and real learning, such as worksheets to colour and cut at the expense of pupils' own creative efforts. Staff make good use of the limited accommodation.
18. In Key Stages 1 and 2 teachers also know their pupils well. Individual lessons and sequences of lessons are well planned showing a steady progression in the skills and subject knowledge that pupils are expected to learn. At the time of the previous inspection there was a weakness in the match of work to pupils' individual needs, particularly for higher attaining pupils. Work is well matched to the needs of lower attaining pupils and those pupils with special educational needs who are particularly well supported by teaching assistants. Teachers produce individual educational plans for these pupils that clearly outline how the curriculum is to be adapted to their needs. In Year 1 for instance, the teacher uses the targets to set word recall exercises and homework. Teaching assistants and other adults are skilfully briefed and the resulting support makes a significant contribution to pupils' learning. Although teachers now plan work for higher attaining pupils in Key Stage 2, this is not yet always sufficiently different from that for average attainers in providing a high enough level of challenge. The lack of confidence teachers still have in aspects of science and mathematics of investigating, experimenting and using and applying skills in other subjects and contexts is limiting the level of achievement for these pupils. The school is aware of this and it is part of the school's development planning. Pupils' presentation of work is now satisfactory and teachers now have higher expectations of this than at the time of the previous report. Pupils are reminded and rewarded for this. Although the school now has a marking policy, this is implemented inconsistently by teachers and there is little evidence of marking being used to tell pupils what they need to do to improve, although supportive comments are made.
19. Teachers have developed a sound understanding of how to use the National Literacy and Numeracy Strategies and this is having a significant effect on standards of attainment. Attainment in reading has risen as a result and pupils are secure in their grasp of mental arithmetic skills. In the least effective lessons teachers spend too long in talking to pupils and insufficient time is available for pupils to complete their tasks. The concluding sessions are used satisfactorily. At best they recap on the knowledge and understanding acquired and are used to celebrate achievement and assess pupils' progress in the lesson. Teachers now have the necessary skills to teach information and communication technology and are beginning to link learning in this subject to others. For example, the use of spreadsheets is linked well to work on data handling in mathematics. Teachers are not yet fully confident in planning lessons that link knowledge and understanding from several subjects together. For example, opportunities for pupils to write are limited in other subjects and the use of mathematical skills is not yet part of planning for geography and design and technology. This limits pupils' learning in using and applying skills and inhibits their full achievement, particularly for higher attaining pupils in Key Stage 2.
20. Homework plays a suitable role in pupils' learning and this is given regularly in accordance with the homework policy. Pupils know what is expected of them and respond accordingly.

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

21. The school offers pupils a curriculum that meets the statutory requirements of the National Curriculum and the Early Learning Goals for the Foundation Stage. At the time of the previous inspection there were weaknesses in curriculum breadth and balance at Key Stages 1 and 2. The provision for information and communication technology, music and history has been broadened and all now cover the appropriate programmes of study. However, there is still a weakness in the provision for investigational work. The school day has been lengthened and is in line with national recommendations. The allocation of time to all subjects is appropriate. A strength of the curriculum is the equality of access and opportunity for all pupils. Pupils with special educational needs and pupils speaking English as an additional language have good access to all aspects of the curriculum. When necessary, they are well supported by teachers or classroom assistants and the curriculum is made particularly accessible and appropriate to their needs.
22. A key issue in the previous inspection report was to improve curriculum planning to ensure progression in skills, knowledge and understanding. This has been addressed but is not yet fully effective in all subjects. The National Literacy and Numeracy Strategies have been successfully implemented in the school and are helping to raise standards. The provision and planning for literacy and numeracy is good; teachers use the strategies well and planning identifies both learning objectives and tasks for pupils of differing attainment levels. The previous inspection identified the need for higher attaining pupils to be challenged. This is beginning to happen, particularly in literacy lessons, but is not yet in place for all subjects nor is it consistent between classes. Planning for investigational work in mathematics and science is still underdeveloped. There are schemes of work in place for all subjects and a common format is used for termly and weekly plans. The interim scheme of work for history and geography is weak and provides insufficient support and guidance to enable staff to plan appropriately to develop skills, knowledge and understanding. The deputy headteacher has, this term, taken on the role of curriculum manager in order to co-ordinate the whole curriculum. The need for more secure links between subjects has been identified. At present pupils' literacy and numeracy skills are not being developed satisfactorily in other subjects.
23. There is sound provision for personal, health and social education, although a scheme of work is not fully in place. A policy has been written and discrete lessons are taught in Years 5 and 6, including sex education and drug awareness. Relationships are covered well in religious education lessons and pupils learn about healthy eating and the importance of exercise in science and in physical education.
24. Extra-curricular provision is good. The school's curriculum is enriched by visits to theatres, museums and art galleries. There is a wide range of lunchtime and after-school clubs, which, at present, provides opportunities for sewing, art, drama, singing and for competitive sports. Year 4 and 6 have residential visits each year which extend learning in geography and physical education.

25. Links with the community to promote learning are satisfactory. There are good links with St. Catherine's Church and also the local Anglican Church. Younger pupils have visited local supermarkets and cafés as part of their topic work. Theatre workshops have been held in school. There are links with the local Catholic secondary school and a Year 6/7 transition project takes place in pupils' final term in primary school.
26. The school makes good provision for pupils' spiritual, moral, social and cultural development and this has been maintained since the previous inspection. The strong sense of community and of Christian belief prevails throughout the school and forms an integral part of daily life. Parents are happy with the attitudes and values that the school promotes and the positive effect that they are having on pupils' personal development.
27. Provision for pupils' spiritual development is very good. In assemblies pupils are given time for reflection and for prayer. There are many opportunities for pupils to reflect on their own and others' beliefs and to think about how others might feel. Pupils are strongly encouraged to relate religious teaching to their own lives. Prayers said in class before the start of each session encourage pupils to think about their own attitudes to work and about the effect of their actions on others. There are other planned opportunities for spiritual awareness. The school endeavours to foster an appreciation of music, art and literature in class, in assemblies and in some extra-curricular activities. In the reception class pupils' faces reflected their awe and wonder when the 'hungry caterpillar' turned into a beautiful butterfly.
28. Provision for pupils' moral development is good. The school promotes a strong moral code. A discipline policy is in place and there are clear expectations of what is acceptable and unacceptable behaviour. Pupils are taught the difference between right and wrong. The need for rules in a school community is discussed with pupils and they are involved in setting class rules. These are clearly displayed in all classrooms. Pupils are very clear about what they should do in cases of bullying or racism. Assemblies often have an explicit moral focus. One assembly each week is used to recognise and reward pupils' achievements, for example for good work, effort, behaviour and attendance. Nursery and reception pupils learn to share and to care for others.
29. Provision for social development of pupils is good. It is enhanced by the good relationships between teachers and pupils. There is a 'Buddy' system operating at break times when Year 6 volunteers are on duty to befriend and care for younger pupils. A member of staff has established a support group, and pupils know that they can use this group to share their feelings after a crisis. Collective worship aims to promote a sense of community and caring and sharing feature strongly in chosen themes. Working together in class helps to develop pupils' social skills. Residential visits for pupils in Years 4 and 6 also help in the development of positive relationships. Pupils in both key stages undertake tasks that promote the smooth running of the school and develop responsibility. Class monitors help teachers to set up resources before the beginning of lessons each day and Year 6 pupils are effective in preparing the hall for assemblies and other duties around the school. Pupils are encouraged to think of those who are less fortunate than they are and they regularly raise money for various charities. On occasions the choir has entertained groups in the community. In the nursery a story about a new baby contributed well to personal development.

