

INSPECTION REPORT

**HUNNINGLEY COMMUNITY PRIMARY
SCHOOL**

Barnsley

LEA area: South Yorkshire

Unique reference number: 106614

Headteacher: Mr R Bowley

Reporting inspector: Dr B Blundell
23868

Dates of inspection: 22nd – 25th October 2001

Inspection number: 230645

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hunningley Lane Barnsley South Yorkshire
Postcode:	S70 3DT
Telephone number:	(01226) 284867
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Redford
Date of previous inspection:	11 th October 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr B Blundell	Registered inspector	Mathematics Design and technology Information and communication technology	How high are standards? How well are pupils taught? How well is the school led and managed?
31175	Mr T Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10144	Mrs M Marriott	Team inspector	The Foundation Stage Science	How good are curricular and other opportunities offered to pupils?
31175	Mr A Allison	Team inspector	Special educational needs English as an additional language Geography History Music Physical education	
22841	Miss P Jackson	Team Inspector	English Art Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hunningley Community Primary School is now a good school for boys and girls aged 3 to 11, situated in an Education Action Zone in Barnsley, South Yorkshire. There are 309 pupils on roll including 25 children in the Nursery. The ethnic background of the pupils is largely white with United Kingdom heritage, with a small number of pupils being black with African heritage and also of Pakistani heritage. No pupils have English as an additional language. The percentage of pupils known to be eligible for free school meals is well above the national average. Whilst the percentage of pupils identified as having special educational needs is below the national average, the proportion with statements of special needs is above average. The nature of pupils' special needs includes both moderate and severe learning difficulties. Pupil mobility is relatively high; approximately one hundred pupils have left the school and 80 have joined over the last three years at times other than normal admission times. Pupils' attainment on entry is below average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Standards for pupils currently aged eleven are below average in English and mathematics, and average in science. The overall quality of teaching is good, and leadership and management are very good.

The school is providing good value for money.

What the school does well

- Leadership and management by the headteacher and two assistant headteachers are very good.
- The overall quality of teaching is good.
- Pupils' attitudes are very good, as are their relationships with each other and with the adults in the school community; behaviour is good.
- Provision for pupils with special educational needs is good.
- Provision for pupils in the Foundation Stage is good.

What could be improved

- Standards in English (in particular, reading) and in mathematics need to continue to improve throughout the school.
- Standards in religious education at Key Stage 2 need to improve further.
- The tracking of pupils' progress needs to be developed further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school had its last full inspection in January, 1998, when it was placed in special measures. It was re-inspected in October, 1999, by HMI, who judged that the school no longer required special measures and that it was providing an acceptable standard of education. The school has made good improvement since the last inspection. The key issue in this latter inspection, to continue to raise standards in English, mathematics, science and information and communication technology, and more generally across the curriculum, has been partially met and attainment continues to improve. The role of the curriculum coordinators has been further developed, and subject management is also continuing to improve. The senior management team is now an effective force for driving the school forward. The strategic involvement of the Governing Body has improved appropriately. School-wide performance is now reviewed more regularly. The school has good capacity to succeed; it is well placed to improve standards because of the effectiveness of teaching and management.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	E*	E	B
mathematics	D	E*	E	C
science	E	E	E	C

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

In the national tests in 2001 for eleven year olds, pupils' attainment was well below average, when compared with national averages in English, mathematics and science. Compared with schools of a similar type, pupils' results were above average in English, and average in mathematics and science. Over the three years from 1999 to 2001 taken together, pupils have left Hunningley Primary School approximately two terms behind pupils nationally in English, mathematics and science.

Standards at the end of Key Stage 1 in 2001 were well below average in reading and mathematics, and below average in writing. They were average in the science teacher assessments. Compared to schools of a similar type, pupils' attainment was above average in reading and writing, and well below average in mathematics. Over the three years from 1999 to 2001 taken together, pupils have left Key Stage 1 six months behind pupils nationally in reading and mathematics, and one term behind in writing. The results at the end of Key Stage 2, up to 2001, rose at a similar rate to results nationally, despite the relatively high pupil mobility. The school's targets are appropriately ambitious, and predict higher standards in 2002. In the work seen during the inspection, standards for pupils aged eleven were below average in English and mathematics, and were average in science. Standards for pupils aged seven matched national averages in writing and science, but were below average in reading and mathematics. For pupils aged seven and eleven, standards met national expectations in information and communication technology, physical education, music, art and design, and design and technology. Standards also met national expectations in history for pupils aged eleven, and in geography for seven year olds; there was insufficient evidence to judge standards in history at Key Stage 1 and geography at Key Stage 2. Standards in religious education met the requirements of the local agreed syllabus for pupils aged seven; they did not meet these requirements for pupils aged eleven. The majority of children aged five meet the majority of the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.)

Pupils' achievement is good overall. Standards at this school are not yet sufficiently high but are improving at a fast pace under the new, stable staffing structure.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are very good.
Behaviour, in and out of classrooms	Pupils' behaviour, both in and out of the classrooms, is good.
Personal development and relationships	Pupils' personal development is good; relationships with their peers and with adults are very good.
Attendance	Pupils' attendance is unsatisfactory, and unauthorised absence was above national averages in the last academic year; however, the rate of attendance is improving in this academic year.

Pupils are very enthusiastic and willingly take part in activities.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

The overall quality of teaching is good, with one third of lessons being very good or better. The quality of teaching in English and mathematics is good. Literacy and numeracy skills are taught satisfactorily across the curriculum. Particular strengths in teaching include teachers' planning, their management of pupils, and their knowledge and understanding. There are no particular weaknesses in teaching.

The school meets the needs of all its pupils appropriately.

Particular strengths in pupils' learning include their acquisition of skills, their desire for knowledge and understanding, and their productivity and pace of working.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Provision for their spiritual and cultural development is satisfactory, and provision for their moral and social development is very good.
How well the school cares for its pupils	The school's care for its pupils is good.

The school works well in partnership with parents.

A particular strength in the curriculum is the provision for special educational needs, which has improved greatly since the last inspection. All areas of the curriculum meet statutory requirements.

Strengths in the way the school cares for its pupils include the ways in which it seeks to improve attendance, and the elimination of bullying and oppressive behaviour. A weakness is the under-development of its procedures for tracking pupils' academic progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the newly appointed headteacher and assistant headteachers are very good.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is good.
The school's evaluation of its performance	The school's evaluation of its performance is good.
The strategic use of resources	The school's strategic use of resources is good.

The school now has a stable staff of permanent teachers. The overall adequacy of the staffing is now good; the accommodation is very good and the learning resources are satisfactory overall.

A particular strength in the leadership and management is the calibre and acumen of the senior management team.

The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Pupils make good progress. • Teaching is good. • The school is well led and managed. • The school sets high expectations. 	<ul style="list-style-type: none"> • Many parents would like to see a greater range of extra-curricular activities. • A significant minority of parents would like school to work more closely with them.

