

INSPECTION REPORT

**ST AUGUSTINE'S C OF E (AIDED) JUNIOR
SCHOOL**

Peterborough

LEA area: Peterborough

Unique reference number: 110853

Headteacher: Mr. S. Cutts

Reporting inspector: Mrs. J. Catlin
21685

Dates of inspection: 18th – 20th September 2000

Inspection number: 224876

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Palmerston Road Woodston Peterborough
Postcode:	PE2 9DH
Telephone number:	01733 563566
Fax number:	01733 563566
Appropriate authority:	Governing Body
Name of chair of governors:	Father B Gammon
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jenny Catlin 21685	Registered inspector	Mathematics Geography History	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school managed?
Norman Shelley 13762	Lay inspector		How high are standards? b) 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?
Martin Pullen 17346	Team inspector	English Music Physical education	
Alan Quinn 13067	Team inspector	Science Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
Lynn Thorogood 29988	Team inspector	Information and communication technology Design and technology Art Special educational needs	

The inspection contractor was:

PKR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH
Tel: 020 8289 1923/4/5

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Augustine's Church of England Junior School is a six-class school, catering for pupils from seven to 11 years of age. At present there are 180 pupils on roll, which is a small number compared to national figures. Attainment on entry has varied over the past four years but currently is in line with that expected nationally. Thirty-six per cent of pupils are on the school's register of special educational needs, which is well above the national average. The percentage of pupils with statements of special educational need (3.9 per cent) is also well above the national average. Fewer than 2 per cent of pupils speak English as an additional language. This figure is a little higher than in most schools. The proportion of pupils currently claiming entitlement to free school meals is 17 per cent, which is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

St Augustine's Junior School is an effective and improving school. Standards in English, mathematics and science are improving each year and current pupils are now achieving average standards. Teaching is good, with a significant proportion of very good teaching. Good leadership and management give a clear direction to the work of the school. The value for money provided by the school, taking account of the good improvement since the previous inspection and its overall effectiveness, is good.

What the school does well

- Pupils' personal development and relationships are very good.
- Pupils' attitudes to school and their behaviour are very good.
- The teaching of literacy and numeracy is good.
- Provision for pupils with special educational needs is very good.
- Provision for pupils' social and moral development is very good.
- Standards in art are above average.
- The learning environment is very good.

What could be improved

- Design and technology does not meet National Curriculum requirements.
- Further development of long and medium-term curriculum planning.
- The role of curriculum co-ordinators in monitoring teaching and learning.
- Provision to meet the learning needs of the most able pupils.
- The governing body's role in shaping the direction of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The areas for improvement are outweighed by the many things that the school is doing well. The previous inspection, in January 1997, found St Augustine's Junior School to be a well-managed school with well-behaved pupils. The majority of the key issues for action identified at the time of the previous inspection have been dealt with effectively. The improved planning of the curriculum ensures that pupils now make good progress. There is clear use of assessment to inform future learning. Resources have been extended and are now good in all areas except design and technology. There are good opportunities for pupils to show independence, flair and individuality through music, drama and dance. Therefore, the overall improvement in the school since the last inspection is good.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	
English	D	D	D	C
mathematics	E	D	E	E
science	C	D	D	C

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

The above chart shows that standards in English and science were below the national average at the end of Key Stage 2 in 1999. Standards in mathematics were well below the national average. When compared with similar schools, i.e. those schools that have the same proportion of pupils eligible for free school meals, standards in English and science were average and in mathematics they were well below average.

When the school's end-of-Key-Stage-2 results are compared with those of previous years, they show results below national averages. However, results for 2000 show a marked improvement in English, mathematics and science. The proportion of pupils with special educational needs also affects the school's results each year, although the school has been very successful in addressing the needs of these pupils. The inspection findings confirm that current achievement in English, mathematics and science is now average at the end of Key Stage 2. Standards in information and communication technology are satisfactory. Standards in art are above those expected in schools nationally. Standards in geography, history, music and physical education are satisfactory and are in line with those expected for pupils of similar age. Standards in design and technology are overall unsatisfactory.

The headteacher and staff have analysed in great detail the National Curriculum test results for 1999. They have set challenging targets for the next two years in order to raise attainment, particularly in mathematics. Given the recent improvement in standards, there is every likelihood that the school will achieve these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic and want to come to school.
Behaviour, in and out of classrooms	Their behaviour, both in and out of the classrooms, is very good and makes a positive contribution to their learning.
Personal development and relationships	Respect for the feelings, values and beliefs of others is very good. The school puts considerable emphasis on relationships between staff and pupils and, as a result, these are very good.
Attendance	Attendance and punctuality are very good.

The school successfully achieves its aim for pupils' personal and social development. Pupils are courteous to each other and friendly to staff. They relate very positively to each other and work very well together in lessons. The system of rewarding good behaviour, effort, achievement and attendance via merits and certificates works very well. The weekly awards and celebration of pupils' successes add much to their self-esteem, sense of value and determination to continue to merit recognition.

TEACHING AND LEARNING

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

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

Across the school, the quality of teaching is good, with some very good features. It is very good in 17 per cent of lessons, good in 36 per cent and satisfactory in 42 per cent. There is a very small percentage of unsatisfactory teaching. This is an improvement since the previous inspection, when teaching was satisfactory overall. The skills of literacy and numeracy are effectively planned for and are taught well, enabling pupils to make good progress. Particular strengths in teaching include high expectations of pupils, the good use of learning support assistants and the sharing of learning objectives with pupils, so that they are very clear about what they are to learn and how successful they have been. These strengths in teaching enable pupils to make good progress. The teaching of pupils with special educational needs is also good because teachers' lesson planning effectively addresses individual needs and therefore enables these pupils to make good progress. The main weakness in teaching is that, in a few instances, the learning needs of the most able pupils are not always effectively addressed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has developed satisfactory breadth and balance in the curriculum but it is not meeting the statutory requirements fully in its provision for design and technology.
Provision for pupils with special educational needs	This area is a strength of the school. All pupils with special educational needs are well supported and given access to the full curriculum.
Provision for pupils with English as an additional language	There is good support for these pupils, which enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for personal, social and health education is good. The school also makes good provision overall for the spiritual, moral, social and cultural development of its pupils.
How well the school cares for its pupils	The school provides good help and guidance for all its pupils. It has created an environment which is conducive to learning and enjoyment and which has a sense of calm and security.

The school works well in partnership with parents and this was commented on at the pre-inspection meeting for parents. The information which they receive is good overall and parents' involvement contributes positively to the standards achieved and the quality of learning. A particular strength of the curriculum is art. Provision for extra-curricular activities is good. Statutory requirements are met in respect of the curriculum, except for design and technology.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and deputy headteacher are good and this has improved standards since the last inspection.
How well the governors fulfil their responsibilities	The governors' role in shaping the direction of the school is satisfactory and they have a sound understanding of the school's strengths and

	weaknesses.
The school's evaluation of its performance	The school has identified appropriate priorities to improve the quality of education and these are monitored and evaluated against the success criteria of the school's improvement plan.
The strategic use of resources	Overall, the school's resources to support pupils' learning are good. Resources for design and technology are unsatisfactory.

Staff are suitably trained and qualified for teaching in this age group and have between them sufficient knowledge and expertise to meet the National Curriculum requirements. There are sufficient resources in the school to meet the requirements of the National Curriculum and they are used well. The accommodation provides a good environment for learning. The headteacher formally evaluates the cost effectiveness of the spending decisions against standards of work produced by the pupils to ensure good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The progress pupils make • The values and attitudes which the school promotes • The quality of teaching • The school expects pupils to work hard and do their best • The good management of the school • The good standard of behaviour and pupils' self-confidence • Musical and dramatic performances • Communications generally with parents 	<ul style="list-style-type: none"> • The amount of homework • Information about pupils' progress • For the school to work more closely with parents

