

INSPECTION REPORT

BINBROOK CE PRIMARY SCHOOL

Binbrook, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120565

Headteacher: Mrs J Kitching

Reporting inspector: John Carnaghan
1352

Dates of inspection: 2nd - 6th October 2000

Inspection number: 224912

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Orford Road Binbrook Lincolnshire
Postcode:	LN8 6DU
Telephone number:	(01472) 398340
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R Coster
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Carnaghan OIN 1352	Registered inspector	English History Geography	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
Trevor Hall OIN 19430	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety. Partnership with parents and carers
Julia Coop OIN 31862	Team inspector	Science Art and design Design and technology Physical education Religious education Special educational needs	Provision for spiritual, moral, social and cultural development Staffing, accommodation and learning resources
Gillian Allen OIN 23483	Team inspector	Mathematics Music Information and communication technology Provision for under fives	The quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Binbrook School is a Church of England primary school for pupils aged 4 to 11. Last year it had 126 pupils on roll, this year the number is 115. Pupils are predominately of white ethnic background. Fifty pupils have special educational needs; this is very high by national standards. Of these pupils, eleven have moderate learning difficulties and six have emotional and behavioural difficulties. Pupils' attainment on entry to the school is a little below what is found nationally, especially in personal and social development. The percentage of pupils eligible for free school meals (9.4 per cent) is below the national average. No pupils at the school have English as an additional language.

HOW GOOD THE SCHOOL IS

Binbrook School is an improving school. The school has recently undergone considerable changes with staff movements and the appointment of a new headteacher in April 2000. Under the good leadership of the headteacher, the process of much-needed improvement is clearly under way and is starting to raise standards of teaching and behaviour. In the 2000 national assessments there is evidence that Key Stage 2 standards of attainment are beginning to improve on the previous low levels. Standards in Key Stage 1 assessments remain well below national standards and those of similar schools. Many members of the governing body are working hard to improve awareness of the school's needs. The governing body does not currently fulfil all of its duties. The school provides satisfactory value for money.

What the school does well

- The headteacher's strong and focused leadership has stimulated the school to begin the process of self-improvement.
- The standard of teaching is good with many very good elements; this encourages pupils' learning.
- The school educates pupils under five very well.
- Pupils are managed very well; this is improving their standards of behaviour.
- The school is planning well for its future development.

What could be improved

- Standards in English, science and a number of foundation subjects are too low.
- The governing body's understanding of the strengths and weaknesses of the school and its role in shaping its future should be developed; they should also fulfil their statutory duties in respect of reporting to parents.
- Assessment needs to be developed so that it helps the school's planning for the future.
- Cultural and spiritual development of pupils is unsatisfactory.
- The insufficiency of resources is hampering delivery of important elements of the curriculum.
- Attendance is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. In the issues identified for action, improvement has been unsatisfactory overall. The school was advised to increase the role of the headteacher. Despite the current head teaching for the majority of the week, there is evidence of improvement now being made. Of the other recommendations there has been some improvement in planning work to meet all pupils' needs and the special educational needs provision is now effectively managed. Falls in standards over the period since the last inspection have started to be reversed. However, there has been unsatisfactory improvement in the areas of enhancing the role of subject co-ordinators and so standards are too low in a number of areas. There has also been unsatisfactory improvement in areas involving the governing body more fully in school management and providing for pupils' spiritual and cultural development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	D	D	E
mathematics	C	C	B	C
science	B	C	E	E

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

The school's standards of attainment were well below averages for similar schools in English and science in 1999, but at a similar level in mathematics. In relation to national averages, English has improved from well below average in 1997 to below average in 1998 and 1999. Science attainment fell over the 3-year period to be well below national expectations in 1999. Results showed a good improvement in all three areas in 2000 but there are no national figures for comparison. In work seen during the inspection, standards were below expectations in English and science but in line with them in mathematics. Pupils' achievements are unsatisfactory; they are not strongly committed to their own education and rely on teachers to ensure that they work hard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	While pupils show some apathy towards their education, most pupils enjoy school life and show interest in what goes on.
Behaviour, in and out of classrooms	Behaviour is improving. With some exceptions, pupils behave satisfactorily in school.
Personal development and relationships	The majority of pupils relate well to one another and their teachers, although some pupils occasionally bicker with one another.
Attendance	Below the national average and so unsatisfactory.

Pupils do not have a strong natural commitment to education or the school. However, particularly through the strongly committed efforts of teachers, the school is successful in starting to build positive attitudes and values in most pupils as they move through the school.

TEACHING AND LEARNING

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

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

Teaching in the school is good with a number of very good elements. Twenty nine per cent of lessons seen were very good or excellent, 68 per cent were satisfactory or good and 3 per cent were unsatisfactory. In English and mathematics, as well as literacy and numeracy, teaching is good. Pupils are very well managed and teaching of pupils under five is also very good. Teaching addresses the wide range of abilities but, in the mixed age classes, which are the norm, not all pupils' needs are always adequately met. Pupils' learning is good; while they acquire skills, knowledge and understanding very well, their concentration and knowledge of their own learning are inconsistent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Recent developments have ensured that pupils currently benefit from a broad and balanced curriculum.
Provision for pupils with special educational needs	The curriculum is now sufficiently well adapted to provide satisfactory opportunities for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual and cultural education is unsatisfactory, as it was at the time of the last inspection. Assemblies make an inadequate contribution to spiritual development. Moral and social education remains satisfactory.
How well the school cares for its pupils	Support and guidance for pupils in areas of academic and personal development are satisfactory but the school's attendance procedures are not.

The school makes efforts to involve parents in the life of the school; these are not always successful. There are weaknesses in the quality of information for parents contained in the governors' report. The headteacher's recent curricular planning initiatives have had a positive impact on what is delivered in the classroom. Assessment procedures for pupils are not well developed and do not, as yet, adequately influence what the school does.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher shows good leadership. She has started to lead the school out of its considerable difficulties; in this she is aided by the committed and enthusiastic staff.
How well the governors fulfil their responsibilities	Divisions in the governing body have seriously hampered its abilities to act as a critical friend to the school. It is insufficiently aware of the school's strengths and weaknesses and does not fulfil all of its statutory responsibilities.
The school's evaluation of its performance	These processes have been recently put into place but they have not had long enough to have a positive impact on the school.
The strategic use of resources	Budgetary provision in the past has been muddled; the school has only recently begun to link its expenditure closely to the school's needs.

Teachers, particularly the headteacher, are pushing ahead with the improvements needed in the school. The governing body has a significant number of new and enthusiastic members who share the headteacher's vision for the school and support recent developments strongly. The school is still suffering from the inadequate financial management of recent years. The school has just sufficient staff

to deliver the curriculum; the shortage forces the headteacher to teach for 80 per cent of the week and this is unsatisfactory. Because of this, and despite her efforts, she has been unable to monitor teaching as well as she would like. Accommodation is spacious and maintained and cleaned very well. The shortage of resources in a significant number of subjects prevents them being taught properly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or a problem. • They believe that teaching is good. • They think that their children like school. • They are of the opinion that the school has high expectations of the children. • They think that their children are making good progress. • They believe that the school works closely with parents. 	<ul style="list-style-type: none"> • Over half of the parents do not think that the school provides an interesting range of activities outside lessons. • A large minority do not feel well informed about their child's progress. • A large minority do not think that the right amount of homework is set. • A minority do not think that behaviour is good. • A small minority think that the school is not doing enough to help develop children's maturity.

Inspection findings support all the positive views of the school. Of the areas that parents would like to see improved, the inspection team believe that the school does inform parents adequately about progress and that homework is appropriately set. There is a suitable range of extra-curricular activities given the size and the circumstances of the school. Behaviour is satisfactory. The inspection team agrees that the school's methods for supporting pupils' development into mature young people could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The recent considerable improvements in teaching are starting to raise standards throughout the school. In Key Stage 2 there has already been some improvement in attainment, demonstrated in the 2000 national assessments. The 1999 figures, which are used when comparing standards with other schools, were considerably lower. Key Stage 1 standards did not improve much in 2000; this may have been due to less effective teaching, an area which the school is now addressing. Standards reached by pupils under five are good and have improved since the last inspection. Girls' attainment at the end of Key Stage 1 is slightly below that of boys. At the end of Key Stage 2, differences were negligible. The targets that the school has set for Key Stage 2 attainment are realistic, take into account variations in the year groups and are suitably challenging.
2. Pupils enter the reception class with below average standards of attainment. Due to very good teaching, particularly the high expectations of achievement and behaviour, the majority is on target to achieve the early learning goals. Some pupils will exceed these. In communication, language and literacy, pupils listen to stories attentively; they know many letters of the alphabet and can tell a story from putting pictures in the right order. Attainment is good, as it is in mathematical development. Pupils can identify and count numbers up to ten and many can add and subtract single digit numbers. They know the names of common mathematical shapes, like triangles. In their personal, social and emotional development, pupils are on line to achieve their early learning goals. They are developing courtesy and independence; for example they are happy to take turns to do certain activities and they need little help dressing for physical education lessons. Pupils have good knowledge of the world around them; they know why certain jobs entail wearing reflective clothing and are starting to consider how others live. Pupils' creative development is good because they experience a wide range of stimulating activities. They sing and clap a lot and so develop a sense of rhythm and melody. Physical development is less good, although standards are similar to the national average. This is because there is a lack of resources for indoor and outdoor games, which the very good teaching cannot wholly overcome. However, in physical education lessons, pupils can develop simple sequences of movement, such as forward rolls with good regard to safety.
3. Standards in English national assessments in Key Stage 1 were well below national and similar school averages, except in reading which was below national averages. Inspection of current pupils in Year 2 showed some improvement; they are below national averages in reading, writing and speaking and listening. These younger pupils lack confidence in speaking and many do not have the breadth of vocabulary expected. In their reading, pupils lack a broad knowledge of books and many are unfamiliar with dictionaries. Pupils' lack of vocabulary also hampers the development of their writing skills. Spelling is poor and many errors are made in single syllable words. Although punctuation is also unsatisfactory, work is neatly presented. Key Stage 2 standards in 1999 national assessments were below national averages and well below those of similar schools. Pupils are poor listeners but their speaking skills develop and they are able to vary speech patterns to suit circumstances. Standards in reading are below national expectations; pupils lack fluency or confidence in their reading. Many lack sufficient familiarity with non-fiction texts and have poor skills in finding information in books. Writing standards are below what is expected. Most pupils do not use an adventurous vocabulary in their writing, but standards of spelling, punctuation and handwriting are satisfactory.
4. In mathematics, standards in Key Stage 1 national assessments were below the national average and well below the average for similar schools in 1999. During the inspection, pupils reached higher standards; their achievement is now in line with national expectations. They have good addition and subtraction skills, can distinguish between odd and even, understand place value and can complete symmetrical patterns. Key Stage 2 standards in 1999 national assessments were above the national average and in line with those of similar schools. Their current standards are in

line with what is expected. Pupils can add and subtract, using decimal places. They know and can classify various mathematical shapes. They can use computers to produce graphs and understand area and perimeter. Because of lack of opportunity, their skills in using and applying mathematics are less good.