The inspection team agrees with parents' positive views; it finds, however, that the range of extra-curricular activities is now satisfactory and improving, and that the school is working closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Hunningley Primary School has a relatively high rate of pupil mobility. For example, over the last three years, approximately 100 pupils left the school and approximately 80 pupils joined, other than at normal admission times. This needs to be borne in mind when reading about the school's overall results. In order to help to improve standards, the school now sets pupils in Years 3 to 6 in English and mathematics. This is having a positive effect on raising standards, although some of the lower attaining sets in English are rather large. Literacy and numeracy standards, whilst not yet high enough, are being taught satisfactorily across the curriculum.
2. **Children enter the foundation stage of the school in the Nursery and then progress to the Reception class.** Assessments show that, overall over the last three years, pupils enter Reception with below average levels of attainment, although the current Reception class shows average levels. These assessments are known as the baseline tests. **By the age of five, near to the end of their time in Reception,** children are again assessed against national standards known as the Early Learning Goals. The majority of the children currently in Reception are on course to attain most of these goals.
3. **At the age of seven, close to the end of their time in Year 2,** pupils take the end of Key Stage 1 national tests in reading, writing and mathematics. The pupils who sat these tests in 2001 obtained levels that were well below national averages in reading and mathematics, and below average in writing. Their attainment when compared to schools of a similar type was above average in reading and writing, and well below average in mathematics. Those who took the tests in 2000 attained standards that were below average in reading, average in writing and well below average in mathematics. Taking the results over the last three years from 1999 to 2001, averaged together, pupils' performance has been six months behind national averages in reading and mathematics and one term behind in writing. In reading and writing boys have performed less well than girls; in mathematics, boys and girls have performed at a similar level.
4. **Inspectors find that pupils currently in Year 2 who will take their national tests in May, 2002, are reaching below average standards in reading, average standards in writing and science, and below average standards in mathematics.** Standards in information and communication technology, art and design, design and technology, music, geography and physical education meet national expectations. There was too little evidence to judge standards in history. Standards in religious education meet the requirements of the local agreed syllabus.
5. **By the age of eleven, near to the end of Year 6,** pupils take the end of Key Stage 2 national tests in English, science and mathematics. Pupils' performance in the 2001 tests in terms of national curriculum points scores was well below average in English, mathematics and science, compared with that of schools nationally. Performance was above average in English and average in mathematics and science, when compared with that of pupils in schools of a similar type. Taking the three years from 1999 to 2001 together, pupils have left Key Stage 2 approximately two terms behind pupils nationally in English, mathematics and science. The work of the Education Action Zone has had a positive impact in raising standards in English, more so than in mathematics. Until this term, there has been great instability in both staffing and leadership that has adversely affected standards. This situation has now been fully remedied, and the new order is already, in a very short period of time, raising standards.
6. **Inspectors find that pupils currently in Year 6** are working at below average standards in English and mathematics and average standards in science. However, the quality and quantity of work in pupils' books show that they are now making good progress in all three subjects. Standards in information and communication technology, design and technology, physical education, art and design, history and music meet national expectations. Standards in religious education are below those required in the local agreed syllabus. There was insufficient evidence to judge standards in geography.

7. **Since the last inspection in 1999**, standards in information and communication technology have risen at the end of both key stages. In other areas, standards have been broadly maintained.
8. The school is successful in fostering the achievements of lower attaining pupils. Pupils with special educational needs, including travellers' children, are appropriately identified at an early stage. They have individual education plans that focus on areas for improvement and targets to be achieved. Teachers and support assistants provide pupils with very effective support that enables them to make good progress.
9. Pupils are generally achieving well, considering their prior attainments. The systems now in place are poised to ensure significantly higher standards.

Pupils' attitudes, values and personal development

10. Pupils' attitudes are very good; their personal development is good overall. The pupils are enthusiastic about their lessons and school activities. They behave well and have very good relationships with others.
11. Most parents feel that their children enjoy school and believe they make good progress. The majority of pupils are purposeful about their work and tackle their lessons with enthusiasm. They are willing to talk about what they are doing, correct mistakes cheerfully and happily explain how they arrived at their answers. They collaborate well in groups when encouraged to do so. Their independent learning is not yet fully developed, but pupils maintain concentration very well. They are very good listeners, allowing space for one another's comments. They enjoy the short dialogues in lessons, making constructive contributions.
12. A small number of parents express concerns about behaviour. The inspection team found that behaviour is good. There is no unruliness in class. Pupils know very well what is expected of them, and have recently shared in the formation of the new sets of rules, posted in each class. They are familiar with the systems of rewards and sanctions. Where there are occasional instances of aggression, all pupils know how very seriously they are viewed. There are no exclusions.
13. Personal development is good. Pupils are tidy, respectful of property and know where things belong. They are generally orderly when moving around the school. Occasionally, however, they do not make way for one another. Encouragement of responsible attitudes is fostered from the day pupils enter the school. Pupils know where to put their belongings and soon settle down to purposeful work. Even the youngest, in this first half term of the school year, are confident and have followed the lead of their elders very well. All pupils enjoy sharing in the daily routines. They enjoy celebrating one another's successes, for example, applauding good work exemplified at the end of lessons or at the Good Work Assemblies. They contribute thoughtfully to circle time, for example, on respect for one another and one another's property. They appreciate those leading class assemblies or receiving the Attendance Cup. Pupils engage in lively, happy conversation over lunch. They co-operate well with lunchtime supervisors who stimulate play with the younger pupils very well. However there is a lack of resources to develop their interactivity. Most play is good natured, apart from a few who are boisterous and not always aware of those around them.
14. Relationships are very good throughout the school. Pupils can confidently share their thoughts and concerns with more than one member of staff. Pupils are courteous to adults and to one another. Consequently, a good rapport is evident between pupils and between pupils and adults in school. A few pupils have social problems, but the majority are cheerful and talk openly to one another.
15. Attendance at 92.3 per cent is low. Days off and holidays during term time are still too common. This matter was raised at the time of the last full inspection in 1998. However, the school promotes good attitudes to regular attendance and punctuality at every opportunity, during registration and through assemblies, with personal certificates and the weekly Attendance Cup. All these efforts are slowly bringing about improvements. Levels of attendance now match

national expectations, although this is partly at the cost of increased levels of unauthorised absence, because the school now firmly reinforces expectations. However, most pupils are early. They are keen to begin lessons, coming into school eagerly. Registration is prompt and effective. Punctuality has improved and lateness is now largely confined to a few families.