Inspectors agree with all the positive views expressed by parents. Inspectors do not agree with all of the negative views expressed. A homework policy has been agreed and parents are advised of it. The amount and relevance of homework is deemed to be generally appropriate to pupils' needs. It constructively supplements work in school and helps to develop pupils' independent study skills. Some aspects of the information provided about pupils' progress are good but annual school reports do not adequately describe the extent to which pupils achieve in relation to expectations for their age and ability. Inspectors judge that, whilst further opportunities can be explored, the school goes to considerable lengths to work closely with parents and substantial improvements in communication have been made.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' attainment on entry to the school varies each year but overall has been well below the national average. However, the attainment on entry of the current Year 3 and Year 4 pupils was in line with the national average.
2. For current Year 6 pupils, inspection evidence shows that pupils' attainment in English, mathematics and science will be in line with the national average by the end of Key Stage 2. Attainment in information and communication technology is in line with that expected nationally. Standards in mathematics and science are better than those recorded at the time of the previous inspection.
3. Overall results of the 1999 national tests, at the end of Key Stage 2, show that attainment in English at the expected level 4 was well below the national average, and at the higher level 5 it was below the national average. In mathematics, attainment was well below the national average at the expected level 4, and below the national average at the higher level 5. Attainment in science was below the national average at both the expected level 4 and the higher level 5. At the end of Key Stage 2 in 1999, overall attainment in all three subjects was well below the national average. When compared to 1998, the results in English and science remained the same and in mathematics they were lower. Results in the year 2000 national tests show a very significant improvement in all three subjects, although it is likely that mathematics will remain below average. When compared with the performance of schools with pupils from similar backgrounds, the overall 1999 results for Key Stage 2 show that pupils' performance in English and science was average. In mathematics, pupils' performance was well below average.
4. Over the last four years, the overall performance of both boys and girls in English and science has been below the national average, while in mathematics it has been well below the national average. Trends in performance over the past four years are broadly in line with those recorded nationally. The performance of girls in science is better than that of boys. There is no significant difference between the performance of boys and girls in English and mathematics.
5. The attainment on entry to the school of the 1999 cohort of Year 6 pupils was very low in comparison with the national average. In addition, 33 per cent of these pupils were on the special educational needs register. The well-above-average proportion of pupils with special educational needs affects the school's results each year. The school is very successful in supporting the learning of pupils with special educational needs, who make very good progress in relation to prior attainment. They are identified at an early stage and have detailed individual education plans that clearly focus on areas for improvement and targets to be achieved. Learning Support Assistants provide pupils with a level of support that promotes this very good progress, particularly in the areas of literacy and numeracy.
6. The school's targets, set in conjunction with the local authority, were exceeded last year. Targets have been set for the next two years and represent a challenging but realistic increase in the number of pupils attaining national standards. The school is confident that, with the existing implementation of the literacy hour and the National

Numeracy Strategy, they will achieve these targets, and inspection evidence supports this view.

7. Pupils make good progress overall, both in the lessons observed and as seen in previously recorded work. In almost all lessons observed, progress was at least satisfactory and often good or very good. The school has analysed the 1999 national test results against levels achieved by pupils on entry to the school. This analysis shows that a significant number of pupils added three National Curriculum levels during their four years in the school. This indicates that these pupils made good progress during their four years in the school. Pupils with special educational needs make very good progress as a result of the early identification and support for their problems. Their self-esteem and confidence also improves as they move through the school. A few achieve, or nearly achieve, the national standard in English, mathematics and science at the age of 11.
8. Inspection evidence shows that by age 11, pupils are attaining satisfactory standards in English, mathematics and science. Good standards are achieved in art, while in information and communication technology, geography, history, music and physical education standards are satisfactory. Standards in design and technology are unsatisfactory.
9. Literacy skills are developed well in other subjects of the curriculum, for example in mathematics and history. There are some strategies for the teaching of numeracy skills across the school and across subjects, for example in design and technology.

Pupils' attitudes, values and personal development

10. Pupils are very enthusiastic about the school. Their behaviour, personal development, attendance and punctuality are very good and these aspects are a significant strength of the school. These findings indicate a significant improvement since the previous inspection.
11. Pupils enjoy their experiences and want to come to school. This is evident in their very good attendance, which is above the average for primary schools, and in their punctual arrival for lessons. Many take part in the various activities and sports that are organised and pupils enthusiastically recall visits to museums and an activity centre where they stayed for a week. When asked, pupils find it difficult to think of anything which they do not like about their lessons. They value and trust their teachers and generally have positive, interested and purposeful attitudes.
12. Behaviour in lessons is almost always very good. Usually, occasional inattentiveness occurs only when a part of a lesson is not particularly challenging. Behaviour outside classrooms is very good and, during the last two terms, no incidents of significant misbehaviour in the playground have been recorded, despite the vigilance of the headteacher and supervisors. Conduct is always orderly and pupils are polite and respectful. Relationships between pupils are very good and, consequently, there is no bullying. During pair and group work there is no friction pupils work together amicably and are mutually supportive. In examples of pupils' writing, they comment on how they appreciate their friends who help them.
13. The routines of the school promote self-organisation and pupils routinely tidy away their working materials. Older pupils used their initiative to list things which should be checked to ensure health and safety in school. They thought of, designed and made a trophy to award to the class that is most usefully employed during wet play times.

When called upon to undertake special tasks, such as preparing the hall for assembly, they carry them out very responsibly. Reports are received, from places visited, that commend the behaviour and maturity of the pupils.

HOW WELL ARE PUPILS TAUGHT?

14. Across the school, the quality of teaching is good, with some very good features. It is very good in 17 per cent of lessons, good in 36 per cent and satisfactory in 42 per cent. There is a very small percentage of unsatisfactory teaching. This is an improvement since the previous inspection, when teaching was satisfactory overall and 16 per cent of teaching was unsatisfactory. The quality of teaching in literacy and numeracy is good.
15. In the best lessons, the planning includes details of how the class will be organised for particular purposes, which resources will be needed, and the tasks to be allocated to other adults. The method of recording outcomes for each activity is planned so that pupils can present their results in different ways and so demonstrate a variety of skills. Resources are tidily stored, clearly labelled and offer easy access for the teacher and pupils alike. Care is taken to ensure that the equipment is cared for and that pupils take responsibility for obtaining and clearing away resources. This contributes well to pupils' independent learning skills and to their moral development.
16. In the very few lessons where teaching is unsatisfactory, the weaknesses are either in pupil management or in use of time, which results in pupils failing to make the progress of which they are capable.
17. On occasions, groups are formed in order to give pupils experience of leadership and responsibility by helping other pupils less skilled or knowledgeable than themselves, which makes a positive contribution to pupils' social development. The teachers use a variety of groupings, whether as a whole class, or by ability, friendship, pairs or as individuals. Decisions about the size and formation of teaching groups are based upon the nature of the subject, the learning needs of the pupils concerned or both. Often other adults are used in an instructional capacity with particular groups or individuals; they are well briefed and supported by the class teacher. In teachers' planning for teaching and learning, a very considerable amount of time, both in and out of school, is spent on planning and marking of work. Teachers are aware of the need to obtain and use accurate assessment information in order to provide appropriately challenging work. There is some good practice in evaluating the success of lessons by teachers and this is a distinct improvement since the previous inspection. The best practice includes identifying what progress individual pupils have made and how the methods and content for the next lesson need to be adjusted as a result. Overall, this is done well across the school. However, the most able pupils are capable of greater progress. The work that they are sometimes asked to complete is, on occasions, more of the same exercise rather than an extension of their knowledge.
18. Overall, the skills of literacy are now effectively planned and taught and teachers are competent in the teaching of phonic skills. Opportunities to develop literacy skills in other areas of the curriculum are not always taken, mainly because they are rarely considered in lesson planning. The teaching of numeracy skills is generally good. The quality of teachers' lesson plans has improved since the previous inspection: they now use the objectives set out in the Literacy and Numeracy frameworks and provide for good gains in pupils' learning.
19. Overall, teachers have a good understanding of the National Curriculum in all subjects. Teachers throughout the school encourage pupils to take reading books home and

homework is used very effectively by teachers to support pupils' learning, particularly in reading and mathematics. A very positive aspect of teaching across the school is the very good classroom management and discipline, which all teachers maintain. There is a consistent approach to behaviour, which enhances the quality of pupils' learning. When marking pupils' work, teachers assess the work thoroughly and constructively and their comments are usually sufficiently diagnostic to help pupils to understand how to improve. There are some satisfactory medium-term written curriculum plans. These provide an effective framework for teachers' lesson planning and ensure progression across and through year groups.

20. Good teaching meets the needs of pupils with special educational needs. Learning support assistants assigned to support individual pupils are well trained, carefully briefed and have positive working relationships with teachers and pupils. These assistants are experienced in many techniques, and consistently give very good and committed support. Pupils are given work well matched to their needs, both when inside the classroom and when they work in smaller withdrawn groups with special needs staff during literacy and numeracy hours. Individual education plans are regularly reviewed by the special needs co-ordinator in consultation with teachers and are kept readily available. Teaching in class lessons in the foundation subjects is suitably modified to suit the individual plans and differentiated tasks are provided to promote the learning of special needs pupils.