5. Standards in science were well below national and similar schools' averages in 1999 in Key Stage 1. However, in Key Stage 2 standards were slightly better. They were well below national averages and below those of similar schools. Inspection shows that standards in Key Stage 1 are slightly improved and are now below national expectations. Higher attaining pupils now use correct scientific terminology in discussing their work, but limited opportunities offered by teaching means that pupils do too little scientific enquiry and testing and this continues to keep standards low. The previous ineffective curriculum planning has meant that pupils currently near the end of Key Stage 2 have covered a number of topics more than once. This means that, due to lack of opportunities, they lack skills in predicting, investigating and reporting in their own words. They do not have an understanding of 'fair testing' procedures. Poor resources mean that pupils have only limited understanding of electrical circuits.
6. In information and communications technology (ICT) standards of attainment are below what is expected. This is because planning for the subject in past years has been weak; for example, pupils have done too little control technology. At the end of Key Stage 1, pupils use the keyboard well and can make simple pictures. In Year 6 they are able to change fonts and the colour and size of words. They can use the internet, for example, to find the rules relating to sports.
7. Standards in religious education are below what is expected. Again weaknesses in planning in earlier years has meant an over emphasis on certain topics and the neglect of others. In Key Stage 1 pupils know some Bible stories but have limited understanding of their implications for everyday life. Pupils at the end of Key Stage 2 have too little knowledge of the characteristics of world religions and of key religious figures. Few pupils have sufficient knowledge of Christian symbols and they have an insecure grasp of religious terms.
8. In art and design, standards are in line with expectations at the end of Key Stage 1 but below them at the end of Key Stage 2. The main reason for this is that the subject is frequently not taught to older pupils separately from other subjects. Key Stage 1 pupils work at the correct level for their aptitudes so, for example, the more able use good techniques to show the feathers in painting an owl while those of lower attainment use broad strokes and bold colours to achieve the desired effect. In Key Stage 2 pupils do not undertake a broad range of activities. Work is not properly evaluated, so that pupils do not know how to improve their skills. In design and technology, standards are below what is expected at both key stages. Pupils have had too few opportunities to plan, make and evaluate their work and so do not develop their skills satisfactorily. Year 2 pupils can make simple models from clay but do not plan or evaluate their work. At the end of Key Stage 2 they start to evaluate and plan work but, in these areas, they lack the required abilities.
9. Geography standards are in line with national averages at the end of Key Stage 1 and below them at the end of Key Stage 2. In Year 2 pupils can find Binbrook on a British Isles map. In looking at photographs of an Indian village they can identify and explain key differences from their own environment. Pupils have undertaken insufficient geography in the past so that their knowledge and understanding at the end of Key Stage 2 is unsatisfactory. While they have a reasonable knowledge of place, they do not understand geographical processes and cannot explain how geographical change affects different areas. In history pupils at the end of Key Stage 1 have some understanding of differences between the past and the present, but have little concept of chronology. Attainment at the end of Key Stage 2 is below what is expected. Pupils can draw contrasts between life in the past and the present but most of them cannot explain these differences. Pupils cannot evaluate historical sources and cannot identify bias.
10. In music in Key Stage 1, pupils show standards above national expectations. Pupils have a good sense of rhythm and can produce high and low, loud and soft sounds. They use these skills well in singing. No Key Stage 2 lessons were seen so attainment at this key stage cannot be judged. In

physical education, standards are in line with what is expected at the end of Key Stage 1. Pupils can travel with appropriate degrees of control; they can balance and perform a simple sequence of movements in an appropriate order. At the end of Key Stage 2 pupils have gained appropriate skills for survival in the water but lack the range of skills expected of pupils of their age; their standards are below the national average. This weakness is largely due to a lack of co-ordination of the curriculum in the past.

11. Throughout the school, pupils with special educational needs, although achieving standards below those expected, are making satisfactory progress. The school has begun to track pupils' progress and to set realistic targets for individual pupils with special educational needs.
12. The way in which pupils achieve in the school varies. Under fives show an enthusiasm for the school and respond positively to the demands made of them. They are constantly challenged to do better by the teacher and her support assistants and frequently achieve levels above what might be expected. The degree of challenge is carefully tailored to each pupil so that pupils can cope with and enjoy all aspects of their school day. They are kept at full stretch throughout. The standards of achievement of pupils in Years 5 and 6 are unsatisfactory. They are less supportive of the positive ethos, which the school has recently begun to develop under its new leadership. Teachers work very hard to overcome the sometimes apathetic response of pupils. The fall in standards has started to be reversed but pupils do not concentrate well and do not show sufficient determination when faced with difficulties. Pupils lack self-confidence as learners. They are too ready to ask teachers for help when they could overcome their difficulties independently.

Pupils' attitudes, values and personal development

13. Attitudes are satisfactory overall and have improved since the last inspection. The majority of parents are confident that their children like coming to school. The inspection revealed that most pupils enjoy school and show keen interest in their work. A small minority are less enthusiastic. In class, the majority listen attentively and respond well to questions. They are keen to talk about what they are doing. They contribute well in short dialogues and older pupils show increasing maturity in appreciating one another's comments. Many are thoughtful and work well independently, particularly in the older year groups. For example, when they are drawing an animal or object and adding a surrounding short poem. The majority of pupils collaborate well when working in pairs or groups. Sometimes, however, too high a level of noise and inactivity develops which hinders learning. A significant number of pupils in all classes are often restless and this can hold up the progress of lessons.
14. Behaviour is satisfactory and improving. A minority of parents do not think that behaviour is good but the majority of parents express pleasure in the improvements that the school has made. They have confidence in the new headteacher and her staff as they handle day-to-day situations. New structures to encourage self-discipline are discussed in all classes. Overall co-operation has brought about a marked reduction in bad behaviour and bullying and this is a credit to all pupils. Nevertheless, a minority in all year groups have personal behavioural difficulties and cause a constant problem for this school. A few exclusions have been necessary; this has helped improve behaviour.
15. Relationships are satisfactory. The majority of pupils are co-operative and friendly, both in the classroom and about the school, although some squabble with one another. Nevertheless, pupils are becoming more courteous to one another and to adults and are increasingly respectful of property. Consequently the atmosphere of the school is improving. Pupils are orderly in entering the school and even the youngest know where to put their belongings. A few pupils, in all age groups, are untidy and do not hang up their things properly. Pupils enter class and soon settle down to purposeful work. Over lunch, they are generally well behaved and enjoy happy conversation. They play well together in large or small groups. A number, however, are boisterous.
16. Personal development is satisfactory but, nevertheless, it has remained an undeveloped area since the last inspection. New personal, social and educational programmes have been introduced. These opportunities for discussing and building up respect for one another's feelings, values and

beliefs are having a good effect. New reception pupils have settled in well to the class routines. Older pupils accept responsibility willingly when offered, for example, assisting at assemblies. They rarely take initiative or offer freely to help around the school. Pupils grow in stature through the trips and residential visits. They learn to appreciate their environment and mature in social relationships.

17. Pupils with special educational needs develop the same satisfactory attitudes as other pupils. However, they are insufficiently involved in the development of their individual learning targets and do not always understand what they need to do in order to improve. Pupils with emotional and behavioural difficulties are well supported by additional one-to-one counselling sessions. Staff work hard to help these pupils become responsible and to develop more positive attitudes to school. However, while this one-to-one work is beneficial, it has not been sufficiently developed. For example, the school only occasionally sets behaviour targets for individuals or uses simple behavioural contracts.

HOW WELL ARE PUPILS TAUGHT?

18. The standard of teaching at the school is good with a number of very good elements. Eighty per cent of lessons seen were good or better and 97 per cent were at least satisfactory. All staff show a strong commitment to the school and their pupils and work unflaggingly in classrooms to ensure that they achieve their full potential. The best teaching is to pupils under five but teaching is rarely less than good in any part of the school.
19. Teachers have good subject knowledge. Literacy and numeracy are well taught and teachers are particularly good in using their knowledge of children when planning lessons, ensuring that they all have the correct degree of challenge. This ensures that pupils' understanding and thinking is effectively developed and the higher attainers are stretched. The content of the foundation stage and core subjects of the National Curriculum is effectively taught and planning is now in place to ensure that there is appropriate coverage of all other areas of the curriculum.
20. Teaching of the range of phonics and other basic skills is satisfactory. Teachers and classroom assistants have generally good competencies but there are some variations in the way in which the school approaches phonics. Teachers and assistants are inconsistent in their pronunciations of phonic sounds and this confuses children. The co-ordinator is unaware of this because she has not had time to monitor the subject. The National Literacy Strategy teaching objectives have been adopted as part of the school's planning; lessons have a good balance between the various elements. Reading and writing in literacy lessons builds satisfactorily on skills developed in pupils' speaking and listening.
21. Lessons are planned in detail, with clear learning objectives, although these are not always made clear to pupils. Planning relates well to medium and longer-term plans so that pupils' skills, knowledge and understanding can build. Because detailed curriculum planning is a recent development in the school, there is some repetition of work done in earlier years because teachers are unaware of everything that pupils have studied in the past. Support staff are fully briefed about lesson plans, enabling them to participate with no impediment in all aspects of lessons, providing strong support for pupils' learning
22. Lessons sometimes lack flexibility; teachers are, at times, reluctant to deviate from their set plans to explore issues raised by pupils. Lessons to the youngest pupils are often distinguished by the teacher's careful listening to their answers and her successful adaptation of activities to follow themes that develop as the lesson progresses. This makes lessons more interesting for pupils; the enthusiasm of pupils under five and in Year 1 is a significant element in their quality of learning.
23. Teachers are well aware of the individual needs of their pupils. They plan most lessons with this in mind, grouping pupils logically in the light of their understanding. The support that groups of pupils receive from support assistants and the teacher is well adapted to their needs. This gives all pupils easy access to their tasks. Class teachers are careful to check on the progress of all

groups. Classrooms are of sufficient size and are well laid out so that effective interactions can take place. This planning for pupils' needs is missing beyond English, mathematics and science. The limited resources that the school has for some subjects are effectively used. In general the resources that teachers use do not fully reflect our multi-cultural society.