16. The school has an inclusive approach to pupils with special educational needs and sees these pupils as an integral and valued part of the community. Pupils with special educational needs take a positive approach to all subject activities and work with commitment. Pupils at the lower levels of special educational needs (Stages 1 & 2) are capable of working independently, with their support assistants, as well as in a collaborative manner with other members of the class. This is also true of pupils at the higher levels of special educational needs (Stages 3-5) although their ability to work well independently is more limited, and best when the activities are well matched to their prior attainment. This was seen particularly in such subjects as history and numeracy during the inspection. Other pupils understand that pupils with special educational needs require additional support and treat these pupils with respect.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is good. As from 2001, the school has a set of teachers who are all permanent; they are a dedicated team of teachers. Overall, teaching in the lessons seen was very good in the Foundation Stage, good in Key Stage 1 and good in Key Stage 2. In all lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 24 per cent of lessons, good in 40 per cent, very good in 28 per cent and excellent in 8 per cent. Excellent lessons were seen in each of the three key stages.
18. The biggest strengths in teaching include the management of pupils, teachers' planning, the helpful manner in which teachers generally share the learning objectives for lessons with their pupils, and teachers' knowledge and understanding.
19. Teachers throughout the school work very hard for their pupils. There is a total commitment by all concerned to make this school as good as possible. Pupils are aware of what is expected from them in terms of behaviour, and respond appropriately. In an excellent information and communication technology (ICT) lesson for seven year olds, in which the teacher showed excellent class management, the pupils' response was very good indeed and they showed clear enjoyment of the subject. These pupils made excellent progress in their knowledge and understanding of an ICT package to produce a drawing of a local hall; they *wanted* to learn. In another excellent science lesson for pupils in Year 3/4, the pupils also responded very well to the excellent class management. Classroom support assistants throughout the school generally make a most valuable contribution to pupils' learning.
20. The pace of lessons is very good throughout the school. In the best lessons, pupils are reminded of the time targets for completing an exercise, for example, in a very good Year 5/6 numeracy lesson. It is not uncommon for teachers at this school to say to pupils, "How many of these sums can you do in one minute?" If they are given relatively short time spans to complete a piece of work and reminded of this, it ensures that pupils focus on their work and do not waste time, thereby improving the rate of learning.
21. Throughout the school, English and mathematics are well taught; the skills of literacy and numeracy are taught satisfactorily across the curriculum, although there were some lessons in which teachers missed opportunities to reinforce their pupils' skills in these areas. Lessons generally start with productive question and answer sessions, to revise previous work and get pupils thinking. For example, in a very good literacy lesson for pupils in Year 5/6, the teacher used skilful, focused questioning to assess pupils' level of understanding of a character study.
22. Teachers' knowledge and understanding are generally very good in all subject areas. The teacher of one of the Year 2 classes has great expertise in information and communication technology, and by spreading this to other staff, has made a positive impact on pupils' learning in this subject throughout the school.

23. Day-to-day marking of pupils' work is generally good but inconsistent. Examples of some particularly thorough marking were seen in Year 5/6. This marking included comments to "stretch" pupils who had obtained full marks in a particular exercise.
24. Lessons have clear learning objectives and these are generally revisited at the end of lessons, to establish how far the objectives have been met. Many lessons end with a worthwhile oral question and answer session, for example, in the majority of literacy and numeracy lessons. The use of homework is satisfactory overall. Teachers plan their lessons well.
25. Pupils with special educational needs make good progress overall in all areas of the curriculum. Teachers write the individual education plans. Whilst these are satisfactory overall the best ones are more specific about targets and facilitate planning and assessment, so enhancing progress. The school recognises the need to improve the quality of individual education plans and staff training has been scheduled. Targets and their achievement, mainly for English, mathematics and social skills, are shared with pupils, so that they are aware of the progress they are making. Teachers provide support assistants with copies of the planned learning activities for the week and identify the role of the support assistant. Support assistants provide the teacher with information on the progress of pupils in the lesson and this informs subsequent planning. The effective support provided by these dedicated assistants makes a significant contribution to the pupils' learning. The school has recently adopted a system of setting pupils in Years 3, 4, 5 and 6 in English and mathematics, according to their prior attainment. These new arrangements are benefiting pupils with special educational needs, as activities are more precisely tailored to prior attainment. The practice of setting is having a most positive effect on all pupils' learning, although the size of one of the lower English sets is a cause for concern.
26. Standards of teaching have improved considerably since the inspection in 1999. At that time, one quarter of lessons were judged to be good or better; that has now risen to just over three quarters. Levels of homework set are now satisfactory and a consistent timetable of homework now applies.

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

27. The school provides a suitably broad and balanced curriculum in which subjects are taught in accordance with the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. Links with the community and relationships with other schools are satisfactory and have been maintained since the last inspection. Provision for pupils with special educational needs is good. The provision for pupils' personal development is good.
28. Since the last inspection the school has made significant improvements. The provision for history, geography and information and communication technology now meets national requirements and supports the progressive development of all required skills. Time allocation for subjects is consistent between classes and supports effective development. The curriculum in Key Stage 2 is broad and balanced. The school now has a policy for personal, social and health education. The overall quality of provision for the arts is now good.
29. The provision for extra-curricular activities is satisfactory. The school has planned extra-curricular activities including Literacy, Maths and Science clubs, Choir, ICT, Art, Drama and Netball clubs all to start after Christmas. Pupils experience a wide range of visits and visitors, which extends their experiences and enriches the curriculum. These include Crucial Crew, school nurses, Shakespeare 4 Kidz, an athletics teacher and football coach. Visits to Cleethorpes, Bishop's House and Brodsworth Hall enhance the history and geography curriculum.
30. The school responds appropriately to the Code of Practice for the identification and assessment of pupils with special educational needs.
31. The provision for personal, social and health education, including sex education and attention to drug misuse, is planned and effective. The school works within the framework of the Health for Life scheme, implementing the scheme in science lessons and in circle time. The school is working with the local Healthy Schools project, which it hopes to implement within the school.

There is currently no school council or planned development of pupils' sense of citizenship. However, the school promotes social inclusion successfully within its very caring ethos.

32. The school's provision for pupils' spiritual, social, moral, and cultural development has improved from satisfactory at the time of the previous (1998) inspection to good overall now. The provision made for pupils' spiritual development is satisfactory. Opportunities for reflection are evident in some assemblies, but could be developed further. The school fully meets statutory requirements for daily collective worship. Assemblies are well planned and provide simple but effective messages. There is a very positive, caring ethos that permeates the school. Pupils' achievements are acknowledged and appreciated, and pupils are given merit awards. Their work is attractively displayed around the school.
33. The school makes very good provision for pupils' moral development. It is implicit from the time the children enter the reception class. Pupils reflect on their own experiences and have a very clear understanding of right and wrong. The very clear codes of behaviour and values ensure that pupils develop a mature understanding of their moral and social responsibilities. The school codes of conduct are evident in all classrooms, but teachers rarely have to refer to them as behaviour is good throughout the school. Pupils are polite and courteous to visiting adults. Teachers have established a supportive atmosphere in which to cultivate pupils' moral development. Pupils demonstrate good levels of care, consideration and responsibility for each other and for resources. The merit award system encourages pupils to adopt good behaviour. Pupils are well behaved inside and outside classrooms. They are polite, opening doors, and are generally very helpful.
34. The provision made for pupils' social development is very good. Pupils work well individually, with a partner, in small groups and alongside others in larger groups. Although pupils in Year 6 run a tuck shop on Fridays, opportunities for other pupils to develop a sense of responsibility are infrequent. There is no school council and citizenship is not yet fully developed. In lessons, pupils clear away equipment and resources responsibly. Relationships between staff, pupils, adults and parents are very good. During lunchtime, social interaction between adult supervisors and pupils is very good. All pupils play alongside each other.
35. Provision for pupils' cultural development is satisfactory overall. Provision for multi-cultural development is also satisfactory but could be further enhanced; the range of displayed material is somewhat limited.
36. Pupils with special educational needs have equality of access to all areas of the curriculum, including extra-curricular activities. The school timetables the use of support assistants carefully, to ensure that all pupils receive a good level of support. For pupils at the highest level of special educational needs (Stage 5), the support provided exceeds the provision identified in each pupil's statement of special educational needs. This support is provided within the classroom. The support assistants clarify teaching points and questions asked by the teacher, enabling pupils with special educational needs to respond with growing confidence to questions put to the whole class by the teacher. This was evident in Year 3/4 and Year 5/6 numeracy lessons. The newly introduced setting arrangements for English and mathematics in Years 3-6 also enable pupils with special educational needs to have full access to the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures for child protection and for ensuring pupils' welfare overall are good. The procedures for monitoring and improving attendance are good, and the procedures for promoting good behaviour and eliminating oppressive conduct very good. The emotional and personal support and guidance for pupils is mixed, but satisfactory overall. Developments in the monitoring of pupils' academic progress are not yet fully in place; the support for pupils' personal development is very good.