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

21. The school has developed satisfactory breadth and balance to the curriculum but it is not meeting the statutory requirements fully in its provision for design and technology. It is meeting requirements in the core subjects, English, mathematics and science. Nonetheless, subjects such as design and technology and information and communication technology would benefit from an increased allocation of time. The teaching of Italian within the school day, whilst broadening the curriculum, puts further strains on the timetable and the quality of this provision is unsatisfactory. The time allocated to registration has not been rationalised to indicate what part constitutes teaching time. The delivery of the curriculum is restricted somewhat by the lack of an overall, comprehensive long-term plan for foundation subjects across the whole school, from which to draw middle-term and thence short-term, planning. Therefore, the school cannot guarantee that all areas of study are effectively covered. There are plans to combine this with the completion of the integration of Curriculum 2000, which is already under way. It is intended that this will add greater consistency to what is taught and enable coverage of the various curriculum areas to be monitored more closely. Overall, there is equality of access to the curriculum for all pupils.
22. Provision for pupils with special educational needs is very good throughout the school. They have equal access to all aspects of the curriculum, which is adapted appropriately to ensure that they make the best progress possible. Assessment takes place regularly and individual education plans are revised frequently. Movement up or down the levels, or removal from the special educational needs register, is considered at regular intervals for each pupil.

23. The curriculum available to pupils is extended through a range of extra-curricular opportunities, which includes clubs for football, netball, recorders, guitar and drama. A variety of field trips and outings is organised in science, history, art and religious education. In the summer term, booster classes are organised through the local education authority to support Year 6 in its preparation for the National Curriculum tests.
24. The curriculum is further enriched through the many other activities, projects and charity work which, in one way or another, involve all the pupils in the community and further afield. The school has strong links with a residential home for the elderly, which children visit to entertain the residents. They in turn come to functions in the school. Pupils have been involved in design projects associated with Peterborough's millennium celebrations, have taken part in drama festivals and music workshops and have visited galleries and museums. A range of visitors comes to the school to talk to the children.
25. The provision for personal, social and health education is good. There is no policy or programme drawn up, which would assist teachers in monitoring its provision, but essential aspects are integrated into certain subjects. Religious education plays an important part in this provision and includes topics such as friendship, caring for people and, in conjunction with science, care of the environment. There is a focus week each year when a particular theme is addressed. Themes include safety, smoking, and drug misuse. The whole school is taken over during these weeks for activities and displays. Sex education is covered appropriately through a topic on the human body. The policy has been approved by the governing body.
26. The liaison with Key Stage 1 and Key Stage 3 are much improved since the last inspection. During the autumn term, teachers from Year 2 in feeder schools attend lower-school team meetings to discuss the progress of the newly arrived Year 3 pupils. After the National Curriculum tests in Year 6, pupils work in conjunction with secondary schools on Year 7 work. This is supported by the local education authority.
27. The school makes good provision overall for the spiritual, moral, social and cultural development of its pupils. Whilst many opportunities are provided to foster spiritual and cultural awareness across the curriculum, the lack of a structured approach means that others are missed.
28. The provision for spiritual development is good. Daily assemblies, with a distinctive act of collective worship, make a very positive contribution to spiritual experiences. There is a well-structured programme, with weekly themes which reflect Christian beliefs and attitudes. Opportunities for spiritual reflection arise through appropriate use of music, prayer and periods of silence. During the inspection week, the theme was the value of music in praising God, with a different composer being highlighted each day. The pupils play an active part in singing, reading and leading the prayers. Class assemblies take place on Fridays. Religious education is seen as the main contributor to spiritual development but some opportunities also arise in the context of other lessons, such as science, where pupils were seen enthralled by looking at crystals, and in English, during reflections about friendship.
29. The provision for moral development is very good. There is a clear framework of moral values based on respect, tolerance and goodwill to others and this is evident in the way in which pupils respond. These values are the basis for the 'golden rules' posted about the school. Staff provide very good role models and pupils understand what is expected of them in terms of behaviour. Moral questions are often raised in both religious education and assemblies but there are also contributions from other parts of the

curriculum. Issues of bullying are regularly discussed and pupils say there is no bullying in the school. Moral development is also enhanced through support for charities and activities in the community, such as helping the recycling agency prepare teaching materials.

30. The provision for social development is very good. Pupils are provided with numerous responsibilities to develop self-confidence and self-esteem and to demonstrate initiative. The system of monitors gives opportunities to children of all ages to help about the school, with jobs such as preparing for assemblies, setting out equipment, operating tape recorders and projectors and carrying messages. Pupils are encouraged to help each other in class and to relate positively to one another and to teachers and visitors to the school. The many group activities and outings also help to develop social skills.
31. Provision for cultural development is good. The curriculum allows pupils to understand their own culture through English, history, art and the numerous projects undertaken in the community but there is also a range of opportunities to develop an awareness of other cultures. In religious education, the Agreed Syllabus deals with differences of faith and respect for them. In English, pupils read stories about people of other cultures and, in art, the work includes Chinese and Islamic designs and batik. In addition, pupils experience a variety of music from different parts of the world. The fine displays about the school, which include work on creation, "Our Church", Ancient Greece, Lowry's art, and pointillism, all make a significant contribution to the pupils' overall spiritual and cultural development. However, although provision has improved since the last inspection, there is still a need for a more structured approach to the contributions each subject could make towards cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Procedures for child protection are in place and arrangements for pupils' welfare, health and safety are satisfactory overall. All relevant specialist agencies, such as health and social services, support the school and there is adequate provision for first aid. The headteacher and staff are vigilant about safety matters but formal procedures for risk assessment and safety checks are not in place to ensure appropriate rigour and efficiency.
33. Pupils' attendance, behaviour and personal development are very effectively monitored and promoted. The school ensures that pupils and parents fully understand its aims and expectations. Reminders are publicised in classrooms and in the school's various communications. Teachers effectively reinforce discipline and provide opportunities for pupils to use their initiative and take responsibility. The system of rewarding good behaviour, effort, achievement and attendance via merits and certificates works very well. The weekly awards and celebration of pupils' successes add much to their self-esteem, sense of value and determination to continue to merit recognition.
34. Relationships between pupils and all adults in the school are mutually respectful, caring, trusting and constructive. When added to the way in which pupils and their efforts are valued through praise and recognition and the display of examples of pupils' work, an environment is created which is conducive to learning, enjoyment and a sense of calm and security.
35. Pupils are well supported in class by learning support assistants and general assistants. In Year 6, booster lessons are arranged to help those pupils who need extra help to reach the nationally expected level 4 in the Standardised Attainment Tests. The termly targeting system, which has recently been introduced, is a very good feature of

the school. Each pupil is set an academic and personal development target and, additionally, the pupil also chooses a further, third, target. Achievement of the targets is evaluated at the end of each term and, when deserved, a certificate is awarded. Early indications are that this approach is contributing positively to raising standards.

36. The code of practice for pupils with special educational needs is fully in place. The school has effective systems to identify, assess, support and monitor pupils with special needs which enable them to make very good progress. Those with individual education plans are given appropriate and suitably challenging targets which are reviewed regularly.
37. The school has satisfactory procedures in place for monitoring pupils' academic performance and personal development. The school is continuing to address the key issue from the last inspection of improving assessment and recording practice. The school's improvement plan includes recent and current objectives to improve practice and procedures further. Practices linked to the National Literacy and Numeracy Strategies are good. Comprehensive records of both short and long-term achievement are kept and analysis of performance data is being used effectively to monitor pupils' progress and make predictions on expected performance. These procedures have not been extended to all subjects. At present there is some inconsistency of practice. The school is developing a more coherent strategy over the style of assessment, how results are to be recorded and what use is to be made of the data.
38. The close correlation, in English and science, between teacher assessments and the results of the National Curriculum tests shows the use of assessment in predicting performance in these subjects to be good.
39. The use of assessment data to guide planning is satisfactory. Useful meetings are held each week by upper and lower-school teachers for reviewing and planning and issues that arise are brought to full staff meetings. Lower-school teachers also meet Year 2 teachers in the first half of this term to discuss the progress of the current group of Year 3 pupils. The outcomes of these meetings make a useful contribution to monitoring progress and to forward planning. However, there are insufficient links between assessment, schemes of work and lesson plans for the evaluation of curriculum and teaching methods, and their impact on pupils' learning, to be fully effective.
40. Educational and personal support and guidance for pupils is good. Very good progress has been made in establishing target-setting in literacy and numeracy. Whole-class and individual targets have been introduced in the upper school to assist in guiding pupils in what they need to do to improve their attainment. Setting targets for National Curriculum levels, and then relating these to specific learning targets gives pupils and teachers clear practical objectives that can be readily and regularly reviewed. However, the basis for setting the National Curriculum level targets needs to be more clearly defined. The setting of targets has not been introduced in all subjects.