24. In a school where pupils' behaviour was a concern at the time of the last inspection and can still be challenging, teachers make effective and consistent efforts in their management of pupils. They have high and consistent expectations of good behaviour from pupils and stress the importance of self-discipline and sensible behaviour. Teachers are a calm presence in the school; they rarely raise their voices and exercise their authority in a courteous fashion at all times. Pupils are constantly encouraged to concentrate and admonished for failing to obey simple classroom conventions, like putting hands up. This is beginning to have an effect on behaviour which, in a number of lessons seen, was good. Teachers seek to engage all pupils in the lesson by questioning and challenging them; pupils are frequently grouped according to their behaviour needs and this is beneficial.
25. The pace of lessons can falter, at times. Teachers do not always set deadlines for group work with sufficient rigour so that pupils are used to tackling tasks at their own speed; this can reduce the rate at which they learn. However, the way the school uses the adequate numbers of support staff is very good. Teachers and support staff work as close-knit teams. There is effective briefing so that, in the course of lessons, support staff know exactly what is expected of them and move from task to task with the briefest of hints from teachers. The contributions which they make to pupils' learning are a strong element in the good and better teaching seen in the school. The use of ICT in lessons is inconsistent. Few classrooms have computers in them. Where they do, ICT is used well as a tool to develop the learning that is going on. ICT is also taught as a subject. It is well planned, has good cross-curricular links and delivered to develop ICT capability but suffers because it is not fully integrated with other subjects. Work scrutiny revealed very little ICT work undertaken within other subjects.
26. Plenary sessions within lessons vary in thoroughness; many of them do not take full advantage of opportunities for informal assessment. In the best teaching, particularly of the youngest pupils, pupils are reminded of what they have learned, are fulsomely praised when they provide evidence of what they know and targets are set for future lessons. The teacher modifies subsequent lesson planning as a result of this assessment. Marking of books is satisfactory but there is insufficient dialogue with pupils and targets for improvement are rarely set.
27. Pupils and parents participate well in the home-school reading arrangements. Homework expectations are communicated to parents and homework is regularly set in the core subjects of mathematics and science. It is frequently used to consolidate learning or prepare for what is to come in lessons.
28. Targets set on the individual education plans of pupils with special educational needs have improved in quality and are now more specific. However, they are not of consistent thoroughness and often too much is expected to be achieved within the time set. This inconsistency leads to pupils not always achieving all targets set, which then leads to the need for repetition. On occasions, when pupils are withdrawn for additional support, the work set lacks challenge and the overuse of worksheets does not always motivate pupils to learn. Within class, pupils with special educational needs usually work together. Work given often lacks challenge, being based on simple worksheets or copying activities. This approach, especially in practical activities such as those in science, means pupils have limited opportunities to benefit from working alongside higher attaining pupils.
29. Pupils' learning in the school is good and very good for pupils under five. This is largely because learning outcomes for pupils at the school depend more heavily on the quality of teaching than in other schools. Pupils rely on teachers to manage their behaviour and keep them on task effectively. Pupils have too few skills in working without help, frequently asking unnecessary questions. Therefore, where teaching is most effective, the pace and quality of learning follows.

Because of this lack of independence, pupils' intellectual, creative and physical effort tends to vary along with their productivity and pace of working. However, in these areas it is rarely less than good. In a very good geography lesson to a Reception and Year 1 class, identifying types of transport, the range and variety of activities – including role-play, in costume – enthused and excited all the children. It was the teachers' and classroom assistants' great skill in channelling this enthusiasm towards learning outcomes that enabled very good learning to take place in the lesson. Pupils occasionally lack concentration when the pace of lessons declines; they can be too talkative. Teachers' strong focus on learning means that pupils acquire skills, knowledge and understanding very well.

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

30. The curriculum satisfactorily meets the requirements of the National Curriculum and has appropriate breadth and balance. The Foundation Stage is in place for children under five. Good provision is made for personal and social education through planned lessons, circle time and counselling. Programmes for sex and drugs education are good. Sex education is taught to Year 6 pupils. Education about drugs is provided to all ages in the summer term.
31. Planning for the curriculum is comprehensive. The new leadership of the school has ensured that the school has started to use successfully the Qualifications and Curriculum Authority framework as a basis for planning. Not all subjects have policy documents yet, nor do all subjects currently have a co-ordinator. However, the headteacher undertakes monitoring of plans. Opportunities are not available for co-ordinators to evaluate curriculum delivery at classroom level across both key stages. The curriculum committee of the governing body is only just formed and is not yet in a position to discharge its responsibilities for the curriculum to any significant degree. Although some members have attended training courses to prepare themselves to make informed judgements, the position has not changed since the last inspection.
32. Curriculum provision for the under fives is good, except that the lack of resources for the physical development of gross motor skills through indoor and outdoor activities means that provision in this aspect is unsatisfactory. The school has implemented the literacy and numeracy strategies that provide a good framework for teaching. Provision for pupils with special educational needs is satisfactory. The planning and delivery of the curriculum ensures that there are equal opportunities for all pupils. A homework policy has been put in place this term but is not, as yet, fully implemented.
33. Pupils with special educational needs are offered the full range of subjects in the curriculum. The special educational needs co-ordinator has addressed the deficiencies highlighted in the last inspection and the provision is now well managed. Given the very high numbers of pupils and previous deficiencies in the provision, the task of updating records and assessing pupils' needs has been long. However, all records are now carefully maintained, and the code of practice is fully implemented. Pupils are beginning to make satisfactory progress in relation to their individual learning needs and the areas targeted by the co-ordinator for further development within the provision are appropriate.
34. Extra-curricular provision is not as good as at the previous inspection. The choir and recorder groups no longer exist. There are no lunchtime activities or after-school clubs except for the provision this term of football for all ages. Cycling proficiency training takes place in the summer term. Older pupils in Key Stage 2 visit Wales for their school residential trip. This is shared with another local school and gives the pupils opportunities for collaborative work. School visits included a visit to see the Egyptian exhibition in the museum and the church schools' festival in the cathedral.

35. Good links exist with feeder schools; pupils visit their relevant school and teachers visit prospective pupils. There is no nursery in the neighbourhood but relationships with the Binbrook playgroup, which meets on the school premises, are good. This is an invaluable opportunity to prepare the younger children for entry to the school.
36. Links with the community are satisfactory but have not been developed. In particular, links with the local parish church are unsatisfactory. The local gardening club has planted a millennium tree in the school grounds and the school takes part in Christingle services held over the Christmas Period. Traditionally pupils sing to the senior citizens at the Christmas period.
37. The provision for pupils' spiritual development is unsatisfactory and has not improved since the last inspection. The majority of subjects still fail to make a significant contribution to pupils' spiritual development and, in particular, teaching in religious education, with its emphasis on teaching factual information, fails to enable pupils to understand and reflect upon the influences of Christianity on people's lives. Pupils are given insufficient time to reflect on their experiences across the curriculum, although the very recent introduction of circle time is beginning to make a contribution in this area by allowing pupils to explore their feelings within a safe environment. Occasionally, pupils experience awe and wonder in lessons, for example in a science lesson when pupils entered a darkened tunnel to examine how light reflects in the dark. Examples such as these are very few.
38. Provision for pupils' moral development is satisfactory. A behaviour policy and a reward system have very recently been established, but these have yet to make a significant impact on the moral development of pupils. Pupils with behaviour difficulties have access to individual counselling and staff work hard to establish acceptable standards of behaviour, but class rules and a system of individual behaviour targets have not been fully developed.
39. Provision for social education is satisfactory. Personal and social development is promoted through specific personal, social and health education lessons. Limited opportunities are available, however, for pupils to take initiative or responsibility. For example, there are no designated monitors in classes with responsibility for particular tasks. When given responsibility, for example when asked to put the tapes on for assembly, pupils respond with pride. All pupils from Year 4 to Year 6 have the opportunity to take part in a residential outward-bound course and this gives a valuable opportunity to learn skills in a different setting. Throughout the school there are too few opportunities for pupils to work in pairs or small groups of mixed abilities, or for older pupils to assist with the younger pupils.
40. Provision for cultural development is unsatisfactory and has not been developed across the curriculum. This is similar to the findings in the last inspection. Subjects such as history, geography and art make little contribution to this area. Opportunities across the curriculum have remained limited. When such opportunities are developed, for example in a Year 2 and 3 lesson examining crafts from around the world and preparing an Indian feast, pupils were able to reflect on the differences between their life styles and those of other cultures. Generally, pupils have limited understanding of the diversity and richness of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school's care of pupils is satisfactory. The school is a warm, well-maintained and beautifully clean environment in which pupils may learn and mature.
42. Teachers provide good role models for the pupils and have a good rapport with them. They know all the pupils well and support them according to their individual needs. Lunchtime supervision is good and encourages good interactive play, especially for the youngest groups. Consequently pupils can confidently share their thoughts and concerns with more than one member of staff. Parents feel comfortable in approaching the headteacher and staff to discuss any problems. However, this is rather limited during the school day as the headteacher has little release from full time teaching.