30. The provision for cultural development is good. However, there are some shortcomings in the provision in relation to developing an awareness of and celebrating the richness of cultural diversity in all three stages. This has been identified by the headteacher as an area that needs to improve. The curriculum for religious education makes a suitable contribution to this in the study of world faiths but the contribution from other subjects is limited. From regular visits to local theatres, art galleries and museums pupils' gain an understanding of their own culture. They study the work of well-known artists such as Van Gogh and Klee and try to capture their style in their own paintings. They listen to the works of famous Western European composers. Theatre workshops broaden pupils' experiences of language and literature.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school cares for its pupils well and this judgement reflects the findings of the previous report. The caring attitude of the staff is a strength of the school. A good example of this is the Rainbow Scheme, which is available to all the pupils. Four members of staff have been trained to provide a counselling service for any pupils who are experiencing bereavement, or have other problems or worries. Pupils know that they are valued by the staff and respond accordingly. Parents have confirmed that the pupils are encouraged to care for each other and this contributes to the mature attitudes displayed by many pupils.
32. The school's procedures for child protection and for ensuring pupils' welfare are satisfactory overall. The school adheres to the health and safety policy, which has been reviewed since the previous inspection. Fire fighting equipment and electrical appliances are checked annually and a fire drill is carried out each term. The caretaker and health and safety representative carry out whole-school risk assessment twice a term. All health and safety issues from the previous inspection have been addressed. Pupils are well supervised by teachers and trained ancillary assistants at breaks and lunchtimes. There is a sufficient number of qualified first aiders for a school of this size and good arrangements are in place for dealing with illness and accidents. The school has the benefit of a first aid room and first aid boxes are well stocked and distributed throughout the school. Pupils are well aware of safety issues, which are frequently discussed in physical education and other lessons and because of this understanding learning takes place safely.
33. Although informal and effective procedures are in place for child protection, the provision is unsatisfactory. There is a child protection policy in place, which is due to be reviewed by the classroom childcare assistant. The headteacher is the designated person responsible for child protection, supported by the classroom childcare assistant. However, although the headteacher and staff have received some training in the past, it has not been reinforced within recent years.
34. Procedures for monitoring and improving attendance are good and attendance rates are rising. The school has addressed the issue from the previous inspection regarding statutory requirements for registration procedures. Attendance is monitored daily by class teachers and the headteacher is made aware of any cause for concern. The secretary monitors pupils who are late for school. The educational welfare officer provides good support for the school and monitors attendance during each visit every two weeks.

35. The school has very good procedures in place for monitoring and promoting good behaviour and eliminating oppressive behaviour. These procedures have improved since the previous inspection. The newly appointed headteacher has made good discipline a priority and has focused on the consistency of behaviour management. Because of this standards of behaviour have improved and pupils confirmed that the school deals effectively with poor behaviour and bullying when it occurs. Incidents of challenging behaviour are rare despite the significant number of pupils with emotional and social difficulties. The school's expectations for behaviour have been conveyed to parents for additional support. Positive behaviour and achievement is promoted with 'shining stars' in the nursery and with 'smiley faces' and merit points throughout the rest of the school. Classes are also rewarded and have the opportunity to choose their reward. Every month the school holds an achievement assembly where certificates and prizes are awarded. At present the school is focussing on awards for presentation of work. Pupils appreciate the reward scheme. There is a graduated scheme of sanctions in place, which the pupils respect and understand. The headteacher records all incidents of major inappropriate behaviour and involves parents where necessary. The improved behaviour makes classroom learning more effective.
36. Procedures for monitoring and supporting pupils' academic development are good in all three stages and support improvements in learning and attainment. In the Foundation Stage the school assesses pupils on entry and follows this with continuous assessment of progress as they work. The school is piloting a new Local Education Authority assessment package in the reception class. At Key Stages 1 and 2, procedures for monitoring and assessing academic development are particularly effective for English and mathematics. Good procedures are developing in science. In English and mathematics the progress of pupils is tracked effectively using a variety of assessment data, including national tests. Analysis of results of tests is used well to identify weaker areas of learning and to refocus teaching accordingly. The performance of ethnic minority pupils is tracked effectively to ensure equality of opportunity. The school has effective procedures in place to identify, assess, support and monitor the needs of pupils with special educational needs, including those with physical, behavioural or learning difficulties. Help given to pupils is usually timely and appropriate. The school responds to requirements, as outlined in pupils' statements of special educational need and fully implements the national Code of Practice.
37. Procedures for monitoring and supporting pupils' personal development are good. The warm and caring ethos of the school and the dedication of the staff underpin these procedures. This means that pupils feel secure in school and develop self-esteem. The staff know their pupils well. The school's personal, social and health education policy promotes self-worth, self-respect and respect for others. Pupils are encouraged to set their own targets in co-operation with their teacher and parents. Weekly meetings are held with some parents and behaviour targets are clearly visible on some pupils' desks. The Rainbow Scheme, school nurse, educational psychologist and speech therapist also provide good support. The efforts that the school makes in support and guidance for the pupils has a positive effect on behaviour, attitudes and learning and contributes well to raising standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The overall quality of the school's partnership with parents is good, reflecting the judgements of the previous report. The parents' questionnaire and meeting confirmed the parents' support for the school. They have expressed the view that pupils are encouraged to care for each other. At the parents' meeting they acknowledged that homework is issued regularly, that staff are accessible, parents are encouraged to help in school and that suggestions are welcome. The findings of the inspection team confirm the positive views of parents. Some parents were concerned about the range of extra-curricular activities offered by the school and the amount of homework given to pupils. The school has a good range of lunchtime clubs, music lessons and sports. Pupils are given an appropriate amount of work for their age.
39. The school maintains good links with parents. A weekly newsletter keeps parents informed of events and achievements and the headteacher and staff are accessible to parents who have concerns. Parents are invited to assemblies and parents' meetings are well attended. Two Home/School Agreements have been distributed according to each key stage and most parents have signed and returned them. Parents of pupils with special educational needs are regularly informed of their progress and are fully involved where appropriate, in the review process. The governor for special educational needs regularly attends review meetings with the permission of parents and in this way is well informed about the range of needs and the levels of provision required.
40. The impact of parental involvement within the school is very good. The Parent-Teacher Association provides very good support by organising fund-raising and social events. Previously they have purchased playground equipment and assisted with resources for the lunchtime clubs. Parents provide very good support by helping in classrooms. Ten parents received literacy training and the school now employs most as classroom assistants. During the inspection a parent was observed assisting in a Year 1 history lesson by working with a pupil on a computer and improving the pupil's skills. Parents also support the lunchtime clubs.
41. The quality of information for parents is satisfactory. The school has hosted sessions for parents to help them understand the aims of the National Literacy and Numeracy Strategies. The governors' report now meets statutory requirements and contains all necessary information but the school prospectus omits information regarding attendance, facilities for the disabled and a financial statement. This issue was raised at the previous inspection and the newly appointed headteacher has implemented the required changes for the next issue. Parents have the opportunity to consult staff formally each term to discuss their child's progress. Pupils' progress reports are satisfactory, have improved since the previous inspection and now have a new format. All statutory information is included and pupils' targets are given. However, the headteacher acknowledges the need for further improvement of the quality of the reports and specific targets.
42. The contribution of parents to children's learning at school and at home is good. The parent helpers in school provide good support. At home, most parents support research tasks and topic work. All parents have been informed about the school's expectations regarding homework and most parents have responded positively. The reading diaries and homework diaries are valuable links between home and school and many parents use these links well.