38. All staff are aware of the strict criteria to be observed in child protection. The school has good access to educational, medical and social agencies when required. Pupils are made welcome in a clean, warm and secure environment. All health and safety requirements are currently met.
39. The school rigorously promotes regular attendance and punctuality as good habits to be fostered for the future. The need to reduce the very high level of unauthorised absence is acknowledged and discussed regularly by governors and staff. The school has drawn up clear guidelines on this issue, and there is comment on this subject in the School Prospectus, the Governors' Annual Report, in pupils' individual reports and in letters to parents. Weekly monitoring is thorough. The Education Welfare Officer works very hard with a significant number of families.
40. Procedures for monitoring and promoting self-discipline are very good. There is a good behaviour policy which staff implement consistently and conscientiously in all classes. There are no raised voices in school. Tendencies towards bad behaviour and occasional name calling are dealt with swiftly and effectively. Isolated tendencies towards bullying are dealt with firmly, involving all concerned.
41. The school has effective procedures in place to identify, assess, support and monitor the needs of pupils with special educational needs, including those with behavioural or learning difficulties. Help given to pupils is usually timely and appropriate. Within lessons, support assistants focus on aspects of learning and provide oral and written feedback for teachers. In a Year 3/4 history lesson the support assistant was enabling pupils to complete the planned task whilst also fostering the handwriting skills of the pupils. The school responds well to requirements, as outlined in pupils' statements of special educational needs, providing a higher level of support than those specified in statements. The school fully implements the Code of Practice. There are good links to external agencies that provide advice and support for pupils in school or at home. The school seeks and acts on advice to ensure that the support and provision in school best meets the needs of the pupils.
42. The assessment of pupils' work and its use to plan future work is now satisfactory overall. The school has started to assess pupils' attainment appropriately, using "broken down" National Curriculum levels. Progress in this area has been made since the last inspection. Although some tracking is now taking place, it is not yet consistently implemented through the school and is not helping to raise standards as much as it could do.
43. Procedures for monitoring and supporting pupils' personal development are very good. The new headteacher and his permanent staff work very hard together, aiming to fulfil the vision of the new mission statement. They support pupils very well, according to their individual needs. Most parents appreciate this and feel that teachers expect their children to work hard and do their best. They are confident that the school helps their children to mature. Staff are available to share any brief parental concerns at the beginning or end of the day. The headteacher is always available and willing to discuss immediate problems or make appointments for more formal matters. Lunchtime supervisors stimulate some interactive play, particularly with the younger pupils, and teachers offer incidental opportunities for pupils to take initiative and responsibility. However, as yet, such roles have not been integrated into personal, social and educational schemes to enlarge and deepen pupils' experience of responsibility as they move up the school. Good work and effort is praised at the end of lessons and in assemblies, especially when significant personal achievements in learning are made. Assemblies are very well used to promote responsible attitudes to work, behaviour, relationships and decision-making.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The majority of parents are coming to view the school highly. They have increasing confidence in the school's ambition. This is an improving situation since the last inspection in 1998. However, a significant number of parents did express concerns on most of the issues listed on the parental questionnaire for this inspection. The inspection team, whilst understanding these feelings, find that they largely reflect the insecurities of the past. Inspectors agree with the majority of parents that the efforts of the new headteacher and staff are already having a wide-

ranging and positive effect. Most concerns have already been dealt with, for example, the new homework structures which are shared with parents. Procedures are in hand for other improvements, such as extending the range of extra-curricular activities.

45. Most parents agree they are well informed on all school matters. There are regular letters covering all the activities of the school year, supported by a lively monthly newsletter. There is an excellent school prospectus, with a new mission statement of aims and values. The governors' annual report is comprehensive, with good detail on all the aspects it covers. A small number of parents felt that information about their children's progress was insufficient. The inspection team found the quality of information to parents about their children's progress to be good and comparable with that of other similar schools. Parents were invited to meet their children's new teachers at the beginning of the year. Consultation evenings are very well attended. Parents may have a quick word with staff at the beginning of the day and find it valuable to discuss any ongoing matters regarding their child's progress. There are good annual written reports, which are individual to the pupils, detailed and evaluative. Target setting is shared with pupils and their parents.
46. The school sets out to build a constructive partnership with parents. A number of parents, however, feel that the school does not work closely enough with them. The inspection team found that the staff communicate well and that the specially appointed school liaison officer works hard in encouraging parental help at home, particularly through the Family Learning and Shared Learning schemes. These are supported by a small but loyal group of parents, who enjoy the experience of design technology and sharing information and communication technology lessons with pupils. They feel the arrangements prove valuable and have additional benefits in helping their children. It is open for others to join them. A growing number use the home-school reading records, adding comment and building up a dialogue with class teachers. A copy of the new Behaviour Policy has been appropriately sent to all parents. A home-school agreement has recently been negotiated with parents, with a limited response to date. A few parents help in school but not on a regular basis, more at events such as Sports Day and on trips and visits. The Friends Association is small, but enthusiastically runs a Tuck Shop, events such as Family Discos and raises funds by holding School Fairs. All parents are automatically members of the association.
47. Parents of pupils with special educational needs are kept well informed from the time pupils are first identified as having special needs. They are aware of the guidance and support that is provided for the pupils in school. Parents know what the identified targets are and are kept informed of pupils' progress through formal and informal contact. Parents are fully involved in the review process.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management by the newly appointed headteacher and two assistant headteachers are very good, on both the academic and pastoral sides. The headteacher is energetic, committed, able, and knows how he wants the school to develop. In the short time since his appointment, he has made his mark and put into place effective strategies and routines to guide the school forward. His leadership ensures very clear educational direction for the school, and he is fully backed by the governing body. The headteacher wants the best for the school's pupils. The school's current aims and values are clearly visible in the daily routines of the school, although they are about to be revised. The school has a new and appropriate Mission Statement. The two assistant headteachers are also most competent, and together with the effective business manager, comprise the senior management team. The subject coordinators manage their subjects appropriately, monitoring planning and marking, although they are not yet involved in the monitoring of teaching in their subjects. Whilst this area has improved since the 1999 inspection, it is an area identified for further development in the school improvement plan.
49. The governing body's fulfilment of its statutory responsibilities is good. The governors, who have a wide range of expertise, want the best for the school and are determined that it should succeed. Their role in helping to shape the educational direction of the school is good. Governors visit the school regularly and have monitored the implementation of some of the

curriculum appropriately, particularly numeracy and literacy. The governing body has a good understanding of the main strengths and weaknesses of the school.