43. Procedures for ensuring child protection and pupils' welfare are satisfactory overall. Health and safety matters are properly in place and responsibilities carefully introduced to the pupils, as necessary. A few minor matters, such as signs, are having attention. All adults in school are aware of the criteria for child protection, although there has not been formal training in recent years. There is no separate secure play area for the children under five.
44. Strategies for monitoring and promoting attendance are not thorough and are unsatisfactory. Registration is prompt and effective at the beginning of the day but there are inconsistencies in recording. There are no formal systems in place for monitoring absence or for tackling the high level of authorised absence. Regular attendance details are not supplied for governors' meetings. Consequently any review of annual statistics can only be made after the year-end. Even then, there is no comment on the high levels of authorised absence, or the criteria for absence in the governors' annual report or the school prospectus.
45. The school has recently introduced successful new policies and strategies for promoting good conduct and self-discipline. The school has also introduced measures to promote good behaviour and to eliminate oppressive behaviour and bullying. Pupils' behaviour was an area of concern at the last inspection. A minority of parents still do not think that behaviour is good. The inspection team found that standards are satisfactory and improving. The new procedures are constantly being reviewed to challenge their effectiveness. Teachers work hard to build up pupils' self-esteem and it is clearly evident that the improvements are being consolidated. Nevertheless, a number of pupils do have individual behavioural problems, which are the constant concern of teachers. Pastoral care of these situations is discussed daily. Tendencies towards bad behaviour or bullying are viewed very seriously. Infrequent situations of bullying are dealt with fairly but firmly, involving pupils and their parents.
46. Monitoring of pupils' academic performance and personal development is unsatisfactory. Parents believe teachers have high expectations of their children but a small minority feel the school does not do enough to help their children to become mature and responsible. The inspection team agrees that the school needs to do more to support pupils' personal development. Nevertheless, teachers are working hard on new plans and strategies to ensure all pupils are consistently supported as they move through the year groups. The school has made a good start to developing records of achievement.
47. Assessment procedures in place are not thorough, do not cover the whole curriculum and do not provide sufficient information on what the school does.
48. Procedures for the monitoring and promoting the personal development of pupils with emotional and behavioural difficulties are improving. The recently introduced use of outside agencies, who support and counsel these pupils on a one-to-one basis, is appropriate and well thought out. However, whilst pupils benefit from these sessions, they have yet to be fully developed by the school so that pupils have targets to make improvements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents are broadly satisfied with what the school provides and achieves but a minority have some concerns. Parents are kept well informed on all matters relevant to school by regular newsletters. Information on some statutory requirements, however, is unsatisfactory. There is a comprehensive school prospectus with a good mission statement but it lacks comment on the alternative provision for any pupils withdrawn from assembly and the criteria for absence. The governors' annual report fails to provide a detailed financial report, details of provision for disabled pupils' admission, statements on equal opportunities and facilities, as well as the criteria for absence.
50. A large minority of parents would like more information about their child's progress. However, the inspection team found the quality of information to parents about their children's progress is satisfactory. There are opportunities to talk to teachers throughout the year. Consultation evenings are well attended when target-setting is discussed. Curricular related evenings, for example a

recent one on Literacy, are poorly attended. There are good personal profiles of pupils' work available. Annual written reports are individual to the pupil, detailed and have an element of evaluation.

51. Parents of pupils with special educational needs are now fully informed of their children's difficulties and receive copies of their individual education plans. The governors' report to parents, however, fails to indicate the success of the special needs provision, to give an exact financial statement regarding the funding and resourcing of special needs, or to provide details of their policy in relation to the admission of disabled pupils.
52. Parents feel the school works closely with them. The school encourages parents to contribute to their children's learning, particularly at home. New home-school reading records have been introduced and are beginning to be used effectively by some parents. The home/school agreement has had a good response. A few parents help regularly in school. Their service is valued and taken into account in the planning of lessons. Most parents feel there is the right amount of homework, although a large minority express concerns. The inspection team found that homework is appropriately set and levels are consistent with those of similar schools. The school greatly appreciates the help of the Friends' Association, which assists enthusiastically at school events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher has a clear understanding of the weaknesses in the school that she has taken over this year and is working hard to overcome difficulties. With a teaching commitment of 80 per cent this has proved difficult and it has impeded her leadership. However, she has prioritised her activities so that, for example, thanks to her efforts, the school now has a long-term curriculum plan to provide the basis for teaching over the coming year. Because the governing body has done so little focused monitoring of the school, they lack knowledge of the school's strengths and weaknesses and have not been able to support fully the headteacher in the actions taken to move the school forward. In her desire to put policies and other arrangements in place quickly, the headteacher has not been able to fully involve staff or governors in consultations. The roles of subject co-ordinators in areas except English, mathematics and science have weaknesses; co-ordinators do not do enough to promote high standards within their areas of responsibility. The school development plan is in draft, but reflects the school's aims to create a caring, learning community where there is good communication, tolerance and a sense of achievement. It is a practical document, which prioritises targets for the school sensibly and sets clear, manageable objectives.
54. All the established staff share a commitment to the development and education of all pupils in the school as reflected in the school's aims. Despite behavioural difficulties, pupils are handled with firmness, courtesy and respect. The school is sparkling clean and a welcoming environment for all. In lessons work is invariably planned, in English, mathematics and science, to meet the varying needs of pupils. However, in the other subjects of the curriculum, similar work is often done by all the pupils in a class, whatever their needs. Over time, work is too frequently repeated. Girls and boys are treated equally in lessons and there are no significant gender issues arising from the inspection.
55. Recent staff changes in the school have left a core of teachers who are strongly committed to the children and the school. The headteacher has, with her staff, correctly identified and prioritised what needs to be done to improve the school. Since her appointment at the start of the summer term 2000, she has made great strides in starting the urgently needed process of reform and, in her determination to succeed, she is well supported by the staff. In their dealings with pupils, particularly in managing classrooms, teachers expect and consistently strive to improve standards of behaviour.
56. Work is delegated amongst the three permanent members of staff equitably, each holds a number of subject and other responsibilities; none, including the headteacher, has non-teaching time to fulfil their responsibilities. Partly in consequence, there are areas of the school which are inadequately managed. The co-ordination of foundation subjects has been neglected over recent years and it has not been possible to completely correct this situation since the headteacher's

appointment. It is clear that the school is moving in the correct way to rectify this situation.

57. Divisions within the governing body have sapped its energies from its responsibilities in shaping the direction of the school and ensuring that it meets statutory requirements. The governing body is imperfectly aware of the strengths and weaknesses of the school, due to the lack of monitoring of the curriculum and teaching. Thus the capacity of the governing body to support the school in its efforts to improve is unsatisfactory. The school lacked a school development plan for this academic year until the April 2000 appointment of the current headteacher. It has subsequently been produced in draft form but has not been approved by the governors. There are a number of new appointments to the governing body so that there is an appropriate range of expertise. A number of governors have recently undertaken training in areas such as ICT, in order to support the school more fully. However, governors have done too little to find out for themselves what is going on in the school. The response of governors to the previous inspection is unsatisfactory; of the six key issues for action identified in 1996, three have had poor improvement. Over the same period, attainment has fallen in most subjects. The governing body has only recently set up committees to oversee some of its functions; these have yet to make a positive impact on the school.
58. Monitoring of the school's teaching is very limited. The local authority has been of help in monitoring teaching because the teaching commitment of the staff, especially the headteacher, has been a major impediment. The headteacher has a developing awareness of the strengths and weaknesses of teaching in the school and has started to take appropriate action to improve standards. Analysis of standards in national assessments has been undertaken in 2000; the evaluation is perceptive and plans have been made to overcome the weaknesses that have led to low standards in a number of curriculum areas. However, the school does not monitor assessment, attendance or exclusions sufficiently to identify trends by gender, age, background or ethnicity. The school does analyse baseline tests and uses this information in planning to deliver the curriculum to its youngest pupils. Standards of behaviour are not clearly monitored but a behaviour policy has been recently instituted. Performance management of teachers is not undertaken.
59. Induction of staff is unsatisfactory. There is no policy or system for introducing new staff to the school. The governing body has not developed an appraisal system for the headteacher or set targets for her; this is a breach of statutory requirements.
60. The governing body inadequately supervised the allocation of the budget so that funding has, until recently, not been satisfactorily linked to educational priorities. This affects standards. For example, poor resources unnecessarily hamper curriculum provision in the school in a number of subjects, such as physical education and geography. The recent draft school development plan, when it is adopted, will provide a suitable tool for linking the school's finances to its strategic needs. The school's financial arrangements were last audited by the local authority in 1997; the report made one major recommendation regarding teacher absence and a number of minor comments, all of which have been rectified. The surplus of income over expenditure is inappropriately high, especially in view of the shortage of resources. As understanding of the budget has improved, adequate information is now available to the headteacher and governors to ensure that finances are kept in order and that the budget is planned to meet the future needs of the school.
61. The school makes satisfactory use of new technologies. The school has Internet and e-mail access. Imaginative use of a video camera and other equipment enabled a 'television studio' to be established to enliven and enhance teaching of literacy to older pupils.
62. The school does little to compare its costs with other schools. There is an awareness of standards in comparison with other schools and steps are underway to develop teaching and learning in the light of these considerations. There has been, traditionally, a lack of consultation on major decisions in the school. Under the new, more open regime, the school is starting to discuss openly amongst governors, teachers and parents what changes need to be made for the future of the school.