LEADERSHIP AND MANAGEMENT

43. Leadership and management of the school are good. Since her appointment three months prior to the inspection, the head teacher has carefully and sensitively analysed the school and quickly established the confidence of governors, staff, pupils and parents. She works closely with the governing body and staff to project her vision of how the school should continue to improve in the future. In doing this she has acknowledged the substantial improvements already made by the school and all its staff under the leadership of the previous head teacher and made use of her recent appraisal of the school's strengths and weaknesses. Governors, head teacher and staff are very strongly committed to school improvement and to building on existing strengths whilst having proper regard for the school's strong, Catholic Christian ethos. The school's mission statement reflects accurately the school's commitment to developing the individual and to the pursuit of equality of opportunity.
44. The head teacher provides strong leadership and has a clear view about how to continue raising the attainment of the school. She recognises the importance of achieving this within the context of a Christian and Catholic school which serves a growing number of children and families from diverse cultural backgrounds. She has recently overseen changes in curriculum planning and provision of resources and of note here is the deputy head teacher's role in the effective monitoring and analysing strengths and weaknesses in teaching and learning across the school. The quality of curriculum co-ordination is good. Subject leaders have responded positively to the lead given by the senior management and are continually strengthening their role through a number of measures. These include effective monitoring procedures, updating policies and schemes of work and a commitment to continuing improvements in their subjects through the school's development planning.
45. Building on the monitoring procedures developed by the previous headteacher, deputy headteacher and the co-ordinators for literacy and numeracy, the school continues to monitor and evaluate standards of teaching and learning through a series of classroom observations and teacher interviews. This has provided a useful basis on which to develop further performance management strategies within a climate of trust and confidence. The provision for pupils with special educational needs is well managed by the co-ordinator. There is effective organisation and implementation of the school's procedures for identification, support and monitoring of special educational needs. Since the previous inspection, the school's link governors have continued to play an effective role. The governor with responsibility for special educational needs is very well informed through regular visits and attendance at termly and annual review meetings for pupils and their parents. Governors fulfil their statutory responsibilities effectively.
46. The quality of financial control in the school is good. The quality of financial monitoring is very effective. The school's finance committee meets regularly to assess levels of spending and uses the Local Education Authority's budget monitoring service to ensure that spending is kept within budget. The school development plan contains relevant targets for improvement, which are well linked to appropriate resources, realistic time scales and monitoring procedures. At the time of the previous inspection there were weaknesses in the links between the development plan and budget. This is no longer the case and the cost of developments are now well identified. Under the new head teacher's leadership, subject co-ordinators have begun to take a substantial role in monitoring and reporting on development plan targets. Although the finance committee have ensured that the school has a modest surplus from the previous year's spending, there is no effective mechanism to ensure that this contingency is used quickly to meet

the needs of any identified resource deficiencies such as those that currently exist. The school's budget was audited shortly before the inspection. Only minor issues were raised and these are already being addressed. The school has made good strategic use of its specific grant for information and communication technology to provide additional computers. The recent new funding for information and communication technology training has been well used to raise staff confidence in this area. Good use has been made of specific funding for special educational needs by the provision of extra teaching and non-teaching assistants to support all pupils on the school's register of special educational needs. The school is in the process of appointing a teacher to support specific work with ethnic minority pupils under the government's special funding scheme.

47. The governors are beginning to successfully apply the principles of best value. They have been shrewd in their use of competitive quotations for acquiring outdoor equipment for nursery aged pupils and are applying the same principles to the badly needed re-surfacing of the school's car park area. They use comparative national and local performance data more effectively to assess the performance of the school. Although no formal parental surveys have been carried out to assess parental satisfaction, regular informal views and opinions from parents are received through members of the parent-teacher association and local parishioners. In this way they are beginning to establish what value the school is providing and to evaluate its effectiveness. The school is making effective use of its computers for pupils and the office computer is used effectively for budget monitoring and control purposes.
48. The school is fully staffed and the qualifications and experience of the staff meet the needs of the curriculum. The school has a number of very effective classroom assistants to support pupils with special educational needs. Pupils with statements of educational needs are particularly well supported in their learning by the quality of such support. All classroom assistants make a good contribution to pupils' learning. The school secretary and the caretaker play an important role in the everyday running of the school and know the pupils well. The caretaker supervises the lunchtime football club.
49. The resources in the school are generally satisfactory except in science, geography and history, where they are unsatisfactory. In design and technology the provision of resources is poor. The library is small and the quality and quantity of books is just satisfactory. Encyclopaedias are dated and there is a lack of books to interest boys or to represent a culturally diverse society. The accommodation in the nursery is very cramped and there is insufficient large activity and construction equipment. Much outdoor equipment, particularly play mats, is old and worn. Most of the set of wooden blocks is missing. The kitchen area is very old and in need of refurbishment. There are a number of areas in the school that serve little purpose at present and could be utilised to provide better opportunities for learning. Some areas of the school are insufficiently cleaned. The school has good quality outside play areas that are used well to promote games skills.
50. The school's spending per pupil is average in comparison with the national picture and pupils' attainment on entry is below national average. Taking these factors into account, together with the school's improving standards and the continuing strength of provision in pupil welfare and personal development, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Raise standards in science by:
 - providing more challenging opportunities for investigation and experiment;
 - implementing the planned revision of the scheme of work to incorporate the latest subject guidance;
 - planning for the use of key skills of literacy, numeracy and information and communication technology to support learning in science;
 - improving resources.(paragraphs 73 - 77)
- Improve standards in writing by:
 - increasing the number of opportunities for teachers and pupils to write together, particularly in Key Stage 1;
 - planning for writing opportunities in other subjects;
 - using more stimuli for writing that appeal to boys;
 - ensuring consistency between classes in Key Stage 2 in the planning, redrafting and refining writing.(paragraphs 59 - 66)
- Improve resources in science, design and technology, geography, history and the Foundation Stage.
(paragraphs 49, 52, 77, 85, 90)
- Update the child protection policy and procedures to include the training of the designated person and the dissemination of training to all staff.
(paragraph 33)

The second of these areas for improvement is securely contained within the school development planning.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Extend the opportunities within the curriculum to understand and celebrate the richness of cultural diversity.
(paragraph 30)

Plan more opportunities for pupils to use and apply key skills of literacy and numeracy in other subjects.
(paragraphs 22, 59-66, 67-72)

Plan more opportunities for pupils to investigate and experiment in mathematics.
(paragraphs 67 - 72)

Improve the library and its use to increase pupils' research skills.
(paragraph 66)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5%	15%	56%	24%	0%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	228
Number of full-time pupils eligible for free school meals	N/a	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	2	48

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	11	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	15
	Girls	10	11	10
	Total	20	19	25
Percentage of pupils at NC level 2 or above	School	69 (87)	66 (73)	86 (87)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	14	12
	Girls	10	11	10
	Total	20	25	22
Percentage of pupils at NC level 2 or above	School	69 (77)	86 (87)	76 (87)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	11	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	10	10	10
	Total	26	26	26
Percentage of pupils at NC level 4 or above	School	81 (72)	81 (66)	81 (75)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	16
	Girls	10	10	10
	Total	25	26	26
Percentage of pupils at NC level 4 or above	School	78 (72)	81 (66)	81 (78)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	21
Black – African heritage	
Black – other	23
Indian	1
Pakistani	8
Bangladeshi	
Chinese	
White	177
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	21.2
Average class size	23.9

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	181

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

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

Financial information

Financial year	1999/2000
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	£
Total income	416,666
Total expenditure	410,590
Expenditure per pupil	1,801
Balance brought forward from previous year	21,190
Balance carried forward to next year	27,266

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	242
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	34	2	2	2
My child is making good progress in school.	41	50	5	2	2
Behaviour in the school is good.	30	61	5	0	5
My child gets the right amount of work to do at home.	25	52	16	5	2
The teaching is good.	43	48	5	2	2
I am kept well informed about how my child is getting on.	34	55	5	7	0
I would feel comfortable about approaching the school with questions or a problem.	59	32	5	5	0
The school expects my child to work hard and achieve his or her best.	59	32	2	5	2
The school works closely with parents.	39	50	7	5	0
The school is well led and managed.	34	39	2	0	25
The school is helping my child become mature and responsible.	52	36	5	0	7
The school provides an interesting range of activities outside lessons.	20	39	16	2	23