41. The arrangements for personal, social and health education, extra-curricular activities, trips to various places of interest and involvement in the community, for example in charity work, all contribute well to pupils' personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents are very satisfied with the school. The information which they receive is good overall and parents' involvement contributes positively to the standards achieved and the quality of learning. This is similar to the previous report but parents say that there have been significant improvements in the school in the last couple of years.
43. At the parents' meeting, the views expressed were almost entirely positive. Twenty-one per cent of all questionnaires that were sent out were returned and over 90 per cent of all responses were positive. Most parents hold very positive views about the school and they are pleased with the quality of management and the values that the school promotes. They say that teaching is good and pupils are expected to work hard and do their best. Their children like school and behave well. Parents feel generally well informed about the life and work of the school and the pupils. They particularly enjoy the musical and dramatic performances.
44. Some parents are not happy about the amount of homework set. The school says that parents were consulted about homework and, as a result, a policy was agreed. The arrangements for homework are clearly displayed in the school and the work, which is consistently set, constructively supplements schoolwork and helps to develop pupils' independent study skills. Most parents give good support to their children with their work at home and this contributes to better achievement.
45. Some parents say that they are not sufficiently well informed about pupils' progress. There is a formal occasion every term for parents to discuss their children's progress with teachers. The school welcomes parents to come into school at any time if they have any questions or concerns. A system has been recently introduced whereby targets for improvements are agreed with all pupils each term. Details are communicated to parents. Pupils' achievements are evaluated and celebrated at the end of each term. The annual school report is issued a week prior to the summer term meeting for parents. However, whilst the reports give a good account of what pupils know, understand and can do, and also include targets for improvement, they do not make absolutely clear the extent to which pupils meet expectations for their age and ability. They do not, except at the end of Year 6, indicate the levels of the National Curriculum at which the pupils are working or have achieved.
46. A few parents say that the school does not work closely with them. The school goes to considerable lengths to maintain good communications so that parents know, for example through newsletters, what is going on. There are ample opportunities for all parents to talk with school staff and parents are invited to offer their services to the school and many do. They are invited to special events and assemblies. Information is provided about what is taught. Parents are consulted as a group, for example regarding the home/school agreement, and individually about special educational needs or concerns about behaviour. The prospectus and governors' annual report to parents do not, however, comply with requirements because they omit some items of information. The Friends of St. Augustine's successfully organises social and fund-raising events.
47. A significant number of parents places too little importance on the value of attendance at school because they choose to withdraw pupils during term time for the purpose of

family holidays. The pupils concerned lose valuable learning time, which adversely affects their progress. Overall, the partnership between school and parents is developing well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the headteacher and deputy headteacher are good and this has improved standards since the last inspection. Their effective leadership gives a clear and positive direction to the work of the school. Working closely with the staff, they have been successful in developing a dedicated and enthusiastic team, focused on improving the existing standards. They provide guidance for the development of schemes of work, which are now in place for most subjects. These schemes help to promote the improved standards being achieved by the school. The carefully chosen delegation of subject responsibilities ensures that teachers make an effective contribution to the development of the curriculum. Liaison between subject co-ordinators is effective. All members of staff, both teaching and non-teaching, work very well together. Teachers take every opportunity to discuss, share ideas and advise their colleagues. The non-teaching staff are very well briefed about their work and make a significant contribution to both the standards and the welfare of the pupils. The school has clear aims, which promote the development of individual pupils. Targets are set and these are known to, and understood by, pupils. Relationships between all members of the school community are very good and the Christian ethos of the school is appreciated by parents. There is a shared commitment to improvement and the school's capacity for further improvement is good.
49. The governors' role in shaping the direction of the school is satisfactory. They have a sound understanding of the school's strengths and weaknesses and are working to rectify them. However, their role as 'critical friend' to the school is underdeveloped. They have identified priorities, with support from senior management, and are supported by the headteacher in monitoring and evaluating performance against the success criteria of the school's improvement plan, which cover staff development, curriculum development and premises. Several governors have attended various courses.
50. The headteacher monitors teaching and this is of benefit to staff, helping them to evaluate their effectiveness in the classroom, but there is scope for the further development of the existing systems for the monitoring and evaluation of teaching and learning. Currently, no subject co-ordinators are involved fully in this process and therefore this aspect of their role is underdeveloped. The school has identified this area for development and it is being included in its current improvement plan.
51. The management of the special educational needs programme and the pupils' education plans is good. The deputy headteacher is the special educational needs co-ordinator and she is very effective. She provides good support to pupils with special educational needs and is available to advise staff about the identification and assessment of these pupils. The management of the special educational needs learning support assistants is very effective. These capable and willing assistants are of very high quality and are invaluable to the school. They are well trained and closely directed by the special educational needs co-ordinator. Record keeping is detailed and effective. Pupils' files are up to date and the level of detail recorded ensures that pupils' individual needs are met. The register of pupils with special educational needs is also up to date and has been analysed according to need. The interests of the pupils with special educational needs are satisfactorily served by the designation of an experienced governor with responsibility for oversight of the area. Her involvement in monitoring policy and procedures has sharpened awareness of the governors' responsibilities

towards these pupils. The school has good procedures for monitoring the effectiveness of its special educational needs policy.

52. The school's finances are well managed by the headteacher and governors' finance committee, with advice from a local education authority bursar, who visits the school each month. Educational priorities are drawn together in a whole-school consultation process during the spring term, when co-ordinators draw up development plans and budget bids for their subjects. These priorities form the annual school improvement plan and the costs are fed into the budget-setting process. A budget plan is agreed by the governors' finance committee before being presented to the full governing body for approval. The school budget currently has a substantial balance carried forward from the previous financial year. This has accumulated partly as a result of large unexpected refunds from the school's electricity and water suppliers. The school plans to use some of these savings for future information and communication technology development. The school makes appropriate efforts to seek best value when purchasing goods and services. The school office makes good use of information and communication technology in managing the school's financial records and has Internet and e-mail access to local education authority services. The governors are not involved in developing effective mechanisms for identifying and evaluating links between expenditure and educational outcomes.
53. There are sufficient teachers for the number of pupils on roll and all are qualified to teach pupils of primary age. There is a detailed staff handbook which outlines school procedures for new staff and supply teachers. There are curriculum co-ordinators for all core and foundation subjects, with the exception of design and technology. There is also a co-ordinator for special educational needs and for assessment, testing and staff development. Teachers with subject responsibilities regularly take part in their local co-ordinators' forum. Other external courses and school-based in-service training are linked to priorities in the school improvement plan. There is a formal mechanism for evaluating and feeding back on the courses which staff have attended. Two of the teaching staff have undertaken training as school-based mentors for students from Homerton College who work in the school as part of their teacher training.
54. The Standards Fund grant to provide booster classes in English and mathematics for Year 6 pupils was effectively used to employ an extra teacher for seven weeks prior to the end-of-Key-Stage-2 assessment tests in May. Upper-school staff also attended training in implementing the booster classes.
55. There are no formal teacher appraisal procedures in place but the governors are aware that performance targets must be set for the headteacher by the end of the autumn term. They are also aware that implementation of Performance Management for the whole staff is a priority area in the school improvement plan for 2000/2001.
56. The school has a team of ten educational support staff. Learning support assistants are effectively deployed and trained and give good support to the pupils with whom they work. They meet at least once a week with upper or lower-school teaching staff in order to review progress. The school also has 65 hours of general class assistant support. These assistants are not always effectively or appropriately deployed. On some occasions they withdraw pupils from lessons to hear them read at times when they will miss a key teaching session, such as an introduction or plenary.
57. The school's accommodation provides a pleasant and cheerful environment for learning and is well maintained by the caretaker and cleaners. The interior of the school has been recently decorated and all classrooms are carpeted. The present layout of the

building means that three of the six classrooms are not self-contained and are the means of access to other parts of the building. There are also classrooms which have no sinks or water. Storage space is limited and, as a result, the school has had to make use of a small purpose-built studio area as extra storage space for physical education, audio-visual and other equipment.