50. The headteacher has monitored the teaching of literacy and numeracy in all classes and has provided all staff with verbal feedback. As yet, there has been no specific monitoring of teaching by curriculum coordinators, and although subject coordinators monitor the planning of their subjects and marking across the school, discrepancies were noticed in the standard of marking across the school.
51. The school's targets are appropriate and suitably ambitious; they predict an improvement in national test results in 2002. Pupil mobility has had an adverse effect on recent results, but inspection evidence and provisional test results suggest that the targets for 2002 in English, mathematics and science will be met. The school now has a very good capacity to succeed.
52. Procedures for the induction of new staff are very good. The recently appointed teachers have been appropriately mentored by the induction manager. There is a comprehensive induction programme. Appropriate policies and plans are in place for performance management.
53. The management of special educational needs is very good. The overall provision for pupils with special educational needs is good. The coordinator has a very clear vision of her role and has identified key areas for development, such as the writing of individual education plans, so that all are very specific and achievement easily measurable. Liaison between the coordinator, class teachers and support assistants is good. There is effective organisation and implementation of the identification, support and monitoring procedures. The predominant support is provided within the classroom, although some withdrawal, for example, for speech therapy, does occur and is very effective. There is no discrete accommodation for pupils with special educational needs. No pupils have physical disabilities that restrict mobility.
54. Learning resources for pupils with special educational needs are at least satisfactory. The school makes good use of information and communication technology to support learning, with, for example, word processing software to enhance writing skills. The support assistants have a suitable range of skills and experience. Some have been trained in 'Reading Recovery'. Some are undertaking other training and all participate in in-service training with teachers in school. They provide good support for pupils and for teachers by informing teachers, orally and in writing, of individual pupils' attainment within lessons. The support assistants are valued by the school and are an integral part of the team.
55. The match of teachers and support staff to the demands of the curriculum is now good. There have been major upheavals in staffing in recent years, but this has now settled and the school no longer has any temporary teachers. The accommodation is very good overall, is very spacious and very well maintained by effective maintenance staff. Classrooms have attractive displays. Resources are generally satisfactory in quality and quantity.
56. The effectiveness of the school's use of new technology is very good. The school's competent business manager and diligent school secretary ensure the smooth running of the administration. The computers are all networked throughout the school and are well used. Finances are handled well and the school applies the principles of best value appropriately. Specific grants are used for their intended purposes. The school development plan, the standards fund action plan and the coordinator development plan are all useful working documents that clearly prioritise the school's needs.
57. Leadership and management of the headteacher, senior management team and Governing Body have improved since the time of the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the school further, the headteacher, senior management team and governing body should:

- i. further raise standards in English (particularly reading) and mathematics throughout the school (paragraphs 76, 90);
- ii. continue to raise standards in religious education at Key Stage 2 (paragraph 127);
- iii. improve the tracking of pupils' academic progress (paragraph 42).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	23	34	20	0	0	0
Percentage	8	28	40	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	284
Number of full-time pupils known to be eligible for free school meals	N/a	120

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	77

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	22
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	1.8
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	15	15
	Girls	15	15	14
	Total	26	30	29
Percentage of pupils at NC level 2 or above	School	80(81)	94(73)	91(96)
	National	83(82)	84(83)	90(97)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	15	14
	Girls	15	13	15
	Total	27	28	29
Percentage of pupils at NC level 2 or above	School	84(77)	88(75)	91(73)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	9	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	19
	Girls	5	4	6
	Total	19	19	25
Percentage of pupils at NC level 4 or above	School	50(76)	50(71)	66(71)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	19
	Girls	5	4	6
	Total	20	19	25
Percentage of pupils at NC level 4 or above	School	53(78)	50(71)	66(71)
	National	70(68)	72(69)	79(75)

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	1
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	248
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23.5
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	18

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	3
Total aggregate hours worked per week	60
Number of pupils per FTE adult	6

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	535445
Total expenditure	538883
Expenditure per pupil	1743
Balance brought forward from previous year	52227
Balance carried forward to next year	48889

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	227
Number of questionnaires returned	168

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	4	2	0
My child is making good progress in school.	38	51	8	2	1
Behaviour in the school is good.	28	47	10	4	11
My child gets the right amount of work to do at home.	33	44	13	6	4
The teaching is good.	43	44	8	1	4
I am kept well informed about how my child is getting on.	26	38	23	12	1
I would feel comfortable about approaching the school with questions or a problem.	47	41	7	5	0
The school expects my child to work hard and achieve his or her best.	49	46	3	1	1
The school works closely with parents.	17	47	23	8	5
The school is well led and managed.	27	51	9	4	9
The school is helping my child become mature and responsible.	27	59	8	2	4
The school provides an interesting range of activities outside lessons.	11	25	25	19	20

Other issues raised by parents

A number of parents expressed their disquiet at the high level of changes in staffing over previous years.

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

58. Children are admitted to the school in the term after they are three years old. Admissions are made termly, taking the oldest children from the waiting list first. Children attend either a morning or afternoon session and stay in the nursery for 3 to 5 terms dependent on their start date. Home visits by the nursery staff are undertaken if parents so wish. There are 49 children on the roll of the nursery, 22 attending in the morning sessions and 27 in the afternoon sessions. At present there are 14 children in the reception class.
59. Attainment on entry to the school is broadly below average, although that of the current reception class is average. The school's base line assessment follows a published scheme and is thorough. All children make good progress in their learning, except in the outdoor play area which is currently underused by the reception class. Inspection evidence indicates that most children are on course to achieve the Early Learning Goals by the time they leave the reception class.
60. Planning for all areas of learning is good, and identifies clearly what and how the children will learn. Assessment is satisfactory, and the children's development is carefully recorded. Detailed notes on base line assessment are completed at the beginning and at the end of the year. Teachers make day-to-day notes on individual children's progress. The indoor and outdoor areas cater well for areas of learning but opportunities for outdoor play in reception are inadequate. Opportunities for climbing and balancing, travelling under and over and through equipment are limited. There is currently no large equipment available for children to develop these skills. The school is aware of this lack of provision, and plans to enrich the outdoor area and experiences for reception-aged children. Each classroom in the Foundation Stage has its own computer. The Foundation Stage co-ordinator has recently joined the school and is working very hard to establish the Foundation Stage within the school.

Personal and social development

61. Priority is given to the personal and emotional needs of young children, and they achieve well. Most children will exceed the Early Learning Goals in this respect by the time they leave the reception class. This shows very good achievement and reflects the skilful teaching and provision where children are constantly encouraged to feel confident about what they can achieve, form good relationships, look after themselves responsibly and behave well. They have positive attitudes to their learning and enjoy coming to school. They are beginning to work co-operatively in role-play activities, for example, in the Doctor's Surgery. All children take responsibility for personal hygiene and most children put aprons on independently when working with paint and water. Both boys and girls learn the importance of taking turns in games and sharing construction toys. They listen attentively to adults and concentrate well on tasks such as 'reading' familiar books. In all the lessons seen, children showed attention and concentration on their tasks. Adults provide very good role models and treat one another and the children with courtesy and respect. Children respond very well, speaking to teachers and responding to the register politely. They are on course to exceed the learning targets for this area.
62. The quality of teaching is very good. In all lessons seen, the promotion of personal and social education was present in the teaching. Teachers know how to plan well and present work effectively. Very good behaviour is maintained, and an ordered routine established. The work of all children and significant events in their lives are acknowledged, valued and shared with the class. This makes a significant contribution to the very good learning environment found in the Foundation Stage and children make very good gains in their learning.