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

51. The school has maintained the good quality of provision in the Foundation Stage (nursery and reception classes) since the previous inspection. On entry to the nursery pupils have a wide range of prior attainment but most are below average, particularly in social and language skills. Some pupils are well below average. Pupils begin nursery soon after they are three and attend for five half days per week. They enter full time into the reception class in either September or January.
52. Teaching in the Foundation Stage is good. It is very good in 22 per cent of lessons and good in the remainder. Teachers, nursery nurses and teaching assistants understand the needs of young children well. All staff plan and work together to ensure children's best welfare and progress. They interact well with children to support, question and develop speech and vocabulary skills. Assessment is well focussed on small steps of development and used well to plan work and activities. There is an appropriate balance between teacher-directed activities in groups and child-initiated work where they can pursue current interests, develop creative and imaginative skills and experiment. This aspect of learning is more limited, particularly in the nursery, by the lack of space and of some resources such as large construction equipment and opportunities to work with wood and clay for example. In the reception class learning with sand and water is restricted by the limited equipment. Pupils with special educational needs are quickly identified and their needs are met well. These pupils and those pupils with English as an additional language make good progress along with their peers.
53. Provision for personal, social and emotional development is good. Pupils learn to relate to each other and to adults. They learn to share and take turns. The good quality of teaching ensures that pupils develop confidence and independence. They learn to dress and undress for physical activity and to eat and drink snacks in a sensible manner. They learn to say 'please' and 'thank you' and in the nursery gain 'shining stars' for social learning. By the end of the Foundation Stage most pupils listen in a group session for an appropriate length of time and concentrate on tasks chosen by themselves and the teacher. Pupils make good progress in this aspect of learning and most meet the required learning goals. It prepares them well to take an active part in the life of the school.
54. The teaching of communications, language and literacy is good and pupils make good progress, particularly with speaking and listening. By the end of the stage most pupils achieve the nationally expected learning goals. A significant number are reading above this level but writing is a weaker element. In the nursery pupils learn the sounds of letters and begin to make marks with pencils and crayons. They learn the purpose of print and develop language skills through role-play, in the writing area for example. Older pupils learn to form their letters and recognise and write their name. On occasions, work sheets are completed and coloured at the expense of more opportunities to begin to write for themselves. They learn to use books sensibly and enjoy well-told stories. By the time they enter the reception class most pupils know 'title' and that stories start at the front of the book. This work is extended as pupils grow older and join in the reading of a 'big book' together and begin to recognise words and phrases. 'The Hungry Caterpillar' proved a well-loved stimulus for listening, reading and writing. Teaching here was particularly effective and excellent supporting resources were used. Higher and average attaining pupils read simple books by themselves. They tackle new words using sound and picture clues and the sense of

the story. By the end of the reception class higher attaining pupils attempt to write words by their sounds, average pupils make simple attempts at words and lower attainers are gaining further mark making skills and make attempts to copy letters. Opportunities to develop writing skills through role-play and a class 'office' for example are limited through the lack of space. The number, quality and range of books in the Foundation Stage are satisfactory.

55. Pupils make good progress in mathematical development and teaching is good. In the nursery all opportunities are taken to count and match. Number songs feature well and pupils learn to count to ten and back in this way. Pupils learn the concepts of volume and mass when working with sand and water although this work is limited by lack of space. Skills continue to develop in the reception class. Pupils used a large number line to consolidate the ordering of numbers to ten. A game was well used to enliven the lesson and to increase speed of response. Language skills relating to number were clearly demonstrated when pupils answered in whole sentences – “I think number four comes before number five”. Higher attainers order numbers to 20 and sort dominoes into sets of 'more than' and 'less than'. They were challenged by what they should do when the number was exact and eventually decided to place the domino in the middle. Average pupils order numbers to 15 and pupils with lower attainment worked with a teaching assistant to order numbers to ten. Most pupils are in line to attain the national Early Learning Goals.
56. Progress in knowledge and understanding of the world is satisfactory. Provision is limited by space in the nursery and by shortcomings in equipment, particularly large and small construction equipment. In the nursery children investigate the properties of sand and water. They learn about the weather, the seasons and special times such as Advent. They use a computer and explore the small worlds of a plastic house and garage set. They enjoy the role play area which, at the time of the inspection, was a nativity scene and children dressed up to act the story to a tape. In the reception class skills are extended and children are introduced to the early skills of science and history for example and the world of nature. Planning and resources do not indicate specific opportunities to learn about the culturally diverse society in which we live. Teaching is good within the limits of the provision and children are in line to meet the national requirements at the end of the Foundation Stage.
57. Progress and teaching in physical development are good and pupils meet the required levels. Nursery pupils have access to a secure outdoor area that is also used by children in the reception class at playtime. Here they climb, crawl through barrels, jump and balance. Opportunities for more creative activities are limited by the lack of equipment such as large blocks for building structures. Children use pencils, paintbrushes and scissors regularly and learn to control items on the computer screen by using the mouse. In the reception class children enjoyed a dance lesson where they made up suitable movements to match the mood of the music. They chose running, swaying, walking and even finger movements. Pupils become more adept at using equipment but both the nursery and reception classes lack tools for working with wood.

58. Creative skills develop well in the Foundation Stage although on occasions pupils colour-in and cut round commercial worksheets at the expense of more creative work. The lack of space in the nursery limits the full range of experiences being available but the teachers try to give as much variety as possible. Children use paint and learn the names of colours. During the inspection they printed with sponges to make a bag for Christmas. They experimented with swirling gold, silver and white into their paint and were delighted with their efforts. A range of good quality musical instruments provided opportunity for children to experiment with sound. One small boy with very limited language development was observed making quiet noise to accompany his 'playing'. Skills are extended in the reception class and pupils use paint and collage in a variety of ways. The finger paintings based on Monet's 'Water Lilly Pond' were of particularly good quality. The music lesson demonstrated children's knowledge of the names of simple instruments and the ability to use them to make loud and soft sounds, for example and copy sounds in a sequence. Creative work based on large construction apparatus and in designing and making with recycled material, wood and clay, for example, is hindered in both classes by the lack of equipment and materials. Most pupils' attainment meets the requirements of the national Early Learning Goals.

ENGLISH

59. There have been some good improvements in attainment in English. Attainment in English is in line with national expectations by the age of 11. By the age of seven it is below national expectations. At the end of Key Stage 1 the results of the National Curriculum tests in reading and in writing in 2000 were well below the national average and below that for schools with similar intakes of pupils in reading and well below in writing. However inspection findings show that present Year 2 pupils are achieving the expected levels in reading and show a significant improvement in writing skills, although still below expected national standards. The most recent National Curriculum test results at the end of Key Stage 2 show that standards were in line with schools nationally and above those in similar schools. This represents a significant improvement since 1999. The number of pupils reaching higher levels is showing some improvement. Evidence from the inspection confirms this trend. Overall there are no significant differences between girls' and boys' results, or those of pupils from different ethnic groups. The three pupils speaking English as an additional language are fluent speakers of English. In both key stages there is a significant difference between attainment in reading and that in writing, particularly for boys. The school has recognised the weakness in writing skills and has recently put strategies in place to raise achievement and this is beginning to take effect. The overall attainment of pupils by the end of Key Stage 2, when compared with the below average attainment on entry to the school, indicates that pupils make good progress. At both key stages, all pupils, including those with physical and learning needs, are making good progress and the good use of learning support assistants has a significant effect on these pupils' learning.
60. Pupils' speaking and listening skills meet national expectations by the age of seven. Teachers provide many opportunities to promote spoken language. In Year 1, pupils made very good progress when they were engaged in role-play related to their class reading text, using finger puppets to represent the characters. Year 2 pupils spoke clearly and confidently when presenting the Advent theme for worship for the whole school and parents. In both key stages teachers encourage pupils to respond to questioning in complete sentences and the concluding sessions of the literacy lessons provide opportunities for pupils to present their work to the class and to express opinions. Good class management throughout the school is ensuring that pupils' listening skills are well developed. By the age of 11 pupils speak clearly and their attainment meets national expectations. They listen well in class and answer

questions and hold conversations with appropriate maturity.