58. The school has improvised an increase in the amount of hard playground space by preventing vehicular access to the main site and using the extra hard-areas at playtimes. New equipment has been purchased for playtimes and games have been marked out on the tarmac. The swimming pool was recommissioned in 1997 and is used each summer. Year 2 children from the local infant school also swim twice a week in the summer term.
59. Since the last school inspection, learning resources have been audited, and increased funding for new books and equipment has been targeted appropriately through the school improvement plan. In particular, books and resources for the National Literacy and Numeracy Strategies have been a priority and these subjects are now well resourced. However, the resources available for the teaching of design and technology are inadequate.
60. Co-ordinators regularly monitor teaching resources in their responsibility area and are able to bid for extra funding as part of the annual school improvement plan and budget-setting process. The resources are used efficiently to raise achievement and to ensure best value for money; for example, the school makes effective use of the money allocated to support pupils with special educational needs and, as a result, these pupils make very good progress. All other available grants are managed well and linked to the priorities identified within the school development plan. The school has made good use of collecting various product vouchers in order to supplement resources. Extra reading books, dictionaries, musical instruments and physical education equipment have been acquired in this way.
61. There is a good range of reading scheme, and other fiction, books in each class. Non-fiction books linked to current topics are attractively displayed in classrooms. There is a small library area, which has a limited range of books. For example, the science section covers mainly nature and living science but has very few books about the physical sciences.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise the existing standards in the school, the governors, headteacher and staff should:
 - (1) Ensure that the requirements of the National Curriculum are fully met in design and technology; (paragraph 103)
 - (2) Continue to develop long-term and medium-term curriculum planning, particularly in foundation subjects, to ensure progression and continuity in pupils' learning; (paragraph 21)
 - (3) Further develop the role of subject co-ordinators in the monitoring of teaching and learning; (paragraph 50)
 - (4) Ensure that the needs of the most able pupils are consistently addressed in teachers' lesson planning; (paragraphs 70, 81 and 85)
 - (5) Further develop the governing body's role in shaping the direction of the school. (paragraph 49)

In addition to the key issues above, minor areas for development should be considered for inclusion in the action plan:

- a) Include opportunities to develop pupils' literacy skills in other areas of the curriculum; (paragraph 18)
- b) Review the provision of Italian as part of the curriculum; (paragraph 21)
- c) Ensure that general classroom assistants are effectively deployed; (paragraph 56)
- d) Review the withdrawal of pupils from the introductory and review sessions; (paragraph 56)
- e) Consider extending the range of books in the library; (paragraph 61)
- f) Ensure that all aspects of mathematical knowledge, skills and understanding are covered; (paragraph 79)
- g) Review the use of worksheets in science. (paragraph 84)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	36	42	5	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	180
Number of full-time pupils eligible for free school meals	n/a	30

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	n/a	7
Number of pupils on the school's special educational needs register	n/a	64

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	11
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.8	School data	0.7
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	16	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	19
	Girls	13	9	12
	Total	26	20	31
Percentage of pupils at NC level 4 or above	School	60 (63)	47 (55)	72 (53)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	17
	Girls	12	13	13
	Total	24	24	30
Percentage of pupils at NC level 4 or above	School	56 (55)	56 (58)	70 (61)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	0
White	176
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	25.4
Average class size	30.5

FTE means full-time equivalent

Education support staff: Y3 – Y6

Total number of education support staff	12
Total aggregate hours worked per week	216.75

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	316,712
Total expenditure	304,204
Expenditure per pupil	1,800
Balance brought forward from previous year	38,227
Balance carried forward to next year	50,735

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	172
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	41	0	2	0
My child is making good progress in school.	49	41	5	0	5
Behaviour in the school is good.	22	62	14	0	2
My child gets the right amount of work to do at home.	19	57	11	11	2
The teaching is good.	36	54	5	0	5
I am kept well informed about how my child is getting on.	27	42	24	2	5
I would feel comfortable about approaching the school with questions or a problem.	55	36	2	5	2
The school expects my child to work hard and achieve his or her best.	49	45	2	2	2
The school works closely with parents.	30	43	22	0	5
The school is well led and managed.	50	36	0	0	14
The school is helping my child become mature and responsible.	30	53	11	3	3
The school provides an interesting range of activities outside lessons.	43	36	16	0	5

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

ENGLISH

63. Results of the 1999 National Curriculum tests and teacher assessments in English show that attainment by pupils at the end of Key Stage 2 was below the national average for that year. The number of pupils achieving above the expected level was also below the national average in both tests and teacher assessments. Pupils' results were also below the average for similar schools. However, evidence based on these pupils' below average attainment level on entry to the school in 1996 shows that they had made satisfactory progress during their time in the Junior School. End-of-Key Stage-2 English results have varied during the last four years but the overall trend has been one of improvement. The target agreed with the education authority for 1999 was exceeded.
64. At the time of the inspection, there was no available national data for the Year 2000 end-of-key-stage tests to enable comparisons to be made with national standards and similar schools. However, the school's improvement in these tests has been very good and attainment in the English tests is likely to be above the national average and well above the average for similar schools. Test results have far exceeded the agreed target for the year 2000. In the 1999 and 2000 tests, scores in writing were well below scores in reading. The difference between the test scores of girls and boys is not significantly different from the national average.
65. By the end of Key Stage 2, pupils read confidently from a range of texts at a level which is at least satisfactory for their age. Progress in reading by pupils in Years 5 and 6 has been good. This is the result of good teaching. More than half of the pupils in both years were achieving below the expected level when they joined the school in Year 3. They are now at a level which is in line with national expectations. The school places a strong emphasis on developing reading. There is an extended silent reading time during afternoon registration. Teachers and classroom assistants regularly hear pupils read, effective use is made of the additional literacy support programme carried out by trained assistants, and regular reading at home is noted in a reading-record book. Pupils are able to describe how to locate information in the library using subject classifications, a table of contents or an index. Some Year 6 pupils are also able to describe how to use the Internet to find information for a history topic.
66. In Year 6, pupils' writing shows good progress over the year. The quality of handwriting and presentation is good and spelling and grammar are generally accurate. Work is at least satisfactory and often good, as pupils are encouraged to write for a range of different purposes and expectations are high. The more able pupils are being appropriately challenged. In Years 3, 4 and 5, writing is dominated by a high proportion of grammar and comprehension exercises which help average and below average attaining pupils to make satisfactory progress. However, pupils' individual writing in these year groups is mainly narrative and they are not given sufficient opportunity to write for different purposes (e.g. letters, poems, reports, diaries, instructions, playscripts, descriptions and arguments). The evidence of pupils' work and some observed lessons shows that they have usually covered the same work and the most able pupils are not being sufficiently challenged. Where pupils are encouraged to use their imagination, writing can be unusual and creative. In one lower school mathematics display a pupil had described rectangles as "long thin shapes – it is like they have been in a car crusher." Throughout the school, pupils with special educational needs and those with English as an additional language make good progress.

67. Speaking and listening are strengths across the school. Pupils are mostly confident and willing to talk, express opinions, listen to each other and respect each other's views. This was observed in almost all literacy lessons, but also in other subjects and around the school. The school's improvement in the development of speaking and listening is a reflection of the many initiatives taken since the last inspection's recommendation 'to improve opportunities for pupils to show independence, flair and individuality in their learning'. There are many opportunities for children to take part in drama in their own class assemblies and school productions.
68. Teaching in English is good or very good in three-quarters of lessons, with only one being less than satisfactory. Teachers have good subject knowledge and plan from the National Literacy Strategy framework. At the beginning of literacy lessons the shared reading and text-study work is well taught. Pupils read aloud individually or together and teachers use questions skilfully to check their understanding. They encourage pupils to think about what they have read and to share responses and opinions. The Additional Literacy Support programme is extensively used in Years 3 and 4 and trained learning support assistants concentrate on developing phonic awareness with small groups of pupils whose reading is still weak. However, there is no evidence of teachers using phonics to help pupils to decode words which present difficulties.
69. In the very good teaching there are clear objectives, lessons have good pace and the work is challenging. In one Year 6 lesson, pupils discussed the characters and descriptive language in an extract from '101 Dalmatians'. Expectations are high, the teacher and pupils use technical language appropriately (e.g. genre, alliteration, and onomatopoeia) and there is an emphasis on clarity and precision of language. Where teaching is unsatisfactory, objectives are unclear, so that pupils are not properly engaged in the task. Pupils' work becomes careless as they lose interest in the lesson and become unsettled.
70. English is taught across Years 3 and 4 and Years 5 and 6 in ability groups. Pupils in the lower ability groups are well taught and make good progress. Learning objectives are appropriately set for different levels of ability and children with special needs and those with English as an additional language are well supported by classroom assistants. In the other groups in Year 3 and Year 4, the most able children are not sufficiently challenged.
71. Classrooms are well managed and pupils' attitude to their work is very good. Pupils settle quickly, join in lessons willingly and enthusiastically and already (very early in the new school year) move quickly and sensibly for the different activities in the literacy hour. Parents are mostly supportive of the homework programme for English. Pupils' daily reading at home is usually logged in reading records and pupils learn spellings for a weekly test.
72. Teachers keep their own records of pupils' progress, meeting regularly with support assistants to discuss the progress of pupils with special educational needs. Diagnostic tests are used during each year to assess children's reading levels and one piece of writing per pupil is assessed each term and moderated across the school in order to check standards and track pupils' progress year on year. Examples of these pieces of writing are kept in a school portfolio as an aid to teachers' assessment practice. The English co-ordinator has identified the weakness in pupils' writing and has started to set individual target levels for writing for each pupil in the school. As a result, each pupil has at least one target to improve writing on her/his own personal target sheet. These target sheets are shared with parents and school certificates awarded when targets are met.

The school is using assessment data from Year 4 and Year 5 tests in order to predict the end-of-Key-Stage-2 test results and to target additional support, such as Year 6 booster classes.