Communication, language and literacy

63. Most children are on course to make good gains in learning and to achieve the Early Learning Goals expected by the time they leave the reception class. They interact well with others, speak confidently and take turns in conversation, for example, when they answer the attendance and dinner register. They listen attentively to stories for an appropriate length of time and enjoy hearing and using rhyming words in story books, for example, when reading "This is the Bear". Children in the nursery are familiar with the words of the book "Knock, Knock, Who's There?" They join enthusiastically in predicting the story, using clues from the pictures. Staff use communication skills very effectively. The use of language is developed well; children identify the first letter sound from a range of objects in a bag, for example, 'c' for car. Learning was extended and children's listening skills refined, as they identified the first letter of their chosen object correctly and put it into the appropriate tray. Most children in the nursery are at an early stage in their reading. They know that print carries meaning, can start at the beginning of a book and turn pages. They know which is text and which is the picture and that English is read from left to right. They recognise words in familiar stories such as "Dressing Up". Higher attaining children know some letter sounds and read simple words confidently and accurately. Higher and average attaining children begin to write short sentences, whilst lower attaining children copy write. Supplies of writing paper, pencils, pens and crayons are freely available and children use them readily.
64. The quality of teaching is good, with some very good teaching seen in both classes. Children get off to an early but appropriate start in their literacy skills and make good gains in their learning. Commercial schemes are used well to introduce children to reading activities and letter sounds. A good understanding of the sounds of letters is developed through the use of effective word, sentence and text level work. Good opportunities are given for emergent writing in both the nursery and reception classes. Progression in lessons is achieved by revisiting past work, careful sequencing of tasks and consolidating the work at the end of the lesson. Overall resources are adequate and the adults use them well. Children's on-going work is assessed well and the assessment is recorded during or immediately after the lesson.

Mathematical development

65. Most children are on course to achieve the expected standard for this area of learning by the time they leave the reception class. Children develop mathematical skills through effective use of practical activities, number rhymes, games and songs. Children are secure in counting forwards and backwards from varied starting points. They have a good understanding of one more than / one less than when using the number line. Higher attaining children begin to relate addition to combining two groups of objects and giving a total. They demonstrated this using number cards and small animals. Children took a number card, found the correct number of small animals and put them into a basket. This was then repeated. Children then added the number of animals together to give them a total number. They are acquiring a sense of the size of a number when using the number line and by singing number songs and rhymes, for example, "One two three four five, once I caught a fish alive," and through ordering the size of the bears from the story of "The Three Bears." Children explore capacity through appropriate sand and water play.
66. The quality of teaching is good, which helps children to achieve well in counting, calculating and measuring. Systematic planning and provision allow children to progress in their knowledge, skills and understanding of mathematics. These are all developed through topics, stories, games and imaginative play, resulting in children's enjoyment and developing confidence in experimenting with numbers. Adults use praise frequently to encourage learning and raise self-esteem. Very effective use is made of puppets, for example, the Duck, to enhance the quality of learning when counting forwards and back on the number line.

Knowledge and understanding of the world

67. Children are on course to make good gains in their learning and achieve the level expected for this area of learning by the time they leave the reception class. Planning shows that work is progressively harder yet appropriate for all children. They have good opportunities to experience work in science, for example, learning about different parts of the body, and in design and technology, where they use different methods of joining parts of the body together.

Nursery children learn more about themselves and the world about them. In the reception class children build on this knowledge. Through the topic, 'Ourselves', children investigate objects and materials using their senses; for example, they explore a 'feely' box with various textures inside, such as a coconut shell and a smooth, shiny shell. This develops language skills well. Subjects are linked together so that children understand a particular idea within a range of situations.

68. Children make very good progress in their computer skills. They have access to the computer suite once a week, but individual access in the classroom is limited. Children confidently switch the computer on, move the cursor, mouse and keys. They work with assurance and show enjoyment in their achievements.
69. The quality of teaching is very good and impacts positively on standards in exploration, investigation, designing and making, and communication technology skills. Topics have appropriate objectives and interesting and purposeful activities clearly reflect the early learning goals. Adults ensure that children remain interested and concentrate by the brisk pace of the lesson and change of activity once its purpose is complete. Literacy skills are developed through writing labels for the topic, 'Ourselves', and the provision of relevant topic books. Equipment and resources are readily available to support and help children achieve independence. Children's attitudes are very good.

Physical development

70. Children are on course to achieve the standards expected for this area of learning by the time they leave the reception class. They are acquiring skills in movement, have a developing sense of space and bodily awareness and use tools and equipment with increasing skill and dexterity. Planning shows that there are good opportunities for children in the nursery to develop their physical skills both indoors and outdoors. In the reception class, planning shows that children do not have opportunities to develop their physical skills in the outdoor area at the present time. However, children acquire such skills during physical education lessons in the hall. Although the range of outdoor play equipment lacks large apparatus for climbing and balancing, the children show sound physical control and manipulative skills. They show increasing dexterity when using pencils and crayons.
71. The quality of teaching is good and this impacts positively on standards in physical development. Planning is good and covers all elements in this area of learning and gives children opportunities to experience a feeling of being healthy, active and a positive sense of wellbeing. Children have positive attitudes towards physical education and are becoming increasingly confident. Relationships are good; children showed respect for their teachers and behaved well. Adequate resources contribute effectively to the acquisition and development of these skills.

Creative development

72. Children are on course to meet the standards expected for this area of learning by the time they leave the reception class, making good gains in their learning. Children are encouraged to express their feelings through exploring media and materials, music, dance, story making and imaginative play in all areas of learning. Children have daily opportunities to explore colour through painting and printing, for example, when using different textures such as sawdust and washing up liquid added to paint to create a design and then using hands to print. Nursery children make clay models, paint pictures and use collage to make images of themselves. All children sing songs, simple nursery rhymes and in literacy sessions, use the Big Book for clapping and sound patterns. They use instruments such as shakers, which they have made in class. Good intervention by staff helps to support and extend children's ideas and understanding. Effective use is made of resources to motivate the children, who are well managed.
73. Teaching is very good. Teachers plan well and provide effective opportunities for children to explore art. Songs and jingles are used very well to reinforce literacy and numeracy. Imaginative play, for example, in the Doctor's Surgery triggers the imagination, extends language and develops decision-making skills. Planning shows that children have opportunities

to experience and explore sound. The range of tuned and un-tuned musical instruments for teaching music is adequate. Very good intervention by staff supports and extends children's ideas and understanding. Children behave well and respond very well. Relationships are very good.