61. By the age of seven pupils' reading skills are in line with national expectations and progress is good. A small number of higher attaining pupils is reading well above expected levels with confidence and enjoyment. They find information in simple reference books, using the contents and index. Pupils of average attainment read books that present them with appropriate challenge. They recognise many words in the text and use the sounds of letters to tackle unknown words. They talk about the characters and plot. Lower attaining pupils read simple repetitive texts. They recognise a number of 'key' words and sometimes use their knowledge of initial sounds to attempt new words. In Year 1 pupils made significant progress in reading when they worked together to build three and four letter words, using letter cards. Pupils continue to make good progress in Key Stage 2. Most pupils show a positive attitude to reading and enjoy talking about what they have read. Within literacy lessons they use dictionaries competently to support their work. By the age of 11 pupils are reading a variety of texts and most choose books appropriately for their level of competence. When discussing the shared reading text of Ted Hughes's poem, 'The Warm and the Cold,' pupils were able to show their understanding of figurative language as they explained why the poet had compared 'sweating farmers' to 'oxen on a spit'. Lower attaining pupils generally read for literal meaning. Higher and average attaining pupils use reference books, CD-ROM and the Internet to locate information, picking out and summarising main information points and these skills are being developed by other pupils, with support. The development of library skills is unsatisfactory because, at present, there is no working system for the classification of books to support them. This has not improved since the previous inspection.
62. Although standards in writing are still below national expectations by the age of seven, present pupils between the ages of five and seven are making good progress and standards have improved. In Year 2 higher attaining pupils are developing a good narrative style using 'story language' when appropriate. Their use of capital letters and full stops is normally correct and they are beginning to use commas, speech and exclamation marks. Average attainers can retell stories, such as Goldilocks, confidently and are beginning to punctuate sentences accurately. They spell simple known words correctly and show a good understanding of the sounds of letters to tackle unknown words, for example, 'muvin' and 'metl' for 'moving' and 'metal'. With support, lower attaining pupils and pupils with special educational needs can write simple sentences. Handwriting for all pupils is becoming consistent in formation and size. By the age of 11 most pupils show the ability to write in a variety of styles and for different audiences, for example newspaper reports and diary entries. Their work shows the development of more complex sentence structures and the correct spelling of more complex words. It is mainly organised in paragraphs. Lower attaining pupils can write in sentences which are usually grammatically correct. Their work is generally less adventurous in vocabulary and style than that of other pupils. Writing is more lively and imaginative when stimulating starting points are used, for example Shakespeare's play, 'Macbeth.' Pupils' work across the key stage shows that opportunities are not given consistently to allow pupils to plan, re-draft and refine their own writing and these skills are not being developed appropriately. Handwriting practice is carried out regularly and most pupils can write neatly using a cursive, 'joined' script. However the school's handwriting policy is not adhered to in all classes and some pupils do not transfer these skills to their other writing tasks and are still printing.

63. The positive relationships established by teachers enable pupils to develop good attitudes to their learning and this results in good behaviour in lessons. Many pupils show an eagerness to learn and are keen to respond to teachers' questioning. A good degree of independence is shown when reading and writing, for example using knowledge of letter sounds or dictionaries to aid spelling.
64. The quality of teaching is good, with all lessons being satisfactory or better and 83 per cent good or better. In Key Stage 1 all lessons were good or better. In Key Stage 2 75 per cent of lessons were good or better and the remaining one satisfactory. Teaching has improved since the previous inspection and is a major factor in the rise in standards. Planning shows clear objectives. Tasks are planned to take account of pupils' prior attainment and to present challenge, resulting in pupils making an effort to learn. Lessons generally proceed at a good pace, enabling pupils to stay on task. Teachers and assistants teach basic skills of reading and writing well. They use effective questioning techniques to develop pupils' understanding of vocabulary. Teaching in a Year 1 lesson was excellent because it incorporated all these positive features, enabling pupils to learn at a rapid rate and to show a high level of confidence and independence. Weaker elements of teaching are the lack of challenge for higher attaining pupils who respond by becoming restless and off-task. Teachers mark pupils' work regularly but there are inconsistencies in strategies used, for example in the identification of, and pupils' response to spelling mistakes. The presentation of work has improved since the previous inspection and is satisfactory.
65. The school has responded well to the National Literacy Strategy and it is being used well to raise attainment. The provision of trained support for targeted pupils involved in the Additional Literacy Strategy is making a significant contribution to their progress. Although in its early stages, the local Early Intervention in Writing initiative is providing good support for some Year 1 pupils. The contribution of other subjects to attainment in literacy is less effective, particularly in writing. In history and geography in Key Stage 2 too few opportunities are provided for pupils to write at length. In science pupils rarely write their own reports. Computers are not used extensively for drafting and re-drafting; their use being limited mainly to the word processing of completed work for display.
66. Management of the subject is good. The school has taken note of weaknesses reported in the previous inspection and has tackled them. The monitoring of teaching, planning and pupils' work, coupled with staff training, have contributed well to the improvement in teaching. Structured schemes have been put in place for spelling and sound recognition and are effective. There is planned time for independent reading each day and pupils in all classes read for homework. Assessment and recording of attainment and progress is good. The analysis of test data and pupils' work has identified the weaknesses in provision for pupils' writing and action is now being taken. The library is small and insufficiently labelled to allow pupils to find non-fiction books easily. Encyclopaedias are dated. The quality and quantity of books are just satisfactory but there is a lack of books to interest boys specifically and to reflect a culturally diverse society. There is a sufficient number of dictionaries in the school but no thesauruses. A satisfactory quantity of resources has been bought to support the teaching of literacy and these are proving effective in promoting learning. The long-term development plan for English indicates that resources will be improved yearly. This year the focus is on increasing the stock of fiction likely to interest boys and the number of non-fiction library books.

MATHEMATICS

67. Standards have improved well since the previous inspection when they were below national expectations at both key stages. The inspection findings are that standards are now in line with national expectations at both key stages. These improvements are due to monitoring of strengths and weaknesses in teaching and learning, in-service training for teachers on the requirements and structures of the National Numeracy Strategy and resulting improvements in teacher confidence and understanding. New materials and published schemes have supported these improvements and most aspects of the subject are now covered. In 2000 the results attained in the National Curriculum tests at the age of seven were average in relation to all schools but above average when compared with schools with a similar intake of pupils. At the age of 11 standards were average in relation to all schools and above average in relation to similar schools. These results are above the average for the Local Education Authority. The number of pupils achieving levels higher than national expectations is rising. There are no significant differences between the attainment of boys and girls or between pupils from different ethnic minority backgrounds. All pupils achieve well in relation to their prior attainment in Key Stage 1 and satisfactorily in Key Stage 2 where the differences in the attainment of average attaining pupils and higher attaining pupils is less marked. The challenge and expectations for this higher attaining group are not yet fully in place and teachers are still insecure in providing opportunities for investigating and exploring mathematics in open-ended tasks and challenges.
68. By the age of seven many pupils have the required strategies to calculate mentally. For example, pupils count forwards and backwards and in doubles at a suitably quick pace. Pupils with higher and average attainment add and subtract and solve simple money problems. They know the names of the months, order them and work out how many months before it is their birthday or consider whose birthday is nearest to Christmas. Those with lower attainment consolidate their understanding of the order of months in a game played with a teaching assistant.
69. By the age of 11, higher and average attaining pupils have a satisfactory grasp of mental arithmetic skills. They identify key words to tackle problems written in words, using all four rules of number. They know and understand mathematical vocabulary such as 'estimate', 'operation' and use these appropriately. They order a mixture of decimal and ordinary fractions and know which are equivalent. Lower attaining pupils tackle less complex word problems based on smaller numbers. Pupils draw and interpret graphs well using information and communication technology skills. For example pupils used a spreadsheet to interrogate data compiled from a survey about healthy eating. They know and understand the difference between different types of graph. They have a suitable understanding of shape and measure although these aspects are not well used in other subjects. Calculators are used appropriately to check answers. There are too few opportunities for pupils to use and apply mathematical skills in other subjects except in information and communication technology. Mathematical investigations are also under-represented in curriculum planning and this limits the opportunities for pupils to extend their knowledge in a variety of contexts and to be challenged to think creatively. The subject leader is aware that this aspect is an area for development.