73. The English co-ordinator has taken part in a wide range of relevant in-service training and gives a strong lead to the subject in the school. The National Literacy Strategy has been introduced and is generally being taught with confidence. There is a recent and detailed policy for English, which contains comprehensive lists of the good range of graded reading materials that is now available to teachers. The co-ordinator has been able to carry out some monitoring of teaching but has not yet monitored standards of work across the school.
74. Since the last inspection, resources have been audited and, in the last two years, substantial sums of money have been targeted towards group readers (fiction and non-fiction) for the National Literacy Strategy, a new spelling scheme and general reading books for class libraries. The accommodation and resources are generally well used for the teaching of English, although use of information and communication technology was observed in only one lesson. Teachers who are using big books for shared-text work would benefit from a proper easel rather than struggling to balance the book on a chair or desktop.

MATHEMATICS

75. Pupils' attainment in the end-of-Key-Stage-2 national tests was well below the national average in 1999. Results from national tests in 2000 indicate that, although there has been considerable improvement, the percentages of pupils reaching the expected level 4 or the higher level 5 are likely to remain below average. The school exceeded the target set with the local authority for this year. From the evidence seen in lessons and in work analysis, the attainment of pupils in the current Year 6 is in line with the national average. The school has found that pupils entering the school start from a very low mathematical base. However, good teaching has ensured that most pupils now achieve standards at age 11 in line with those found nationally. As has been found in the past, there are no significant differences between the performance of girls and boys.
76. By the end of Year 6, average attaining pupils confidently divide and multiply four figure numbers by a number less than ten. They ably multiply by two-digit numbers. They competently solve money problems and divide decimals by whole numbers. They effectively construct circles using a compass and correctly identify the radius and diameter. When using and applying their mathematical knowledge, pupils construct scatter graphs to record information they have gathered about distance travelled in a certain time. Higher achieving pupils draw angles and triangles using a ruler and measure the angles correctly using a protractor. Lower attaining pupils correctly multiply two-digit numbers together and understand simple equivalent fractions. Pupils with special educational needs make good progress towards the targets on their individual education plans. Numeracy skills are effectively applied in other subjects, for example in design and technology, when pupils correctly measure materials used.
77. All pupils make at least satisfactory progress, with many making good progress. The school has figures to support this through their comprehensive tracking of pupils from entry until they leave at the end of Year 6. Forty-eight per cent of last year's cohort increased their attainment by more than two National Curriculum levels. All pupils are making good progress in number work owing to the implementation of the National Numeracy Strategy. Pupils' progress is monitored regularly using the whole-school system for recording how well pupils have learnt each module of work. The keeping of

these records is new. However, it shows pupils' progress clearly and helps teachers set appropriate work for pupils of varying attainment throughout the school and ensures that, for the great majority of time, pupils are challenged in their work.

78. The quality of teaching is good overall with some distinct strengths in Year 6 and Year 3. Teaching is very good in 43 per cent of lessons seen, good in 29 per cent and a similar percentage is satisfactory. The strengths in the teaching are the many well-planned lessons with clear objectives that pupils understand. Teachers have good subject knowledge and explain the objectives of the lesson well to pupils at the start, and towards the end they ask pupils what they have learnt, to check understanding. This was particularly effective in a Year 3 lesson, where there was constant reinforcement to ensure all pupils understood how to add two-digit numbers. This ensured that all pupils made very good progress in their understanding. Pupils always work well in lessons, with many of their tasks, particularly for lower achievers and those with special educational needs, supported by practical apparatus, designed to help them understand important concepts. There is good collaboration when pupils work in pairs or groups. The teachers' enthusiasm for the subject, particularly in Year 6, and positive use of praise give pupils the confidence to give answers during the mental mathematics sessions, to try hard and to enjoy the subject. The brisk pace of many lessons ensures that all pupils remain on task and make very good progress, including those with special educational needs. Pupils' confidence grows and they learn to predict the next number in the sequence or the missing numbers using symbols, such as an empty square or triangle. All teachers have very good relationships with their pupils and this also supports their learning well. The strengths in many lessons are the good pace, very good management of pupils and the consolidation and extension of pupils' mathematical language, which makes a very good contribution to their literacy skills. Further strengths are the very good planned use of learning support assistants to support individual pupils or small groups, the teaching of mental strategies and the implementation of the Numeracy Framework.
79. A weakness of the teaching in otherwise satisfactory lessons is a lack of sufficient focus in parts of the lesson. As a result, pupils are not always clear as to what is expected of them and they, therefore, take time to start working on their own. A further weakness is that the most able pupils are not always sufficiently challenged and are often completing more of the same work rather than furthering their knowledge and understanding. Most teachers have good commercial displays of number lines, number squares and multiplication tables in their room. There is also a good display around the school of pupils' own work in mathematics in order to celebrate their achievements. Although pupils' numeracy skills are being well taught, there is a shortage of work in shape and space and data handling. Whilst this area is not unsatisfactory, it could be better and would extend pupils' understanding in all areas of mathematical development. The school has continued to develop their organisation of setting of pupils for mathematics and this has effectively improved standards.

80. The school is concentrating its efforts on raising achievement to the national expectation of level 4 by the end of Key Stage 2. Last year it ran a booster class for Year 6 pupils, which was successful and 80 per cent of those pupils achieved a level 4 in the national tests. This year the school intends to continue to run these classes for the benefit of all pupils. Pupils in mixed-age classes are making similar progress to pupils in single-age classes. In Year 3 and Year 4, pupils are set for mathematics and, within each set, they are given work that is usually appropriate for their needs. However, the needs of the most able pupils are not always effectively met. In the mixed-age class of Year 5 and Year 6, pupils are given work appropriate for either the higher, middle or lower attainers.
81. There is no up-to-date policy for mathematics that outlines how the subject is to be taught. Mathematics is effectively linked to the Numeracy Framework but there is no scheme of work or mention of National Curriculum requirements in the school's documentation for the subject. There is, therefore, insufficient guidance for teachers in order to guarantee progression and continuity throughout the mathematics curriculum. The co-ordinator has worked effectively with teachers in each class to improve lesson planning. The staff have been suitably trained to implement the National Numeracy Strategy and the co-ordinator has been involved in some monitoring and evaluating of teaching.
82. Targets have been devised in order to raise attainment and address the needs of different ability groups and these have been shared with the pupils and their parents. This target setting, coupled with the tracking of pupils' progress through the school, is a particular strength of the subject and is contributing effectively to raising pupils' attainment. There is no portfolio of annotated, assessed and moderated pupils' work to assist teachers to make consistent judgements relating to levels of attainment. Since the last inspection, the school has spent a considerable amount on new resources linked to the National Numeracy Strategy. Every room has commercial displays of number lines and number squares and there are adequate resources.

SCIENCE

83. Levels of attainment in the end-of-Key-Stage-2 National Curriculum tests in 1999 were below the national average but in line with the average achieved by similar schools. These results are better than those in English and mathematics. This shows a significant improvement in attainment since the last inspection, with girls improving more rapidly than boys. The results in the tests for 2000 show a very marked improvement over those of 1999. A comparison of the attainment levels of those pupils entering the school in 1995 with the levels they achieved in the National Curriculum tests in 1999 shows pupils' progress to have been good. The progress of pupils with special educational needs is also good, the majority having improved by two National Curriculum levels since the end of Key Stage 1.
84. A small sample of lessons was observed but the extensive and thorough coverage of the curriculum in pupils' written work shows attainment to be in line with the national expectations. There is little difference between pupils' work in the topics covered through the key stage but the detail and depth varies between different-attaining individuals. Too much of the work is based on worksheets and copied notes for pupils to show sufficient independence, although there are examples of individual work. Good use is made of differentiated material but a greater range of challenging material is needed. Pupils in Year 3 show a very good understanding of the nature of forces and the effects they might have. This was extended into a well-designed project, linked to

technology, showing a variety of levers with moving parts. Pupils also produced some above average, detailed work on habitats. Younger pupils can use keys to group things into living and non-living things and into plants and animals.