ENGLISH

74. In national tests for Year 6 pupils in 2001, results in English were below national averages and show that overall, pupils were about a term behind what was expected. When compared to schools with pupils from similar backgrounds, these results were above average. 2001 national test results for pupils in Year 2 show that, in reading, pupils were also below national averages by about a term, but in writing they were only about half a term behind. In both reading and writing these results were above those of similar schools.
75. The standards achieved by Year 6 pupils in 2001 show a very good increase of 14 per cent from the Year 2000 results, but these were considerably lower than in 1999, a result of the instability in staffing at that time. Trends in the last four years show standards have risen at a similar rate to those nationally.
76. In the current Year 6, standards of work observed during the inspection broadly match the national test results for 2001. That is below national expectations overall, reading and speaking skills being the weakest elements. In Year 2, standards were found to be broadly in line with national expectations. When these pupils left the reception year, they achieved below what was expected, so have made good progress since then. Their writing skills are particularly strong.
77. The inspection found that over 80 per cent of the teaching of English was good, with almost 20 per cent very good. The majority of pupils, including those with special educational needs, are making good progress in all areas of the subject due to the high quality of teaching they are now receiving. Teachers' knowledge and understanding of their subject are very good throughout the school. Planning is very good at Key Stage 2 and good in Key stage 1. Homework is satisfactory overall. Teachers expect pupils to present their work well. Pupils' positive attitudes, the very good relationships and the high standard of teaching are contributing to good learning in this subject across the school.
78. Grouping pupils into sets according to their prior attainment at Key Stage 2 helps the higher and middle attainers make consistently good progress. The teaching is good, and often very good. Many of the pupils, particularly in the Year 5/6 group, have suffered from inconsistent teaching in the past, experiencing a range of supply teachers. Also, a high proportion of pupils have moved in and out of the school since they were in Year 2. Despite receiving good, challenging teaching now, and satisfactory support for those with special educational needs, the attainment of these pupils is very low. Many of them, because of past experiences, still struggle to stay focused and are unable to concentrate for appropriate lengths of time. Their progress is just satisfactory.
79. Pupils who have recently finished Year 2 achieved standards below the national average in the 2001 reading tests. In the current Year 2, pupils' achievement in reading is better, being only just below expectations for their age. Pupils enjoy reading and, through good teaching, have an appropriate knowledge and understanding of books. They are given the opportunity to enjoy a range of texts, both fiction and non-fiction, and taught how the 'blurb' can help when choosing books. The pupils who have recently completed Year 2 talk enthusiastically about their favourite titles, know what illustrators do and recall a few authors, for example, Roald Dahl. Although access to a library has been very limited, the pupils are taught basic library skills and some understand about alphabetical order. Good teaching, using large texts, also ensures that pupils can identify and describe the main characters and events in the stories they read. Most Year 2 pupils are beginning to read with delightful expression, as was seen in a very good literacy lesson in which two pupils read the parts of toad and frog, whilst the rest of the class read the narrative. It is evident that emphasis is being placed on developing fluency in reading and pupils have the confidence to attempt new words and try to grasp meaning from the text. However, although pupils are taught phonic skills, those who have just left Year 2 do not use these sufficiently as strategies when confronted with new words in their independent reading. Pupils mostly know about simple punctuation and are helped to use it well when class reading with the teacher. However they frequently ignore a great deal of punctuation when reading individually. Even the lowest attaining pupils in Year 2 recognise and understand 'speech bubbles'. The pupils' reading books are well matched by the teachers to the pupils' abilities, and are appropriately challenging.

80. Achievement by Year 6 pupils is below national expectations in reading. They do not show the enthusiasm and enjoyment of books that is found in many other schools. The teachers are now working very hard to present books and texts which will encourage and motivate the pupils, but it is evident that the majority of pupils have not, over the years, been systematically and consistently taught the necessary skills and strategies to break down unfamiliar words. The majority have not yet developed the skill of scanning to extract information quickly. Year 6 pupils have a limited knowledge of books; even the best readers could only quote one or two favourite titles, such as 'Harry Potter', and were unable to give the names of any authors whose work they had enjoyed. Pupils are now being effectively helped, particularly through reading together in literacy lessons, to pay careful attention to punctuation and are able to read with lively expression. Pupils in Years 3, 4 and 5 are, because of the impact of good teaching in literacy lessons, more confident and competent readers. Most enjoy reading, and one Year 5 boy, an average reader, talked about his love of poetry and history books. Overall, except for Year 6, pupils are achieving levels close to those expected for their ages. Pupils with special educational needs achieve well in relation to their abilities.
81. Although the Year 2 national tests in 2001 showed that writing was slightly below national averages, during the inspection it was found that, in the current Year 2, pupils' writing is overall broadly in line with expectations for their age. Pupils began Year 1 below expectations, so make good progress during their time in Key Stage 1. This is due to the consistently good teaching they are now receiving. Teachers are very confident and plan lessons well. This ensures that they are clear about what they want the pupils to learn and check with them at the end of each session that this has been achieved. In one lesson, Year 1 pupils independently worked on matching the written sounds 'ch' and 'sh' with pictures, then were able to give examples of words containing these sounds to the whole class at the end of the lesson. The preparation of challenging activities and the clear explanation of the tasks ensure that pupils settle quickly and enthusiastically to written exercises. About half the Year 2 pupils are beginning to write in different styles. For example, they recall and write the main points from familiar stories, such as 'The Three Billy Goats Gruff', and as one of the characters from the 'Frog and Toad' text used during the week's literacy lessons. The use of opening phrases, such as, 'Hello, I am the fox', is delightful. Pupils have been taught elementary punctuation well and most use capital letters and full stops for the beginnings and ends of sentences correctly. The higher attaining pupils make confident use of dictionaries to look up unfamiliar words and spell words such as 'party', 'toad' and 'fox' independently. All but the lowest attainers spell simple words like 'the', 'go', and 'am' correctly. The teachers have high expectations of presentation and the pupils produce very neat, well formed writing, of which they are justly proud.
82. Standards of writing in Years 3 to 5, and for the majority of Year 6, are broadly in line with national expectations in this, the strongest aspect of English. High standards of presentation and handwriting were found throughout Key Stage 2, with the exception of the lower attainers in Year 6, whose poor handwriting reflects the inconsistent teaching of past years. Expectations are now high and, through good teaching, rapid progress is being made. Teachers are confident and skilled in their teaching of grammar and writing skills, following the guidelines of the National Literacy Strategy. In a very challenging Year 4 lesson, pupils of higher and average ability extended their understanding and use of verbs, as can be seen in this example. Following the teacher's reading of the first verse of a poem about a storm, they enjoyed the challenge of changing the verbs in the remaining two verses. The poet's original verbs had already been substituted by the teacher for simpler, less exciting ones and the pupils, working in pairs, had to think of more powerful ones without changing the meaning. Comparisons with the poet's choice of verbs were made to conclude the lesson.
83. Pupils in Key Stage 2 are taught to write in variety of styles and are expected to spell correctly and write imaginatively, using adjectives, adverbs, similes and metaphors. This is evident in the following writing by a nine-year-old, Year 5 pupil: "*Sylvia had sat down peacefully and wondered where Bonnie and Miss Pattern were. There was a sudden howl in the background which sounded like wolves. Then she was shaking and was extremely frightened.*" Note-taking, diaries, character studies, play scripts, poems, letters and reports are all studied in most years, and pupils are taught how and when these styles are appropriate. By re-using the different

styles each year, pupils' skills are systematically consolidated and extended. Some of the teachers' marking is extremely valuable and shows pupils clearly where they need to improve. This is not, however, consistent in every class.