63. The number of full-time teaching staff has decreased in recent years. Currently the recently appointed headteacher has to teach four days a week. This is unsatisfactory, as it does not enable her to fully implement the initiatives that have been appropriately prioritised in the school development plan. The school has sufficient teachers to deliver the curriculum but classes are big; in compensation it is committed to using its satisfactory numbers of dedicated support staff to assist in the delivery of lessons and they make a major contribution to the quality of teaching in the school. Many have benefited from training in a reading recovery teaching programme while an ongoing training programme ensures that all classroom assistants will soon benefit from pertinent training. The headteacher is supported by two committed and hardworking permanent members of the teaching staff, with a further 'returning teacher' on a temporary contract who has yet to be fully trained in all the recently introduced teaching strategies. The average class size is very high, with an average of 31 pupils in each mixed year group class.
64. The accommodation is satisfactory overall and provides ample space for all curriculum subjects to be taught effectively. The school is maintained and cleaned to a very high standard by the caretaker. The recent refurbishment of rooms in upper Key Stage 2 has provided an airy, light, environment in which pupils can work. An additional area to support pupils with special educational needs provides a quiet place to support small group work. An ICT suite, is in addition, very well resourced with a wide range of new technology, for example video cameras to support all curriculum areas. Pupils in the early years are educated in the old part of the building and staff have worked hard, by painting exciting murals, to make this a stimulating environment. However, young children have to negotiate fairly steep steps to visit the toilet and gain access to the cloakroom. The lack of a separate and secure outside play area, which can be used at all times to support the foundation curriculum, is unsatisfactory. The school benefits from attractive school grounds, with a mixture of grass and hard surfaces but they have not been fully developed to provide an additional resource for learning.
65. Overall the resources to support teaching are unsatisfactory. There has been little investment in resources since the last inspection and shortages highlighted then have not been addressed. The poor quality of the physical education equipment limits the development of pupils' skills. Wall bars are out of reach of younger children. There are insufficient mats. Much of the limited equipment available is unsafe. The variety and size and the 'worn' quality of equipment is poor, they need replacement. Similarly, resources in history and geography are also poor and cannot support teaching and learning. Resources in science, art, design and technology and religious education are also unsatisfactory. Recent purchases have begun to address the limitations but resources remain insufficient to support teaching across many aspects of these curriculum areas. For pupils under five there are no outdoor toys and equipment, such as wheeled toys, available, which limits the physical development of these children. Whilst satisfactory, resources in other subject areas also need updating. Books in the library are old and lack variety, whilst there is insufficient, stimulating equipment and games to support pupils with special educational needs, especially for multi-sensory teaching.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has started the long process of improving previously unacceptable standards. In doing this, the headteacher has correctly prioritised what should be undertaken in the very limited time that she has available. The work that she and her colleagues have done in recent months is already starting to have a positive impact. To maintain these improvements the school should:

- i. Raise standards of attainment by:
 - consolidating and improving the standard of teaching across the school (paragraph 18);
 - ensuring that all elements of the National Curriculum are effectively planned and co-ordinated (paragraph 31);
 - developing assessment so that the school has clear information on pupils' learning, which can be used to inform the planning and teaching of lessons (paragraph 46);

- ensuring that there are sufficient resources to support the delivery of the National Curriculum and the Foundation Stage (paragraph 65);
 - planning to deliver spiritual and cultural education across all elements of the curriculum and in assemblies (paragraphs 37, 40).
- ii. Ensure that the governing body:
- is aware of and fulfils its statutory duties in reporting to parents and appraising the headteacher. (paragraphs 49, 59);
 - has a clear understanding of the school's strengths and weaknesses (paragraph 56);
 - uses the knowledge it has of the school to help the headteacher in planning for the future of the school and allocating funds in the most appropriate way (paragraph 57).
- iii. Improve attendance by:
- recording attendance accurately and monitoring absence fully (paragraph 44);
 - raising issues of high levels of authorised absence with parents (paragraph 44);
 - involving the governing body in raising levels of attendance (paragraph 44).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

35

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

23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	26	51	17	3	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	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	111
Number of full-time pupils eligible for free school meals	2	16

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	2

Number of pupils on the school's special educational needs register	0	50
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English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	6	15	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	10	12	12
	Total	15	17	18
Percentage of pupils at NC level 2 or above	School	71 (75)	81 (80)	86 (80)
	National	82 (81)	86 (81)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	4
	Girls	12	11	9
	Total	17	17	13
Percentage of pupils at NC level 2 or above	School	81 (75)	81 (80)	62 (60)
	National	82 (81)	86 (85)	87 (67)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
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Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	14	9	23
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National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	8
	Girls	7	6	4
	Total	14	15	12
Percentage of pupils at NC level 4 or above	School	61 (65)	65 (60)	52 (69)
	National	70 (63)	69 (62)	78 (68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	7	8	7
	Total	19	20	19
Percentage of pupils at NC level 4 or above	School	61 (69)	65 (69)	52 (84)
	National	68 (63)	69 (64)	75 (69)

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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	124
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6]

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	31.5
Average class size	31.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	54

Financial information

Financial year	1999/2000
	£
Total income	286,216
Total expenditure	273,336
Expenditure per pupil	2,169
Balance brought forward from previous year	12,880
Balance carried forward to next year	12,880

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	116
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	30	0	12	2
My child is making good progress in school.	33	47	6	7	7
Behaviour in the school is good.	12	51	21	9	7
My child gets the right amount of work to do at home.	5	49	19	18	9
The teaching is good.	23	53	7	9	8
I am kept well informed about how my child is getting on.	30	30	26	12	2
I would feel comfortable about approaching the school with questions or a problem.	56	30	5	9	0
The school expects my child to work hard and achieve his or her best.	35	46	5	9	5
The school works closely with parents.	23	46	12	16	3
The school is well led and managed.	20	37	5	11	27
The school is helping my child become mature and responsible.	30	42	5	13	10
The school provides an interesting range of activities outside lessons.	14	19	30	23	14

Summary of parents' and carers' responses

Parents are supportive of the school. Large majorities of those who responded to the survey felt comfortable about approaching the school and that the school works closely with parents. They think teaching is good with high expectations, that their children like school and that they make good progress. Over half of the parents who responded to the survey think that the school does not provide a range of interesting activities outside lessons and a large minority do not feel well informed about their child's progress. Minority views held by smaller groups of parents and carers are that there is not the right amount of homework, behaviour is not good and a small minority think that the school does not do enough to develop children's maturity.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. There were 15 pupils in the reception class at the time of the inspection. The early learning steps of the Foundation Stage are incorporated into the curriculum, which is well planned. Provision is good, except for resources to meet the physical development of gross motor skills in indoor and outdoor activities. This is unsatisfactory. A range of activities and resources is provided for pupils to achieve the early learning goals. Attainment on entry is a little below average but pupils achieve well and, excepting those with special educational needs, the majority is on target to achieve the early learning goals. Some pupils will exceed these.
67. The teaching of pupils under five is very good. The class teacher sets clear learning objectives. She creates a warm, supportive and secure environment, which encourages pupils to respond and gain in confidence. There are good relationships between class teacher, support staff and pupils. Support staff are deployed well. The teacher shows a good knowledge of the subjects taught and the stages of pupil development. Tasks set are appropriate to pupils' ability. High expectations are set for behaviour and achievement. Pupils are assessed on entry to the school and again at the end of reception. Assessment is used to assist planning. Praise, clapping and smiley faces are used to encourage and celebrate success.
68. Pupils behave well and show good concentration. They are able to listen carefully to the teacher and each other and take turns. They are developing independence and can choose from a range of activities and explain their choice. Pupils are becoming independent at dressing and undressing themselves for physical education and are showing an awareness of others' feelings and needs.
69. Pupils' communication, language and literacy skills are being developed through a variety of activities, which promote the development of speaking and listening. They have good standards of attainment. They listen to stories, participate in singing rhymes and talk to teachers, support staff and each other. Opportunities are made to increase pupils' knowledge of vocabulary and understanding of language through other curriculum areas. Pupils know many letters of the alphabet and some can put them in order. They can shape letters from play-doh and tell a story from sequencing pictures. Most link sounds to letters and are developing pre-reading skills.
70. Pupils show good attainment in mathematical development. Numeracy skills are developed through a range of teacher directed activities, number games, puzzles and pictures. Pupils are matching one to one, identifying and counting groups of numbers from one to ten. Some are adding and taking away single digit numbers and starting to group numbers in tens. They know the names of common shapes and use appropriate language such as longest and shortest.
71. Pupils' personal, social and emotional development is on line to achieve the early learning goals. They behave well, show good concentration and are enthusiastic and interested in their activities. Pupils listen carefully to the teacher and each other and respond to questions confidently. In cooking they take turns to roll out the pizza base and use appropriate tools. They are developing independence and can choose from a range of activities and explain their choice. Pupils are becoming independent at dressing and undressing themselves for physical education. Little evidence was seen of very young pupils being given responsibility for jobs in the classroom, such as putting equipment away in the correct places. Pupils show an awareness of others' feelings and needs and start to express their thoughts confidently.
72. The pupils have a good knowledge and understanding of the world around them. They can identify the fruits and vegetables used to cook a pizza, use a grater, scissors and rolling pin. They can explain why the tin needs to be greased. Pupils know why some people have to wear reflective clothing for safety. They can hypothesise as to whether certain materials will reflect light, are able to test this and find out the answer. They are beginning to think about how other people live.

73. Children's creative development is good. They experience a wide range of activities in art, music and role-play. The 'Home' corner provides opportunities for pupils to be engaged in co-operative play and act out familiar situations. Pupils paint and paste and 'decorate' the home corner. They experiment with paints and colours and produce a very good effect with their 'bubble' pictures. They are acquiring a varied repertoire of songs and action rhymes, and are developing a sense of rhythm and understanding of the language of music.
74. Physical development standards are in line with national averages. The acquisition of gross motor skills is hindered by the lack of appropriate resources for indoor and outdoor activities. Some indoor equipment is just too big for under fives and there is no outdoor equipment for pupils to climb, balance, move through, under or round. However, pupils can move confidently, have a very good awareness of space, can use their imagination when moving and are aware of safety. They begin to develop simple sequences of movement, perform a forward roll, can balance and land safely. Their fine motor control is developing satisfactorily. Very good progress is made because of very effective teaching.
75. Since the last inspection teaching has improved. Standards of attainment have remained above expectations, except in pupils' physical development where standards have seen a slight decline.