85. By Year 6, pupils can apply more sophisticated rules in classifying vertebrates and invertebrates successfully. At this stage their knowledge and understanding of electrical circuits is much more secure than in earlier years. Above average work was also seen in Year 6 studies on food chains, which shows pupils have a clear grasp of the intricacies of inter-relationships. In work on the respiratory system pupils are able to use their understanding to explain the role of the blood system. In the work seen, materials science was under-represented but, from assessment records, there is no clear indication of significant differences in attainment between this and the physical and life sciences. The range of work in genuinely investigative science is too limited and attainment in this area is below average. In this attainment target the school lacks an appropriate profile of skills built up from a wide range of practical activities. Pupils, including those with special educational needs, make satisfactory progress through the key stage. In the second half of Year 6, a combination of effective teaching and a well-planned revision programme, supported by the local education authority, enables pupils both to consolidate knowledge and to make good progress in this phase. This process has a significant, positive effect on raising attainment in the National Curriculum tests at the end of Key Stage 2 to a higher level than that seen in lessons and written work.
86. Attitudes are mostly good. Some inattentiveness and chatter develop when pupils are unsure of what to do or they are not under close supervision. Pupils are largely co-operative, willing to follow instructions and keep to the tasks set in lessons, but they show an over-dependence on their teachers. This is apparent in the low levels of enthusiasm and inquisitiveness pupils show at times. Pupils' effort and productivity increase when the teaching transmits an enthusiasm and interest and they are involved in challenging work. Such teaching, using an innovative card game, encouraged a class in Year 6, with a wide ability range, to apply knowledge of animals' characteristics successfully in classifying them into class, family and species. A Year 4 class showed great interest in the effect of a weak acid on certain rocks when given the opportunity to experiment for themselves.
87. The quality of teaching is satisfactory overall but includes good features. The teachers' knowledge and understanding of the subject are sound and are used effectively in teaching basic skills. Planning procedures have improved since the last inspection with the adoption of the scheme of work issued by the Qualifications and Curriculum Authority. Clear learning objectives that can be delivered within each lesson need to be established. These, in turn, must be linked to measurable means of assessment so that lessons can be effectively evaluated in terms of pupils' knowledge and understanding. A more precise awareness of these would help to raise standards further. The scheme should include references to how information and communication technology can be better integrated into the curriculum. It is underdeveloped at present. The use of questions to review pupils' recall and promote understanding is largely successful but not enough time is left at the end of a lesson to give a summary of key points. Practical work is generally well organised but thought should be given to group sizes to ensure that each participant benefits fully. The management of pupils is good. They behave well and remain attentive as long as they have clear instructions and understand the immediate objective. Lessons start briskly with clear explanations but the time allocated to each phase of the lesson thereafter is not always well judged and sometimes objectives are not met. There is good liaison with general classroom assistants but their role in direct teaching needs to be monitored more closely.

88. Long-term assessment is good and effectively used in curriculum planning. Attainment and progress are recorded and monitored for performance, based on formal assessment tests, but, at present, standards reached in all four attainment targets are not routinely recorded on the individual record sheets. At present, attainment in only investigative science is included. Day-to-day assessment is satisfactory. Teachers make notes from observations in lessons where issues come to light but assessment is not consistently linked with specific learning objectives to enable teachers to react more immediately to pupils' misunderstandings and improve the monitoring of their progress. The marking seen in a cross-section of pupils' work was minimal. It consisted very largely of ticks, with occasional encouraging comments.
89. The new co-ordinator, appointed since the last inspection, has worked hard to address the weaknesses identified at that time. The recording and use of performance data, planning, progress and standards have all been improved. Science continues to be taught in rooms without sinks and water, when the work clearly requires such facilities. This has some health and safety implications. Resources have improved overall but information and communication technology is under-resourced.

INFORMATION AND COMMUNICATION TECHNOLOGY

90. By the end of Key Stage 2, pupils' attainment is satisfactory and is in line with that expected for pupils in Year 6. Standards generally have been maintained since the last inspection, with a good level of improvement seen in the planning, organisation and leadership of the subject. Whilst levels of attainment and progress are similar to those reported then, there is more clarity about what will be taught and when. Standards of resourcing have not fully kept pace with new developments in hardware and software and, in this respect, the level of improvement is barely satisfactory. However, firm plans are in place for the development of a new computer suite, which will enhance provision and extend the range of opportunities for learning.
91. The school is using the carefully structured plans drawn up by the co-ordinator, which are helping to ensure that pupils build upon what they have already learned and that pupils of the same age in different classes are taught effectively. Coverage of the National Curriculum is sound. There is progression in using word processing packages, and pupils draft, revise and edit work using different fonts. They combine text and graphics and, by Year 6, can import pictures into their work. They have experience of using a desktop publishing package to produce a news sheet. Year 5 and Year 6 pupils construct and use spreadsheets and graphs, which they analyse and interpret. Pupils have very little experience of multi-media work owing to resource limitations, and this is an area for further development. Year 6 pupils are able to discuss the use of computers outside the school context confidently and knowledgeably. They use the Internet to research aspects of topics and projects. Tape recorders, listening posts and overhead projectors are used appropriately to support work in other subjects.
92. The quality of teaching is satisfactory overall, although there were two examples of pupils undertaking activities on computers during literacy and history lessons which did not contribute to the attainment of stated learning objectives for those lessons. Teachers did not always exploit the use of information and communication technology to the full and opportunities were not always taken to utilise the available software. For example, the Encarta CD-ROM was available for use in a history lesson, and would have supported research, but was not used. In the majority of lessons, when information and communication technology activities were included, pupils learned effectively, using appropriate programs and practising and developing skills whilst

learning new material in the context of the lesson. In a Year 4 numeracy lesson, for example, a number-bond program was used to good effect and, in Year 5, pupils with special educational needs made good progress during a literacy lesson when they corrected punctuation and grammar errors in a prepared text. This group of pupils was well supported by a learning support assistant with sound technical skills in information and communication technology.

93. Pupils make most progress when there is direct teaching of skills. They also make progress during independent work, acquiring knowledge and understanding as the need arises. Competence is improved by experience, discovery and collaboration with other pupils.
94. The co-ordinator is experienced and well qualified, and keen to spread his skills and expertise throughout the staff. He has attended many courses and provided in-service training for teaching staff. He has completed an audit of skills and training needs for learning support assistants and general classroom assistants, some of whom have already begun to take advantage of the training sessions he has offered. At the moment there is no time allowance for monitoring and supporting teaching and learning in the subject.

ART

95. Work completed by pupils throughout the school is generally of a higher quality than that found in most schools. This represents a good level of improvement since the last inspection. Standards have been improved by careful and detailed lesson planning and good leadership of the subject by the co-ordinator. Effective additional support from classroom assistants and learning support assistants has also contributed to improvements in standards. Good teaching and pupils' interest in art and design ensure that they experience a good range of stimulating activities, resulting in pieces of work in which they can take pride.
96. A range of work in portfolios, sketchbooks and displays was seen. Three lessons were observed, which varied from satisfactory to very good. The very good teaching was characterised by systematic teaching of skills through demonstration and discussion and careful questioning of pupils when analysing an artist's work. Satisfactory and good teaching included the setting of clear objectives and the demonstration of good subject knowledge. Teachers used appropriate technical vocabulary and expected pupils to do likewise. All lessons were well-planned and well-resourced, with a range of good quality materials, equipment, books and images for the pupils to use. Cross-curricular links were made where appropriate.
97. By the time they are 11-years-old, pupils are able to work competently in a variety of media, including pastels, charcoal, watercolour and ink. They produce high quality work in textiles and are developing skills in such techniques as batik. They draw accurately, with a sense of perspective, and mix colours effectively. Three-dimensional work is included in the planning for each year group, and Year 3 and Year 4 pupils were observed engaged in the making of papier-mâché plates, which linked with their history topic on the Greeks. They were able to evaluate their products and discuss the similarities between their work and the originals on which their pieces were based.
98. Pupils with special educational needs made very good progress in all three lessons observed and most attained at a similar level to the majority of the class. This was largely due to the very good support given by learning support assistants. Progress within lessons was generally good, with pupils rising to the high expectations of their

teachers.

99. Throughout the key stage, pupils are introduced to the work of a variety of artists and craftspeople. They are able to discuss the work of established artists thoughtfully, using a range of appropriate vocabulary. The subject contributes positively to pupils' spiritual, moral, social and cultural development through the consideration of art and artefacts from other cultures. Social development is also fostered through the sharing of materials and equipment and evaluation of the work of others. Behaviour is consistently good during art lessons. Pupils concentrate well and express enjoyment of, and interest in, the subject.
100. Resources for art are good, with a range of materials, images and equipment available. A variety of information and communication technology packages supports artwork and evidence of their use was present in displays and portfolios of work. Sketchbooks accompany children through the school and act as a record of their development in art. The co-ordinator is well qualified, attends courses regularly and offers a good level of support to colleagues. The subject is well managed and led, which has contributed to the good level of improvement since the 1997 inspection.