70. Pupils are interested in their work and respond well to teachers. This is particularly obvious when teaching is at its best and the lesson is lively, fun and challenging. Behaviour is usually good but some pupils find it difficult to concentrate when the teaching is dull or explanations are too long. When insufficient apparatus or worksheets were available and pupils had to share, learning was only satisfactory, as time was lost. Presentation of work is satisfactory, as is the volume of work produced in lessons. Homework plays an appropriate role in pupils' learning and attainment.
71. The quality of teaching is good with all lessons being satisfactory or better and 71 per cent of lessons good or better. Teaching is strongest in Key Stage 1 where all lessons were at least good and one lesson was excellent. In Key Stage 2 60 per cent of lessons were good or better. Since the previous inspection, teaching has been improved by the use and understanding of the National Numeracy Strategy. Teachers have a sound and developing understanding of this way of working and this is effective in raising standards. Teachers are most confident in teaching numeracy and least confident in providing opportunities for using and applying mathematics in other subjects and in mathematical investigations although this is better in Key Stage 1. In Key Stage 2 there is little difference between the work and achievement of higher attaining pupils and average attaining pupils and this and the lack of opportunities to use and apply and to experiment with mathematics is restricting the overall level of attainment for these higher attainers. Teachers' expectations for these pupils are too low. Teachers plan work for pupils with lower attainment and special educational needs well. These pupils are often well supported by classroom assistants and this is effective in improving attainment and achievement and particularly so for those pupils with statements of special educational needs. In the best lessons, the oral sessions were lively, well targeted at different groups of pupils and made enjoyable by the use of games. In the excellent lesson not a minute of time was wasted. Pupils had a pack of equipment required and excellent use was made of items such as number paddles and white boards to add pace and keep pupils' total attention and involvement. A wide variety of teaching strategies was used and pupils were excited and keen and learning was excellent. In a Year 4 lesson the learning objectives were presented to pupils in a series of very small steps, and this, combined with very good questioning skills to consolidate and extend pupils' thinking, enabled pupils to achieve the skill and understanding required to solve simple mathematical problems expressed in words. They were led carefully through the stages of extracting the information required and taught how to decide whether to add, subtract, multiply or divide. The marking of pupils' work is conscientious but does not usually indicate how pupils might improve their work.
72. Co-ordination of the subject is very good. The new subject leader is well qualified and very aware of the strengths and weaknesses in teaching and where the subject needs to develop. There is a good subject development plan to effect further progress and influence school development planning. Both teaching and teachers' planning is monitored and this is used effectively to target weaknesses. Test and other assessment data are used well to monitor the progress of groups of pupils and to target areas of improvement. The co-ordinator has identified appropriately that there is a need to assess and record progress in using and applying mathematics and to develop this aspect further. Resources are satisfactory although in some instances pupils have to share and this causes some waste of time through lapses in good behaviour.

SCIENCE

73. Standards in science are broadly in line with national expectations at the age of seven and below at 11 despite sound teaching. These judgements are different from those given at the time of the previous inspection, when attainment at Key Stage 2 was said to be in line with national expectations and below at Key Stage 1. Since that time there have been a significant number of staffing changes to account for these differences. In the 2000 statutory assessments at the age of seven, the attainment of pupils was below the national average. In the assessments at the age of 11, the attainment of pupils was well below the national average. When compared with similar schools the attainment of pupils is in line with the national average at both key stages. As a result of the good teaching in Key Stage 1, standards are now higher than those reflected by the statutory assessments. Over the last three years there has been a steady improvement in the assessment results at the age of 11. There are no significant differences between the results of boys and girls or between pupils of different ethnic minority background.
74. By the age of seven pupils make simple predictions and carry out investigations to test these using appropriate observation and recording skills. They know about using different senses of the body and are developing their ideas through investigation. In a well planned Year 2 activity, pupils extended their knowledge and understanding of the nature of sound when they used tuning forks to create 'splatter patterns' in paint. Many pupils could link the vibration of the forks with the ringing sounds produced and record their findings appropriately. They know that there are many different sources of light and that sunlight and water are essential for the growth of plants. By Year 1 they have a sound grasp of the main features of a plant, and in a very well taught lesson, a majority of pupils could draw a flowering plant well and label it accurately to show the stem, leaves, flower and petals. By the age of 11 pupils understand what is meant by a fair test and describe where it might be used. However, pupils are given insufficient opportunities to use their ideas to construct such an investigation using this principle. Scrutiny of pupils' work across Key Stage 2 indicates that too often investigation work is insufficiently challenging to allow pupils to succeed at higher levels of attainment and recording of work is too often incomplete and undemanding. In a Year 6 lesson concerned with physical adaptation in humans, pupils were asked to investigate how they could cope with every day tasks when working with only four fingers and no thumb. Another group was asked to investigate the differences in peripheral vision experienced by pupils when using one or two eyes. In both cases pupils were not given sufficient opportunity to design the investigation as a fair test and as a result were insufficiently challenged. There has been insufficient improvement since the previous inspection to raise attainment to the required level. Frequently in lessons pupils' unsatisfactory, and sometimes poor presentation and writing skills combine to slow their progress and lower attainment. Pupils can design and construct simple electrical circuits, draw and label them using appropriate symbols and suggest faults in the circuit when it does not work. They have a sound knowledge of major organs of the body and understand that various life forms depend on each other, as in a food chain.
75. Pupils enjoy their work, particularly when working together during an investigation. They are generally enthusiastic when discussing aspects of their work, show respect for each other, and treat materials and equipment with care. They invariably behave well and show interest in activities. During lessons the progress of pupils is often good in Key Stage 1 whereas in Key Stage 2 it is satisfactory. The progress of pupils with special educational needs is similar but is frequently good when supported by another adult.

76. The quality of teaching is satisfactory. Teaching is good in 50 per cent of lessons and satisfactory in the remainder. It is good in all lessons in Key Stage 1 and always satisfactory at Key Stage 2. No unsatisfactory lessons were observed. This is a similar judgement to that made at the time of the previous inspection. In a majority of lessons teachers plan their lessons well to provide activities reflecting the programme of study and pupils' needs. In the best lessons teachers set clear objectives and make good use of questioning to promote pupils' thinking and challenge them appropriately. They also provide activities that match pupils' needs well and provide sufficient challenge. In a very good Year 1 lesson on plants, pupils were asked to observe carefully samples of flowering plants, then to draw and label them correctly, using terms such as 'stem' and 'petal'. The teacher gave clear objectives, then proceeded to assess pupils' understanding with helpful questions as he moved from group to group. The tasks provided were sufficiently challenging for all pupils to keep them interested and remain on task throughout the session. Very good use was made of two classroom assistants, one of whom worked very successfully with an autistic pupil, using skilful behaviour management techniques that enabled the pupil to remain on task and make satisfactory progress. The other assistant worked with a pupil who was using a colour graphic program to produce labelled drawings of plants on the computer. She also made good use of key vocabulary and as a result, the pupil's confidence in using scientific words increased and she could label the plant successfully. Classroom management is invariably good; pupils' confidence grows and they show enjoyment in their work when receiving a good balance of praise and advice from teachers.
77. The subject is effectively managed. Recent improvements in the subject have been made through the writing of a detailed action plan and plans are in hand for further revision of the scheme of work to incorporate the latest guidance. The use of assessment has recently improved and provides a sound basis on which to monitor progress effectively. Information and communication technology is not used effectively to enhance pupils' use of monitoring of events and data handling during investigations. This was an issue at the time of the last inspection that has yet to be addressed. Resources for the subject are not conveniently stored for easy access by all teaching staff and are inadequate in quality and quantity to meet National Curriculum requirements.

ART AND DESIGN

78. No art lessons were seen during the week as the school teaches art and design in blocks of time alternating with design and technology. Evidence was taken from pupils' work and from discussion. There has been a recent whole school initiative to improve standards in art and the good effects of this are evident in the work on display. The school has introduced the most recent curriculum guidance and an improved variety of media and techniques. The work displayed around the school demonstrates a good standard of attainment and a clear progression of skills and understanding as pupils move through the school. This is an improvement since the previous inspection where standards were considered to be in line with national expectations. By the age of seven, pupils have gained experience of a variety of techniques using paint and crayon. In Year 2 information and communication technology skills are used very effectively as part of a topic on looking at different ways of creating the same picture and also in support of the efforts to create pictures in the style of Mondrian. By the age of 11, pupils create patterns based on the work of Wassily Kandinsky and imaginative work based on 'The Scream' by Edvard Munch. The clay models of hands created by pupils in Year 6 are particularly effective. The knowledge that pupils gain about the work of different artists contributes well to pupils' cultural development but there is too little

attention to the introduction of pupils to art and design of cultures other than those of Western Europe. Visiting artists and visits to art galleries add breadth and enrichment to the basic curriculum. Pupils have work displayed in a local art gallery. The school makes all provision possible for those pupils with special educational needs to participate fully.