ENGLISH

76. In 1999 the standard of reading of pupils in Key Stage 1 was below national averages and well below average in comparison with similar schools; standards of writing were well below both national averages and those of similar schools. The figures for 2000 show no significant improvement but cannot be compared with national or other averages, which are unavailable. Over the years 1997-99 there have been slight improvements in the standards of reading but no change in writing. Standards in English at the end of Key Stage 2 in 1999 were below national averages and well below the averages of similar schools. They improved in comparison with the national averages over the period 1997-99 and the unvalidated results for 2000 show considerably higher levels of attainment. Again there are no national averages for comparison.
77. Inspection activities find that pupils' standards of speaking and listening are below average. At the end of Key Stage 1 pupils lack confidence as speakers. However, younger pupils starting Year 1 convey meaning well with good clarity; this is due to good teaching of reception and Year 1 pupils. In contrast, at the end of the key stage their listening is below what would be expected and in speaking pupils lack the vocabulary and familiarity to speak with sustained clarity. Attainment in speaking and listening at the end of Key Stage 2 is below national averages. However, they can discuss matters of interest with growing maturity making the appropriate responses. A number of them can adapt the way in which they speak to a variety of purposes. Most pupils still lack confidence when speaking to adults and their speech is often terse and uncommunicative. They are poor listeners; this is evident in lessons where, when they are given instructions, they are frequently slow and confused when moving on to individual activities.
78. Pupils' attainment in reading during the inspection was below the national averages. At the end of Key Stage 1, pupils lack a broad knowledge of books. Most are unfamiliar with and unable to use the dictionary. Many pupils do not know the basic vocabulary associated with books. In a lesson, they could not give an appropriate name to labels or illustrations when they were pointed out in a big book. By the end of Key Stage 2, reading standards are below national averages. Pupils handle fiction texts satisfactorily but there is a lack of fluency in their reading and they do not have the expected levels of confidence. Teachers do not closely match texts to pupils' abilities or needs so that they frequently attempt to read unsuitable books, inappropriate to the sequential building of reading skills. Most pupils in Key Stage 2 lack sufficient familiarity with non-fiction texts. The poor range of books and impenetrable cataloguing of the school library mean that pupils are dissuaded from using the library for research purposes. The school gives too little encouragement to pupils to use non-fiction texts. Many older pupils are insufficiently familiar with the use of contents and index pages in such books.

79. Attainment in writing is also below national expectations in both key stages. In Key Stage 1 pupils at the start of Year 1 write accurately; the more able 50 per cent can compose and write simple sentences with help. Year 2 standards at the end of the key stage are lower; this is due to differences in teaching. Pupils have a limited vocabulary and their spelling is poor, with many errors made in monosyllabic words. Letter formation is inconsistent and punctuation is irregular and often wrongly used. However, presentation of work is satisfactory. Pupils do not write at length sufficiently. Although the school recognises writing as a weakness, there is no policy to encourage greater opportunities for extended writing. At the end of Key Stage 2, writing is limited by the vocabularies of most pupils and the lack of confidence in using more adventurous words. In a lesson, in which the whole class looked at and discussed concrete poems, most pupils lacked the concentration and skills to be able to develop their own concrete poems successfully. Spelling, punctuation and handwriting are usually correct. Some longer pieces of writing are thoughtful and the higher attaining half of Year 6 are able to develop sustained ideas in written work.
80. Teaching of English is good with some very good elements. Teachers have a good knowledge of the National Literacy Strategy and have used it to develop children's interest and in an attempt to raise standards. The strategy's teaching objectives are used sensibly to give structure to medium term and lesson planning. Teachers use resources and artefacts to interest pupils and question pupils effectively to extend their understanding. Teachers have satisfactory knowledge of phonics but the school has not ensured that phonic sounds are taught consistently. For example, teachers and classroom assistants pronounce sounds like 'th-' differently and this is confusing for pupils. Lessons are carefully planned, with activities usually adapted for 3 levels of ability. With mixed-age classes, this means that some higher attaining pupils are not given sufficient challenge. Planning to meet individual education plans ensures that pupils with special educational needs have work sufficiently adapted to their needs. Support staff are always well informed, so that they are able to participate fully in all elements of lessons.
81. With the exception of the youngest pupils in the school, teaching sometimes lack sufficient inspiration to engage pupils enthusiastically. Pupils at the school are essentially passive learners; teachers frequently coax them to give of their best but do not offer sufficient exciting challenges to keep them at full stretch at all times. Many teachers show a reluctance to deviate from their lesson plans, even when circumstances suggest other options. Greater flexibility in following up pupils' suggestions could lead to more exciting learning opportunities. Teachers know their pupils very well so are able to group them in a way which promotes higher standards. In group activity sessions, teachers are careful to have the classroom organised so that they can interact with each member of the class. These activities are well matched to the whole-class elements of lessons, but are rarely more than routine. Teachers are calm and purposeful in their very good management of pupils. In a school where pupils lack concentration and frequently resort to conversation, firm and consistent handling is the norm in lessons. Teachers are courteous and unflappable and exercise authority clearly. They work hard to overcome the natural lack of respect that some pupils bring with them to school and, over time, a mutual respect grows and proper habits of work are established. In a Year 1 lesson, the teacher was very skilled in channelling pupils' natural enthusiasm to meet her learning objectives and to curb their tendency to call out; in this way – and ably assisted by good support staff – there was very good learning of words beginning with 'c'. Pace in lessons is occasionally slack; the group tasks are rarely given deadlines, so that pupils work at their own, often slow, speed. Lessons tend to lack sufficient urgency.
82. The quality and use of support staff is good; while not all of them have received literacy training, they are carefully briefed on the content of lessons and fully involve themselves in all elements of the literacy hour. They invariably make valuable contributions to pupils' learning. Resources are well used with the exception of ICT; while there was a good example of the use of a specially set up 'television studio' with Year 6 pupils, scrutiny of work revealed that there are few opportunities for pupils to draft and produce work on word processor programs.
83. Work is satisfactorily marked but there is little written dialogue with pupils and no evidence of regular target-setting being undertaken. Plenary sessions offer opportunities for informal assessment but these are often too short and fail to be much more than 'show and tell' sessions; they do not inform pupils or teachers of desirable patterns for future study. Homework is set on

some occasions but is not a regular part of the English curriculum. The newly established reading records are well utilised by parents and teachers but do not yet identify areas for development for parents or set targets.

84. The co-ordination of English is satisfactory but there are some areas for development. The school lacks a policy for literacy across the curriculum to address the low standards of writing. Resources used for the literacy hour are satisfactory. However, the library has been neglected over the last few years so that most of its stock of non-fiction books is obsolete and bears little relevance to the requirements of the National Curriculum. Its cataloguing limits ease of access by pupils. This weakness is having a negative impact on the development of pupils' reading. Assessment is under active development but the records indicate the newness of the procedures; as yet the results have had no impact on teaching or curriculum arrangements. The co-ordinator has no time to monitor teaching but does look regularly at planning across the school.
85. Since the last inspection standards have fallen in both Key Stages 1 and 2, although there are indications that this situation is improving. Teaching has improved but the library is still insufficiently used.

MATHEMATICS

86. In the 1999 national test results, pupils in Key Stage 1 achieved standards that were below the national average and well below those for similar schools. In Key Stage 2, their attainment was above national expectations and in line with those of similar schools. These variations can be accounted for by variations in teaching in 1999. A slight improvement in attainment during the last three years is evident, in line with the national trend. Good improvement has been made in 2000, especially in Key Stage 2, but there are no national figures available for comparison. However, pupils in Key Stage 1 in 2000 did not achieve National Curriculum Level 3 or over.
87. In lessons, Key Stage 1 pupils are clearly developing numeracy skills. They can do simple addition and subtraction, count in groups and share. Many are developing a good understanding of place value. Pupils can complete symmetrical patterns, distinguish between odd and even and recognise coins up to £1. They have experienced weighing and measuring and are acquiring mathematical language, such as longest and shortest. Key Stage 2 pupils know familiar 2D and 3D shapes. They can describe and classify them using appropriate mathematical language. A Year 3 pupil proudly identified a tetrahedron. Older pupils correctly identify simple fractions and can recognise equivalent fractions. At the end of the key stage, they can produce different graphs on the computer to illustrate design and technology work. Pupils can add and subtract using decimal places. Work shows an understanding of area and perimeter. Across both key stages, attainment target 1 - using and applying mathematics - is lower than in other elements of the subject. There is little evidence of the application of mathematical skills to other areas of the curriculum.
88. Teaching across both key stages is good. Teachers show a good knowledge of the subject and plan carefully. The implementation of the numeracy hour is well established and this provides a good structure for planning and teaching. Pupils learn more readily when teachers plan appropriate work for different levels of ability. Teachers make good use of praise to reward good work and good behaviour. Lessons are well paced and good use is made of support staff. Key Stage 2 pupils are tested at the end of each year but there is little evidence that teachers use ongoing assessment to regularly assist their planning. Teachers plan well and provide satisfactory provision for pupils with special educational needs.
89. Pupils' attitudes towards mathematics are generally positive. They concentrate and work well. Where teachers use good questioning strategies, pupils are keen to contribute and demonstrate their knowledge. They can explain how they arrived at an answer. Where there are clear learning objectives and good plenary sessions for lessons, pupils are aware of their progress in achieving their targets.

90. Curriculum planning for the numeracy hour is sound and there are just sufficient resources for it to be implemented. The role of the co-ordinator is being expanded. Planning is now monitored and the local education authority has monitored teaching of core subjects. However, no non-contact time is allocated for the co-ordinator to monitor colleagues and work alongside them. No regular budget is available for the purchase of much needed resources.
91. Some improvements have been made since the last inspection. Attainment has gone up slightly. Teaching is now good across the key stages.