DESIGN AND TECHNOLOGY

101. It was not possible to view any lessons in design and technology during the inspection and therefore no judgements can be made on the quality of teaching of the subject.
102. A limited amount of work completed by Year 6 pupils was on display in the school, in the form of Victorian boxes, designed from a net, constructed from card and decorated with drawings. The examples on display were similar in quality to that seen towards the end of Key Stage 2 in most schools. Some photographs of work produced in previous years were available, but it was clear that the range and quantity of work completed by the pupils are not sufficient to meet National Curriculum requirements and standards are therefore unsatisfactory. Development of the subject since the last inspection is unsatisfactory.
103. There is no policy document for design and technology, no curriculum plan or scheme of work and no designated subject co-ordinator. Design and technology is not timetabled as a discrete subject, but elements of it are said to be included in the plans for science and for art. No reference is made to it in the documentation for those subjects however. Occasional design and technology activities are included in topic work, such as the work noted above on the Victorians, but there is no audit or monitoring of pupils' developing skills, knowledge and understanding and no evidence of progression and continuity in the subject within or between year groups. The absence of structured planning and monitoring of the subject was noted in the inspection report of 1997 and is now a matter for urgent attention.
104. There is a range of construction kits available and a selection of hand tools and other appropriate resources, which are stored centrally. Pupils occasionally work with food, but restricted availability of the cooking area limits this. There are opportunities for a limited number of pupils to develop their knowledge and understanding of materials and components when they help to produce scenery and props for musical and drama productions. However, provision is at best patchy and overall it is unsatisfactory.
105. The school has linked design and technology with topic work and other curriculum areas and has not considered it sufficiently as a discrete subject with skills of investigation, design, making and evaluation to be taught. The majority of the

shortcomings in this subject are recognised by the school and consideration is being given to the organisation of teaching time in order to allow sufficient blocks of time for projects to be undertaken.

GEOGRAPHY

106. There is insufficient evidence to form a secure judgement about the quality of teaching in geography, as it was not possible to see any lessons during the period of the school inspection. Evidence of satisfactory standards by age 11 was obtained from examination of pupils' work, talking to pupils and scrutinising the planning for geography. The indications are that progress, including that made by pupils with special educational needs, is satisfactory. The standards in geography have been maintained since the previous inspection. In Year 3 and Year 4, the subject is largely cross-curricular topic-based and the pupils are involved in practical work with the emphasis on oral skills and the use of the local environment. Pupils know that maps represent real locations and develop an understanding of direction by using terms such as north, south, east and west.
107. Pupils in Year 5 and Year 6 expand their geographical skills, explore places, study themes in greater depth, and attain satisfactory standards. By age 11, pupils compare and contrast Sri Lanka with a European country and have an understanding of how the environment and habitat changes in these areas. By age 11, pupils have made satisfactory progress and have a clear understanding of how to identify physical land features and other map symbols.
108. Pupils have positive attitudes to this subject and benefit from a practical, enquiry approach and the stimulus of well-planned fieldwork, using the local environment. The planning for geography is suitable and ensures that all pupils are taught the appropriate skills and are given opportunities to investigate places and themes as laid out in the National Curriculum. Geography makes a satisfactory contribution to work in other subjects, such as history, when studying the Greeks. Learning resources are satisfactory. Because of the long-term absence of the co-ordinator, she has not had the opportunity effectively to monitor and evaluate standards. She is aware of the developments needed in this area.

HISTORY

109. Satisfactory standards have been maintained since the previous inspection and, by the end of Key Stage 2, pupils achieve standards in line with those expected of similar-age pupils. They have a sound knowledge and understanding of the passage of time and of different periods in the past. They have a detailed knowledge about the lives of people during Victorian times and know how this affected the way they lived. They understand the contrast between the lifestyles of the rich and the poor, and about the development of industry and its effect on the growth of cities and railways. Pupils in Year 3 and Year 4 have a sound understanding of life at the time of the invasion of the Saxons and identify the effects of this on local agriculture. They are also able to identify differences between life as a Roman soldier and that of Britons who were farmers. Many pupils show a sound factual knowledge about aspects of differing periods of history. They know that Celts lived all over Britain before the Romans and were some of the earliest settlers. Pupils find out about the past from a range of sources and are able to suggest consequences and reasons for past events. All pupils, including those with special educational needs and higher achievers, make satisfactory progress and their knowledge and understanding of historical information increases in depth and breadth during their time in the school.

110. In the lessons observed during the inspection, teaching was satisfactory. Teachers' knowledge of the subject is sound and the use of questions encourages pupils to think carefully about the knowledge presented to them. Teachers make valuable use of a range of information and, as a result, the pupils enjoy learning about the past and their attitudes to learning are good. Lessons are generally well paced and conclude with end-of-lesson summaries when pupils share and evaluate their work. This teaching strategy is beneficial to all pupils, particularly those with special educational needs, and their enthusiasm shows in their eagerness to answer questions and participate in discussion. Activities are appropriately planned to capture the interest of the pupils. Historical studies are suitably integrated into work with other subjects and contribute effectively to pupils' literacy skills.
111. The subject is suitably managed and the subject leader makes a satisfactory contribution to the development of the subject in the school. She has not undertaken any formal monitoring of teaching and learning to ensure that pupils have the range of experiences required to cover the curriculum and to make satisfactory progress. Across the school, resources are satisfactory and suitably organised. There is support for the curriculum through visits to places of historical interest, for example a Victorian schoolroom, and visitors further enhance the study of history.

MUSIC

112. During the inspection, only one upper school music lesson was observed. The standard of work in this lesson indicated that the level of attainment is in line with that expected of 11-year-olds at the end of Key Stage 2. Pupils were able to compose music on tuned percussion instruments. They used musical language confidently and generally accurately. The more able children evaluated their compositions and made comparisons and suggestions for improvement. Pupils with special needs made satisfactory progress.
113. The teaching in this lesson was good. The teacher had good subject knowledge and high expectations of the pupils, who responded well, working co-operatively, showing positive attitudes and handling instruments with care.
114. The range and depth of musical opportunities offered to pupils through extra-curricular activities is a strength in the school which is recognised by parents. A large number of pupils have guitar lessons and there is a recorder club. The school has links with the Orchestra of the Age of Enlightenment, which sends in musicians for four days each term to work with pupils on tuned percussion. This has led to the school's participation in a performance at the Royal Festival Hall in London. At Christmas, Year 3 perform a musical Nativity and there is a school Carol Service. There is an annual musical production performed by Years 5 and 6. The school has recently produced its own compact disc featuring 25 songs from the last century. The school is actively involved in music-making in the community, singing carols in the town at Christmas and recently being invited to sing and play at a service attended by the Archbishop of York in a local supermarket. Music plays an important part in school assemblies and is used effectively as a focus for reflection and spiritual development.
115. The headteacher takes personal responsibility for the development of music within the school and leads in-service training for the rest of the staff. He shares teaching of the performing and composing aspects of music with one other musically qualified teacher. Years 3 and 4 and Years 5 and 6 are both taught in two blocks with one half working on performing and composing while the other half works on the history of music and

musical appreciation. There is a policy for music in the school but the headteacher acknowledges that this will need to be reviewed in order to reflect the increased emphasis on practical music-making in the new Curriculum 2000 programme of study. There is no formal policy for the assessment of standards in this subject. Teachers make their own assessments by observation of pupils' work but there is no evidence that these assessments are recorded or used to plan for improvements. Since the last inspection, resources for music have been improved with the purchase of many new percussion instruments and a new keyboard.

PHYSICAL EDUCATION

116. During the inspection, pupils were observed in dance, gymnastics and games. Swimming and athletics are not taught during the autumn term and no outdoor games could be observed because of bad weather.
117. The standard of attainment in most lessons is broadly in line with that which would be expected for the pupils' age and ability. Across all lessons, pupils engage in vigorous activity; they understand the effect of exercise on their bodies and the importance of warming up beforehand. During the year, pupils have further opportunities to take part in a range of lunchtime and after-school sports clubs. Both the boys' and girls' football teams have had success in inter-school competitions. Pupils with special educational needs take a full part in physical education lessons and achieve average standards.
118. Five lessons were observed during the inspection. Overall the quality of teaching and learning is satisfactory and pupils' attitudes and behaviour are good. Where teaching is good, lessons are well planned from the programmes of study in the National Curriculum, the objectives of the lesson are made clear to the pupils, expectations are high and pupils are aware of how practice will develop their skills. In one gymnastics lesson, pupils were encouraged to experiment in order to develop a sequence of turns and twists. They then observed each other's efforts and used specific criteria to make constructive comments about each performance. In one unsatisfactory lesson, a lack of clear objectives and no clear direction or model meant that pupils lost interest in the activity. This led to pupils not achieving the standards of which they are capable.
119. The co-ordinator has only recently taken over responsibility for the subject but has appropriate training for the post. At the moment, there is no whole-school scheme of work and this year's programme of activities is based on the previous year's. Teachers plan from a local authority scheme and from nationally published guidelines. There is no formal policy for the assessment of standards in this subject. Teachers make their own assessments by observation of pupils' work but there is no evidence that these assessments are being recorded or used to plan for improvements. Staff have taken part in a wide range of in-service training activities: sessions have included gymnastics, athletics, swimming and games.
120. The gymnasium, outside hard areas, playing field and swimming pool provide good facilities for the teaching of this subject. Since the last inspection, there has been a significant investment in new equipment and a rolling programme of replacement and improvement. One of the school's current priorities is to improve the quality and quantity of large apparatus.