79. No judgement has been made on the quality of teaching, as no lessons were seen. The subject leader, who is only recently in post, has a very clear view on the way that the subject can develop further. The quality of pupils' work is monitored through looking at the work on display and in Key Stage 2 from pupils' sketchbooks. The subject leader is aware that these are not yet used sufficiently or appropriately and that this is an area where teachers need to become more confident. Resources for art are satisfactory but the school kiln is not functioning and is too old to repair.

DESIGN AND TECHNOLOGY

80. Attainment is below national expectations at both key stages. This judgement differs from the judgement of the previous inspection report but that judgement related to very little evidence being available at the time. The subject has not, understandably, received focussed attention since that time because of the concentration on initiatives in literacy and numeracy. The lack of resources also limits the full range of experiences that pupils have.
81. By the time the age of seven, pupils handle simple equipment such as scissors, card, glue, paper and butterfly clips to make simple devices and colour these in many designs. In a Year 1 lesson, pupils learned to join card in a variety of ways, and in a follow-up lesson, were making dolls with moveable limbs, building on their previous knowledge. In this lesson many pupils had good cutting skills and could colour their dolls with care. However, by the end of Key Stage 1 pupils have had too few opportunities to develop design skills and their experience of using an appropriate range of tools and materials in different contexts is limited.
82. By the age of 11 pupils have a limited range of skills with which to design and make a variety of products using appropriate materials and tools. In Year 3 pupils have some experience of considering and evaluating packaging for different purposes but have not satisfactorily developed their knowledge in the time available. In Year 4 pupils use simple techniques to produce paper 'pop-up' characters but in doing so have insufficient experience of designing for a specific purpose and product or of using measurement and measuring tools to best effect. In Year 6 pupils have produced shadow puppets and oven gloves using a limited range of fabrics and tools. Although the finished products were of satisfactory quality pupils' attainment in designing their products for specific purposes was unsatisfactory.
83. Pupils in lessons seen are interested and well behaved. They show respect for each other and the teacher and take care when using cutting and joining tools.
84. The quality of teaching is satisfactory. Fifty per cent of lessons were satisfactory and 50 per cent good or better. In a very good Year 1 lesson the activity was well planned to build on the pupils' previous experience of using joining techniques, and as a result, pupils could build soundly on their skills and knowledge and make good progress. The class was well managed. The teacher showed great respect for pupils' achievements and as a result they showed maturity for their age and regarded the activity as interesting and purposeful. The teacher used pupils' work well to exemplify certain aspects of quality and in response, other pupils worked well to achieve a similar result.

In a Year 4 lesson the teacher again made good reference to prior learning and used demonstration effectively to show how to make a circular window in paper. The task set had limited opportunity for pupils to practise their design skills although good attention was given to health and safety issues. Effective support was given to a pupil with special educational needs who made satisfactory progress on his item. However many pupils lacked confidence in the task and found difficulty with cutting techniques.

85. Subject co-ordination has recently been allocated to another teacher, who has already acknowledged and itemised areas for development. Resources are poor and have a detrimental effect on pupils' attainment and learning. There are insufficient good quality hand tools and an insufficient range of resistant materials such as wood. Suitable reference books and other artefacts are not available to promote skills in design and evaluation. Suitable furniture and designated spaces for storing easily accessible equipment are not available to support better teaching.

HISTORY AND GEOGRAPHY

86. Only two lessons of history were seen during the inspection, both in Key Stage 1 and one geography lesson was seen in Key Stage 2. Other evidence has been gathered from a scrutiny of work, teachers' planning and from talking to pupils in Years 2 and Year 6 and to teaching staff. Standards in history are in line with national expectations at the end of Key Stage 1 and below expectations at the end of Key Stage 2. This reflects previous findings. Standards in geography at both key stages are below what might be expected for pupils of their age. This has changed since the previous inspection when standards were judged to be broadly in line. Since then the school has necessarily concentrated on improving standards in English and mathematics and the time given to the teaching of history and geography has been reduced.
87. Pupils in Year 2 talk confidently about what they have learned in history lessons. They are developing a good understanding of time and use appropriate vocabulary such as 'a week', 'a year' and 'long ago'. One pupil could explain that what happened in the past is not happening now. Pupils talk about events in their own past and can order them in time. They know some of the ways that life has changed since their grandparents were children; for example that there are more cars and that families now have electronic equipment such as computers and camcorders. In class they show good recall of the story of Florence Nightingale and are beginning to think about how she might have felt on the journey to the Crimea. As recorded at the time of the previous inspection, pupils at the end of Key Stage 2 have not developed a depth of knowledge and understanding of periods studied. Their knowledge of life in Ancient Greece, their present topic, is weak. Pupils know some facts from other periods studied and can order them chronologically. They have a sound understanding of how historical evidence can be gathered but the scrutiny of work does not show a varied range of sources. History is not being taught this term in other Key Stage 2 classes.
88. Little recorded evidence of geography in Key Stage 1 was seen. Year 2 pupils have a limited knowledge of their local environment. When comparing other places they have visited with their own area most pupils talk in terms of 'niceness'; for example, "it has rides and games" when describing Skegness. They show an understanding of physical features such as hills and rivers. Year 6 pupils have remembered little of their work on settlements in Year 5. They show a poor understanding of physical features such as rivers. They lack a depth of knowledge of their own and contrasting localities. Most describe the differences between England and Greece in terms of "they wear sandals" or "they carry things on horses," confusing their study of Ancient Greece with that of the modern country. In most classes in Key Stage 2 written work was

insufficient in depth. In a lesson in Year 5, pupils were developing a satisfactory understanding of different types of settlements and why they were built.

89. In both Key Stage 1 lessons, the teaching of history was good. Both lessons were well planned with clear objectives and well chosen activities, which extended pupils' understanding. Good use was made of learning support assistants working with targeted groups and this ensured that all pupils made equally good progress. In Year 1, pupils were identifying similarities and differences between old and new toys. Resources were well chosen to aid this and skilful questioning encouraged pupils to look closely. Pupils' thinking was challenged; for example by asking, "Is it an old toy because it is dirty?" Both lessons were used well to develop literacy skills. For example, Year 2 pupils wrote about Florence Nightingale's journey in the form of a diary entry. History in Year 6 is not used to provide opportunities to write at length and the work shows no evidence of pupils' own research. Teaching was satisfactory in the Key Stage 2 geography lesson. By using pupils' ideas and extending them the teacher ensured that the lesson was productive. The contribution of geography to pupils' literacy and numeracy skills in Key Stage 2 is underdeveloped and pupils have too few opportunities for writing in different forms or for their own research.
90. Planning for history and geography does not provide teachers with sufficient support and guidance. There is no plan for the development of skills, for example in the drawing and use of different types of maps. The school is aware of this weakness and a new scheme is planned for this year to ensure that the new requirements of the National Curriculum are covered. Information and communication technology is used insufficiently to support the subject. Resources for both subjects are at present inadequate, in particular those to develop fieldwork and map skills in geography and an insufficient range of sources for history to provide pupils with appropriate evidence. The subject action plan indicates the intention that resources will be reviewed before the implementation of the new schemes of work.

INFORMATION AND COMMUNICATION TECHNOLOGY

91. Standards are broadly in line with national expectations by the end of both key stages. This is a good improvement since the previous inspection when standards were judged to be below. By the age of seven pupils handle computers with confidence. They log on and off, use the mouse and keyboard well and know how to save and print their work. They use word processing skills to write simple stories and poems such as those written about fireworks in Year 1 and the work on 'invitations' as part of the 'celebrations' theme in religious education. They design appropriately using geometric and other shapes and have used this skill to produce vibrant and colourful designs based on the work of the painter Mondrian. Between the ages of 7 and 11, pupils continue to make satisfactory progress in lessons and add steadily to their understanding and skills in the subject as they move through the school. Many are beginning to use the Internet confidently as a research tool, and two pupils in Year 6, with the help of a parent, have established a very attractive web site for the school. In a science lesson about adaptation of animals, two pupils successfully used the Internet to download helpful information about animals. They talk with interest about the uses of electronic mail and successfully apply their knowledge, using one of the two Internet ready computers in the school. In Year 3, pupils enhanced their history knowledge by using a CD-ROM simulation program to research the Ancient Egyptians and have used similar programs to consolidate number work in mathematics by identifying, through a modelling program, the number of tens and units in a series of numbers. By the age of 11, pupils have a good knowledge of data handling and manipulation, through the use of spreadsheets. In a Year 6 survey of pupils' eating habits, linked to health education,

pupils successfully logged the frequency with which they ate various foods. They then proceeded to display the outcomes in a variety of attractive graphical forms, including line graphs, bar charts and pie charts. Although no application of control was seen during the inspection, the school has the resources to teach this aspect and planning clearly indicates this as an activity later in the year.