SCIENCE

92. Standards in science are below expected levels in both key stages. At the end of Key Stage 1, results from teacher assessments in 1999 indicate that attainment was well below national average and well below when compared with similar schools. Results from the Key Stage 2 national assessment tests in 1999 show that attainment was below the national average and also below that of similar schools. There has been a downward trend of standards since the last inspection. Standards in the year 2000 Key Stage 2 national assessment tests improved. All pupils achieved at least Level 4. However, comparisons against national average attainment and with similar schools were unavailable at the time of the inspection. Indications from the scrutiny of work indicate that these pupils benefited from specialist teaching and pertinent additional revision prior to taking the tests.
93. In Year 2, pupils show satisfactory understanding of elements of science. Higher attaining pupils, for example, are able to use simple terms, such as 'source of light', when discussing their work. Evidence from scrutiny of work, however, indicates that pupils have had limited opportunities to explore topics in depth and the over-emphasis on worksheets and limited evidence of enquiry and testing has led to low standards of attainment. Pupils in Year 6 have limited understanding of electrical circuits, the effect of changing components and different representations of circuits; this reflects the impact that the paucity of learning resources has on learning. Owing to the high numbers of pupils with special educational needs in the current Year 6 class, evidence from lessons and from the scrutiny of work indicates that standards remain below those expected for pupils of this age.
94. Teaching is good. The best teaching occurred when lesson objectives met the needs of the different attainment levels of pupils and provided stimulating, challenging but enjoyable experiences, which were based on assessments of prior learning. The use of assessment, however, does not consistently help develop planning and this leads to some lessons that have insufficient challenge for high attaining pupils and are over-ambitious for pupils with special educational needs. When pupils lack independent learning skills, for example, the successful intervention of the teacher ensures that they are well supported and make good progress. The use of this type of assistance is rare. In less successful lessons, planning to meet pupils' differing needs remains a weakness. Marking, similarly, is underdeveloped and does not tell pupils how to improve. This leads to pupils not fully understanding what they need to do to achieve higher standards. In Key Stage 2, whilst in lessons observed pupils made good progress, the unsatisfactory quality of planning in previous years has led to pupils repeating some topics and having limited experience of others. For example, scrutiny of work indicates that pupils have repeated work on forces, light and planets. Evidence clearly indicates that all pupils, whatever their ability in previous years, completed the same work and used the same words to record their findings. This has led to pupils having limited opportunities to investigate, predict and report using their own words and in a variety of ways. In addition pupils do not develop a clear understanding of 'fair testing' procedures. Provision for pupils who have special educational needs is satisfactory. The teaching of basic skills is satisfactory but there has been no planning for the delivery of literacy through science.
95. The headteacher has temporarily taken responsibility for the co-ordination of science, prior to the appointment of a new member of staff. Despite having many responsibilities, she has improved the overall curriculum planning and ensured that resources are sufficient to support this term's work. Curriculum planning has now improved to ensure continuity and progression. However, the poor

quality of learning resources and the difficulty in ensuring that all pupils have completed work across all aspects of the science curriculum has a negative impact on standards. Planning for continuation and progression for pupils in upper Key Stage 2 remains a priority, if pupils are to continue to make the good progress observed in lessons seen and cover all aspects of the science curriculum. Because the headteacher has a demanding workload she has been unable to address all relevant issues, monitor teaching or to scrutinise prior work in order to identify areas of repetition.

96. Since the last inspection progress in improvement has been unsatisfactory. Although the quality of teaching has improved since the last inspection, it has not yet started to improve pupils' standards of attainment.

ART AND DESIGN

97. Standards in art and design are average in Key Stage 1 and below average in Key Stage 2. This represents a decline in standards in Key Stage 2 from those reported in the last inspection. Pupils in Year 2 have made good representations of owls. Higher attaining pupils are able to use mature techniques to represent the feathers, while pupils with special educational needs can make simple representations using broad strokes and bold colours. In Key Stage 2, although recent work on display shows that pupils have had the benefit from a range of activities, such as photocopy art and painting cartoon characters, the range and quality of work on display is limited and below the expected standard. This is partly because pupils rush their work and do not consider or evaluate in order to improve. Therefore, their work lacks thought and imaginative skills and produces pictures of below average standards.
98. Teaching observed during the inspection was good overall and pupils in both key stages made good progress. Pupils with special educational needs make satisfactory progress in relation to their prior learning. In the best lessons, lower ability pupils were encouraged to work alongside higher attaining pupils; this effective planning enabled pupils to learn by example. When encouraged to evaluate the quality of their 'weaving' and compare with more successful pupils' work, pupils were able to improve their skills. Teachers, in these cases, successfully used demonstration and good class management skills to ensure learning was purposeful. Planning was developed as part of a sequence of work and in this way pupils' skills progressed. However, evidence from planning shows there has been a lack of a wide range of learning opportunities and low expectations from teachers in the past. For example, the use of sketchbooks have not been consistently or fully developed. Together with the unsatisfactory range and quality of learning resources, these weaknesses have led to a narrow range of skills and topics covered and an unsatisfactory development of skills as pupils progress through the school. Pupils have had limited opportunities to work in a range of genres and to benefit from specialised teaching. In a Key Stage 1 lesson, pupils make a good start in developing skills. Teaching focused on observational drawing. Pupils were encouraged to examine the self-portraits of famous artists, such as Van Gogh, and to talk about the differing techniques, such as realistic self-portraits compared with abstract drawings. Pupils responded well to this stimulating and knowledgeable teaching and are developing good skills of observation in their work. Key Stage 2 art teaching is generally linked to other subjects. For example, a lesson observed was linked to their current work on shapes in mathematics. Here, pupils worked to create pictures in the style of Kandinsky. The teacher effectively evaluated pupils' efforts and encouraged them to self-evaluate and improve their work. However, although some pupils made good progress and high attaining pupils produced exciting pictures using contrasting shapes to create bold pictures, these were a minority. For the majority, the limited range of drawing materials and poor quality of paintbrushes limited pupils' progress.
99. The co-ordinator has not had the opportunity to monitor teaching or examine teachers' plans to ensure that the range of art has been covered. She has recently introduced individual art portfolios in which pupils can keep their best work. Teaching is now supported by an improved commercial scheme of work, which better supports non-specialist teachers.
100. Art has not been sufficiently developed and taught as a subject in its own right. It has been used to support other curriculum areas. In this, the inspection team support the views of the parents that

the art provision is satisfactory and that it requires further development. Since the last inspection there has been unsatisfactory improvement.

DESIGN AND TECHNOLOGY

101. Standards in design and technology are below expectations across both key stages. Pupils make unsatisfactory progress and have limited opportunities to plan, make and evaluate their work. In Year 2, pupils were able to use clay to make model owls but there was no evidence of pupils' planning or self-evaluation in order to improve their skills. Pupils at the end of Key Stage 2 have had insufficient opportunity to study design and technology so that they may progress and develop skills. As a consequence, they do not know what to do and become over-excited when given the opportunities to take part in practical activities.
102. Currently in Key Stage 1 teaching is very good. In a Year 1 lesson, where pupils were making a pizza, they showed awareness of hygiene procedures. The very good teaching developed pupils' thinking skills, so that they could predict whether the pizza base would fit the tin and explore a variety of toppings. Effective planning and the very good use of support staff led to pupils making very good progress and attaining good standards. This high standard of teaching shows a considerable improvement on the previous academic year. This very good teaching has not yet had an impact on standards. Evidence, in general, from teachers' planning show too few opportunities are given to enable pupils to extend and develop skills from the very good start they make in Year 1. Activities emphasise making skills, which do not extend higher attaining pupils. Although evidence shows pupils have designed and made robots, there was little evidence to suggest that pupils had been given opportunities to explore basic principles such as the joining of two parts in order to make a movable joint, as is expected by pupils of this age. In Key Stage 2, teaching is satisfactory. Teachers work hard to manage excitable and difficult behaviour, but lack confidence to allow pupils to take responsibility for doing simple tasks like handing out resources. In these instances, lessons lose pace and pupils become more restless, which detracts from the lesson objectives. In a Year 5 and 6 lesson, pupils examined the properties of a range of breads as part of a sequence of lessons designed to lead to making bread. Resources provided by a local supermarket were used well to support learning but pupils were over excited and found it difficult to co-operate. Although there was some evidence that pupils in previous years had examined slippers and patterns and produced an end product, experiences such as these were limited. The teaching of basic skills is satisfactory.
103. The co-ordinator has only recently been given responsibility for this subject and has not had sufficient time to develop this area or to make a positive impact on the provision. Design and technology is taught in rotation with art and design. Little previous work was available, while evidence from teachers' past planning indicates that pupils have had limited opportunities to develop skills in this subject. This evidence suggests that unsatisfactory provision limits pupils' progress and learning across the key stages. Resources are unsatisfactory. There is a very limited variety of materials to support teaching and they cannot, currently, support the revised scheme of work.
104. Since only one lesson was reported upon in the last inspection, comparisons of teaching cannot be made. Some aspects of the subject have improved. For example, there is a revised scheme of work to ensure continuity and progression, which in addition supports non-specialist teachers. Resources were unsatisfactory at the time of the last inspection and remain so.

GEOGRAPHY

105. Standards of work are in line with national averages at the end of Key Stage 1. Pupils have some knowledge of the local area and are able to contrast it with a rural area in India. They point out some of the differences in farming, particularly contrasting methods of harvesting. They can discuss human features shown on photographs and can discuss types of transport but have less good understanding of physical features. Most pupils can locate Binbrook on a British Isles map. At the end of Key Stage 2, pupils' attainment is below national expectations. They have developed

a better knowledge of places and different environments but do not understand geographical processes in any depth and are unaware of how geographical change can transform areas. Many pupils do not grasp the significance of location in governing human or economic activity.

106. Teaching of geography is good with some very good elements. The reason that attainment is not at the same level is that improvements to the provision and teaching of geography are recent and have yet to raise standards. Work is well planned, frequently linking with subjects like English and design and technology. A very good lesson to reception and Year 1 pupils used the big book used in the literacy hour as a basis for looking at transport to a Scottish island. The teacher showed very good subject knowledge and there was both a strong intellectual and creative effort by the pupils and evident great enjoyment. Pupils made good gains in knowledge of the way of life on the Inner Hebrides and of transport variations in travelling there. Teachers manage pupils very well. Each class has a number of potentially disaffected pupils; the skill and subtlety with which all pupils are dealt with enabled all to make good progress in lessons.
107. There is currently no co-ordinator for geography. Planning of the subject has been patchy. However, the headteacher has put a basic planning framework in place in recent weeks and the Qualifications and Curriculum Authority guidelines now form a central part in the delivery of the subject. The headteacher monitors planning of lessons but no monitoring of teaching has occurred. There are no systems for assessment of geography. Resources for the subject are unsatisfactory, atlases are obsolete and there are too few relevant geography books in the library. There is too little use of ICT in the subject.
108. Since the last inspection, standards in Key Stages 1 and 2 remain at similar levels. Teaching has improved but weaknesses in co-ordination remain.