92. Pupils are highly motivated when using the computer and often show this with a genuine buzz of excitement at what they can do. When using computers, more able and less confident pupils sit together and show high level of co-operation and mutual respect. Pupils' behaviour is invariably good. They listen carefully, follow instructions well and treat computer equipment with due care and respect. All pupils, including those with special educational needs, make good progress in the subject.
93. The quality of teaching is good at both key stages. It is good or better in 67 per cent of lessons and satisfactory in the remainder. Staff have successfully improved their computing skills since the previous inspection and many show confidence and enjoyment teaching the subject. Although few lessons were observed, in those seen, the quality of teaching was good in both key stages. This is a significant improvement since the previous inspection when the quality of teaching was judged to be unsatisfactory. Teachers show a good grasp of computers and software in both key stages. They use this knowledge well by setting clear objectives and explaining how pupils should proceed. In a good Year 6 lesson, pupils were learning how to interpret the data they had compiled from a previous survey. The teacher used good knowledge of the software during the introduction to question pupils skilfully, reminding them of how the data had been compiled and using pupils' own knowledge of the software to describe to others in the class how they should proceed. Pupils listened well to the instructions, which were well understood and helped them to proceed with the activity. Teachers invariably manage their pupils well. In a Year 3 lesson, where pupils were being taught how to use a simulation program, the teacher had high expectations of behaviour and used his own enthusiasm for the software to motivate the pupils. Consequently they listened well for most of the time and were keen to respond to questions.
94. Teachers and pupils make good use of the computer and colour printer based in each classroom. Key Stage 2 pupils also regularly use two networked, modem-linked computers. Although the single computer per classroom is being adequately used as a teaching resource, the school recognises that it is difficult to develop pupils to their full potential without additional facilities. The head teacher and governors, together with the subject leader are exploring the best way of locating a computer suite in under-used accommodation in order to achieve this end. The subject is well managed by an enthusiastic and recently appointed co-ordinator who has high expectations for the subject. He has taken advantage of recently provided training to disseminate good practice to other staff, who have also benefited from the recent government sponsored training. He is aware that the assessment procedures in the subject are inadequate and plans to rectify this in the near future with support from the Local Education Authority.

MUSIC

95. By the end of both key stages attainment meets national expectations. This is an improvement at Key Stage 2 when standards were judged to be below national expectations at the time of the previous inspection. Although only one lesson was seen, in Key Stage 1, other evidence was gathered from a Key Stage 2 hymn practice, worship, music books, composition tapes and extra-curricular activities.
96. In Key Stage 1 pupils are developing an appropriate awareness of rhythm and pattern in music. By the age of seven pupils clap correctly to rhythm patterns demonstrated by the teacher. They are beginning to work together to compose 'weather pieces'. A recording of their vocal compositions shows an awareness of the elements of music such as pitch, tempo and dynamics as they use their voices to represent soft and heavy rain, lightning and thunder. In the lesson they use their knowledge of a variety of tuned and untuned instruments to choose those which would best represent the sounds of different types of weather. With support, they create graphic scores by using their own symbols for each sound. Each key stage has singing time when classes come together to sing a range of hymns and songs. The quality of singing in Key Stage 2 is very good. Pupils sing with clear diction and adjust pitch and tempo to the type of song or hymn. This very good singing was also evident in whole school worship and in the choir practice, when pupils sang holding different parts. By the age 11 pupils compose and have written musical scores, using both non-standard and conventional notation, which they have played and recorded. They perform and evaluate their pieces within the class.
97. Pupils' attitudes make a good contribution to their learning. In Year 2 they showed good concentration and became very involved in the task, working with real enthusiasm. Pupils throughout the school enjoy the opportunities to sing.
98. The quality of teaching seen in Year 2 was good. The lesson was well planned and organised to ensure that all pupils were fully involved. The lesson objectives built on pupils' previous experiences with their voices and instruments. Classroom assistants and a student were well primed to enable their groups to compose and write the score. This, along with their confidence and enthusiasm, ensured that pupils made good progress in a challenging task. In both the hymn and the choir practices clear teaching points were made to improve quality.
99. The provision for music has improved since the previous inspection. A new scheme of work has recently been put in place which gives appropriate structure and guidance for non-specialists and which ensures coverage of all aspects of the National Curriculum programmes of study. Pupils have the opportunity to listen to and to discuss a range of music and this make a sound contribution to their cultural development. The school has identified the need to widen pupils' knowledge of music from other cultures but has not yet begun this work. Worship is enhanced by the musical contributions of a school governor, who also accompanies the school choir. The choir, with over forty regular members from Key Stage 2, makes a valuable contribution to whole-school singing. There is now the opportunity for older pupils to take guitar tuition with staff from the local music service and pupils in Years 3 and 4 can learn to play the recorder.

PHYSICAL EDUCATION

100. The previous inspection report identified no areas of concern and standards have been maintained. Pupils' level of attainment is in line with that expected at the end of both key stages and pupils are achieving satisfactorily. Although most lessons taught during the week of the inspection were gymnastics, planning shows that pupils are offered the full range of opportunities required by the National Curriculum. Pupils in Key Stage 2 experience outdoor and adventurous activities on their residential visits. Over 85 per cent of pupils in the previous Year 6 were able to swim 25 metres when they left school.
101. In Key Stage 1 pupils begin to be aware of space. Pupils in Year 1 improve their skills in travelling along the floor using hops and different types of jumps. They practise and refine the throwing and catching of large balls and are usually successful. By the age of seven pupils travel and balance in a variety of ways both on and around the apparatus. They perform movements as a sequence and are beginning to work together with partners to combine these. Pupils in Years 5 and 6 continue to explore ways to travel and balance; the progress made as they progress through the school can be seen in their increasing control and fluency of movement as they balance on tip-toe or perform forward and backward rolls. In both classes pupils evaluate their own and others' work in a mature and sensible way.
102. Pupils in both key stages respond well to physical education lessons and their positive attitudes reflect their learning. They show enthusiasm, enjoyment and listen attentively. They carry out instructions well and co-operate effectively in carrying and putting out apparatus and when working together performing sequences. Year 6 pupils spontaneously applauded the efforts of others.
103. Teaching in physical education is good. It is good or better in 75 per cent of lessons and satisfactory in the remainder. Lessons are well planned with clear learning objectives, which build on previous work. Expectations are high. All pupils and teachers were dressed appropriately and routines, including a warm-up period, have been established. Objectives are made clear and this gives pupils a target to achieve. As pupils work teachers assess their performance and make relevant teaching points to improve their movements. In most lessons pupils are used well to demonstrate good examples and techniques to enable others to refine their work. Pupils are encouraged to evaluate their own and the performance of others. Learning support assistants are used well to include pupils with special educational needs in all activities. In the best lessons pupil management was of a high standard and this had a clear effect on pupils' learning and ensured that they were actively involved throughout the lesson. In one noisy lesson a few pupils were off-task for part of the time and were not noticed.
104. The subject is co-ordinated satisfactorily. The provision for extra-curricular sport is good and allows pupils to take part in competitive games. At present football, netball, badminton, rounders and athletics take place at lunchtime and after school according to the season. There are good links with community sports clubs and these enhance provision and develop pupils' skills. Representatives from the local football club coach Key Stage 2 pupils every week. As a result of this, and the coaching ability of the subject co-ordinator, who holds national qualifications, the school has applied for a Football Association charter mark to recognise the quality of football teaching. Staff have benefited from training from the Yorkshire Cricket Club. There are other links with local basketball and rugby clubs.