HISTORY

109. Because of the school timetable, only one history lesson could be seen. It is not possible to assess standards of attainment or teaching in Key Stage 1. Pupils' work from the end of Key Stage 1 showed some awareness of differences between the past and the present but little understanding of chronology. Pupils have not written stories about the past. At the end of Key Stage 2, pupils' attainment is below what is expected of their age. They have satisfactory levels of knowledge and can contrast life in the past with that of the present day but cannot venture explanations of the differences. Their interpretation skills are unsatisfactory and they have no knowledge of bias in historical sources. Year 6 pupils do not know what an artefact is.
110. Teaching in Key Stage 2 is satisfactory. Lessons are well planned, using limited resources effectively and with clearly explained objectives. There can be weaknesses in managing pupils. Pupils do not have a strong work ethic; they rely on firm handling from teachers. Where this is not consistently successful, pupils become talkative and drift away from their tasks. Pace can be too slow. The potentially strong contribution that the subject can make to the development of pupils' literacy development has not been planned and so happens only occasionally.
111. Planning of the subject in the past has been inconsistent. There is currently no co-ordinator for history. In her brief tenure, the headteacher has initiated long-term plans for the subject and teachers now plan in the medium term using the Qualifications and Curriculum Authority guidelines; this means that the current curriculum provision is satisfactory. The school uses the village as an effective resource for learning about the past. There is too little use of ICT. There is no monitoring of teaching but the headteacher monitors lesson planning. There is no assessment. Resources are unsatisfactory in quantity; the school has few historical artefacts.
112. Since the last inspection, standards at the end of Key Stage 2 have declined and pupils still lack skills in enquiry and interpretation.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Attainment in ICT is satisfactory. No direct teaching was observed in Key Stage 1. The younger pupils work on the computer in the classroom individually or in pairs to develop their numeracy and literacy skills using a variety of programs. The use of mouse or concept keyboard was not seen. However pupils are improving their knowledge of the keyboard. The older pupils in Key Stage 1 have used computer programs to make star pictures. Older pupils in Key Stage 2 can change fonts, use a tool bar to change shape, colour, size of words, save work and print. They are just becoming familiar with the Word Art program and are using it to enhance the presentation of their poems. They can produce a variety of graphs for their design and technology work. Poems and stories are produced. Accounts of their school trip to Wales contain interesting clip art pictures. They present their work in a variety of ways. Pupils can use e-mail to maintain contact with the school sharing their visit to Wales. They have used the internet to find the rules of mini games for physical education. Year 6 pupils have the opportunity to take part in a multi-media presentation using cameras, video link and mixer.
114. Teaching is satisfactory. Where teachers demonstrate good knowledge and understanding of the subject, and are prompt to offer support and intervene with individual problems, pupils achieve well. Teachers plan carefully structured lessons that build on previous knowledge and experience. Management of pupils' behaviour is generally good but when a small minority misbehaves it affects the ability of the rest of the class to concentrate on the task set. Usually, however, pupils are interested and concentrate well when working at the computers. They work together in pairs, take turns, make choices, can explain what they are doing and why. Appropriate tasks are set for pupils' ability, but some pairings, while supporting a younger or less able child, can hinder the progress of a more able pupil. Provision for pupils with special educational needs is satisfactory.
115. There is no policy document for this subject. However, curriculum planning for ICT is in place. No co-ordinator has been appointed to oversee or develop this area of the curriculum and provide leadership for less experienced staff, although the headteacher does monitor teachers' plans. The school does have a roamer; however, although its use is planned, no control technology was observed during the inspection.
116. Resources have improved considerably since the last inspection. Standards remain at the national average. The school now has an ICT suite with sufficient computers for a class to work together in pairs at any one time. This is a good resource for teaching ICT skills. Standards of attainment and teaching are at the same satisfactory levels as at the time of the last inspection. Currently staff are insufficiently trained in the delivery of ICT.

MUSIC

117. Standards are good in Key Stage 1. Pupils in Year 1 build up a repertoire of songs and rhyming choruses and are developing a sense of rhythm. Pupils can clap a rhythm and use one to five fingers to clap softly, gradually getting louder and louder and then reverse the process, thereby developing their understanding of high and low, loud and soft sounds. They can use this knowledge when singing familiar songs. Younger pupils in Key Stage 2 can use their voices to create different levels of sound and produce different sound effects. They show how voices can create mood. They understand how to control their voices when singing and can recognise, clap and continue a rhythm within a story or chant. No lessons were seen at the end of Key Stage 2 and so no judgement of attainment can be made. All pupils sing in assembly to a tape recording, but this is not particularly tuneful.
118. Teaching is good. Teachers explain musical terms such as volume, rhythm, high and low sounds and mood. However, teachers' knowledge and understanding of the subject are unsatisfactory, although they do show understanding of the development of pupils' musical knowledge and ability. Lessons are well planned, with clear objectives and progress at a good pace. Teachers interact well with pupils, generating enthusiasm and making good use of praise to encourage and reward success. The quality of the teaching ensures that all pupils are interested, able to participate and achieve success. During lessons pupils are enthusiastic and show good levels of concentration. They listen and follow instructions carefully. Teachers have high expectations for pupils' behaviour and achievements. Some younger pupils are confident enough to sing a response to a phrase on

their own. Pupils are aware of their achievement through the increasingly successful completion of the task set and the teachers' use of praise to reward success.

119. There is no music policy and no monitoring of the teaching of music in the school. Curriculum planning includes music and music plans are scrutinised by the headteacher. The lack of subject specific skills and knowledge among staff is unsatisfactory. Leadership and management of music is unsatisfactory.
120. Progress since the last inspection is unsatisfactory. The current absence of any musical expertise in the school and the lack of a music co-ordinator have prevented the development of this subject throughout the school. There is no longer a choir or recorder groups to enhance the class music lessons

PHYSICAL EDUCATION

121. Attainment in physical education is in line with that expected for pupils at the end of Key Stage 1 and below that expected at the end of Key Stage 2. This is a deterioration in standards at Key Stage 2 from those reported in the last inspection. In Key Stage 1, pupils have a good awareness of space and the effects of exercise on their bodies. They can travel with appropriate degrees of control, over and through the limited range of apparatus available. Older pupils in Year 2 can balance and perform a simple sequence of movements with good beginning, middle and endings. In Years 5 and 6, pupils are beginning to understand the rules of netball and are developing skills used for attack and defence. Pupils have the opportunity to swim regularly and are gaining appropriate skills in order to survive in water.
122. Teaching in Key Stage 1 is very good and sometimes excellent. Teachers' very good subject knowledge and effective planning lead to pupils being interested, concentrating and making very good progress. Very good use of demonstration moves learning forward and develops pupils' gymnastic skills. Teaching in Key Stage 2 is satisfactory overall. Teachers make the best use of poor resources and try to develop an interesting range of activities. However, the very limited quality and range of resources fail to gain pupils' interest. As a consequence, despite satisfactory teaching overall, pupils fail to make progress in developing skills gained in Key Stage 1 and attain standards below those expected for their age. In Key Stage 2 a suitable range of additional activities such as football enhances the subject, with pupils benefiting from professional coaching. Pupils with special educational needs make progress similar to that of other pupils. Participation in sporting events, such as cross-country running, supports pupils' social development. All pupils, from Year 4 onwards, have the opportunity to experience a wider range of activities, such as rock climbing and canoeing in a residential outward bound course.
123. Currently there is no co-ordinator and this lack is hampering the development of this subject. Planning follows the school's long-term guidelines but there is no assessment or monitoring. Since the last inspection, standards of attainment in physical education have remained at satisfactory levels.

RELIGIOUS EDUCATION

124. Standards are below those expected. Pupils in Year 2 know and could tell the story of the Good Samaritan and can re-enact it but they are unable to relate it to contemporary life. Older pupils in Key Stage 2 have an insecure grasp of religious terms and are unable to discuss religious issues in any depth. For example, most cannot understand the meaning of the Christian symbols or the characteristics of other major religions.
125. Teaching in Key Stages 1 and 2 is good. Teachers make every effort to sustain pupils' interest through the use of stories from the Bible. Planning has improved and lesson objectives are clear. However, opportunities for pupils to link the morals of the story to their own lives are missed. For example, pupils in Year 2 were able to relate the sequence of the story of the Good Samaritan and to re-enact the story. This was because teaching was well planned with interesting activities that maintained pupils' interest. However, pupils were not given the opportunity to discuss the story in simple terms or relate it to their own lives and to consider how they might treat people who need help. Similarly, worksheets given to Year 1 pupils on the story of Noah were mainly a colouring exercise and did not support or develop learning or understanding. In Key Stage 2, where teaching was very good, this was because pupils were given the opportunity to discuss what it meant by 'love your neighbour'. Effective questioning by the teacher and very good planning led to the pupils being able to discuss how they could be 'nicer to people' and to make simple rules. In this way, pupils of all levels of aptitude were able to reflect and make some mature suggestions, for example, "always listen to people" or " don't judge people by their appearance". Evidence from teachers' plans, however, show that this high quality teaching is not consistent. Limited study has been undertaken of other religions or key religious figures. In talking to pupils, inspectors found older pupils in Key Stage 2, had a very insecure grasp of religious terms and were unable to discuss religious issues in any depth.

126. There is currently no co-ordinator for the subject and resources are unsatisfactory. The subject is not fully integrated into the life of the school and the over-emphasis on factual learning of a narrow range of mainly Christian topics does not enable pupils to reflect on stories heard, or to relate the morals in the stories to their own lives. In this way pupils fail to gain a deeper understanding of religious issues. The monitoring and assessment of the subject are unsatisfactory.
127. Religious education does not fully contribute to pupils' spiritual and moral development, which is the same as in the last inspection. Overall there has been a decline in the standards reported at the last inspection.