84. The need to develop pupils' speaking and listening skills further was identified in the last school inspection report and teachers are working particularly hard to improve standards in these areas of learning. In Years 1 to 4, the pupils' ability to listen carefully is now approaching national expectations. In Years 5 and 6, pupils with average and above average abilities are also broadly in line. However, pupils throughout the school generally find it more difficult to respond appropriately and their ability to give clear explanations, describe in detail and ask questions themselves is not yet as good as their listening. The lower ability pupils in Years 5 and 6 are well below expectations for their ages. Most teachers are skilled at devising open-ended questions and such questions give pupils good opportunities for thinking, reasoning and speaking more fully. Many of the teachers also target individual pupils in order to assess their understanding and to give them specific opportunities to respond.
85. Although most pupils read confidently and share written work with their classmates, during class discussions many of them are passive rather than active listeners, lacking the confidence to offer opinions and ideas. The teachers frequently have to work hard and imaginatively to evoke responses from the pupils. Some teachers do this very effectively, for example, in a Year 2 literacy lesson, where the teacher took on the role of an additional character, not in the story which the class had read together. After introducing herself as 'Toad's mother' and telling them what she thought about him, the pupils forgot their inhibitions and eagerly asked lots of questions. Three pupils then chose other characters that were, or might have been, in the story, confidently introduced themselves and a delightful question and answer session developed involving all the class. Language and vocabulary continue to be given high priority in Year 3, where the higher attaining groups of pupils are expected to refer to a thesaurus in order to find alternative and more interesting words.
86. Information and communication technology is used well to support the teaching of English. Year 6 pupils confidently correct their writing in a variety of ways, such as using the spell checker and by highlighting and deleting. Literacy skills are beginning to be emphasised in many other subject lessons, but this still needs considerable development. In a Year 3/4 physical education lesson, very good opportunities were provided for speaking and listening skills when pupils worked together in small groups to invent a game and then explain the rules to another group. Pupils were then encouraged to evaluate the game and explain what did and did not work well. In a Year 5/6 history lesson, pupils were helped to scan text for information and then make relevant notes.
87. The new co-ordinator is knowledgeable and enthusiastic and has already identified significant areas for improvement, including making greater use of the assessments of pupils' work and the analysis of test results to set individual, group and year targets, and to track pupils' progress. One or two teachers are already helping pupils to set their own half-termly targets and this needs extending and monitoring. Overall, good progress has been made since the last inspection and, with the staffing now stable, the school is poised to make even greater progress and improve standards.

MATHEMATICS

88. In the 2001 national tests at the end of Key Stage 1 for pupils aged seven, standards achieved were well below the national average. Pupils' performance was also well below average when compared with pupils from similar schools. Over the three years from 1999 to 2001, pupils have left Key Stage 1 approximately six months behind pupils nationally. The performances of boys and girls have been broadly similar.
89. In the 2001 national tests at the end of Key Stage 2 for eleven year olds, pupils' attainment in terms of points scores was well below the national average. When compared with pupils from schools of a similar type, standards were average. Over the three years from 1998 to 2001, pupils have left Key Stage 2 approximately two terms behind pupils nationally.

90. For the current groups of pupils, the evidence from the lessons observed, the scrutiny of pupils' work and discussions with pupils all indicate that attainment is below average at the end of Key Stage 1, and also below average by the time pupils leave the school at the end of Key Stage 2. The reason for the difference at Key Stage 2 between previous test results (well below average) and inspection findings (below average) is that the school now has a stable staff structure, setting at Key Stage 2 is bearing fruit and the school has clear educational direction. Pupil mobility and the high incidence of special educational needs mean that standards are not as high as they might otherwise be. Within the range of mathematics work seen during the inspection, pupils in Key Stage 1 demonstrated unsatisfactory but rapidly improving levels of attainment related to all areas of mathematics; knowledge of the relevant multiplication tables is a particular weakness. Pupils in Key Stage 2 also do not have sufficiently good recall of their multiplication tables because they are not practised in class with sufficient regularity. This hinders attainment in other areas of mathematics. Pupils aged eleven can work out simple probabilities, record their results suitably and present them in a variety of ways. Their problem solving skills are unsatisfactory overall. Pupils use correct mathematical vocabulary in some classes but this is not consistently developed throughout the school and this inhibits pupils' learning. Pupils aged seven are appropriately familiar with block graphs and tally charts. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics currently match those at the time of the last inspection for pupils at the end of Key Stage 1 and at the end of Key Stage 2. To raise standards of attainment further in both key stages, there is a need to build up a coherent mathematical vocabulary, to ensure that all pupils have instant recall of their multiplication tables and to develop pupils' problem solving techniques.
91. Overall teaching and learning of pupils in mathematics is now good in Key Stage 1 and in Key Stage 2; this includes those pupils having special educational needs. Factors aiding progress include the very positive attitudes and behaviour of the pupils, the quality of relationships and the overall good standard of teaching. The teaching observed was very good in three of the nine lessons seen, good in three lessons and satisfactory in the other three. The best lessons set high expectations, coupled with an appropriately fast pace in which the teachers set time targets for pupils. Such lessons clearly explained what the learning objectives were at the outset and re-visited these at the end of the lesson to see how far they had been achieved. Teachers in most numeracy lessons begin with effective brisk question and answer sessions, to revise previous work and to set pupils thinking. In these lessons, the likeliest time for pupils to reduce their rate of working is in the "independent learning" sessions. In the best lessons, however, teachers are aware of this and set appropriate time targets, as in, for example, a very good Year 5/6 lesson. Factors militating against progress are a lack of pupils' instant recall of multiplication tables, some lack of knowledge of key mathematical vocabulary and insufficient confidence in problem solving techniques. In a very good lesson for pupils aged eleven, the teacher and pupils carefully went through "wordy" problems to "weed out" unnecessary and irrelevant words so that the actual mathematical calculation was revealed. This was most helpful for pupils. Pupils' achievements are good; all pupils are fully included. The coordinator for the subject, who has been in the post for several years, is being effectively supported by the headteacher to develop the essential consistent approach to mathematics across this largely newly staffed school. The quality of coordination across the school is now satisfactory.

SCIENCE

92. There are no national tests for seven-year-olds in this subject. Teacher assessments of pupils' standards for seven year olds in 2000 showed that the proportion of pupils achieving the nationally expected level of attainment was broadly average. In the 2001 end of Key Stage 2 National Curriculum tests, attainment in terms of average national curriculum points scores was well below the national average and, when compared with schools of a similar type, was in line with the national average.
93. Inspection findings indicate that pupils at the end of both key stages are working broadly in line with standards expected nationally. Since the last inspection, a scheme of work has been developed, regular tests are set half-termly and pupil achievement analysed. Emphasis is placed upon investigative skills. Three targets are set for classes to achieve during the subsequent half term. In February, appropriate individual targets are set. Pupils' skills,

- knowledge and understanding are now being developed consistently across the school. Since September, the school has had a stable staff of highly skilled and competent teachers, whose dedication and hard work has led to the improvement in standards seen during the inspection. Pupil mobility is relatively high and this affects the test results adversely.
94. Current inspection findings are that all pupils, including those with special educational needs, make good and often very good progress throughout the school and, by the end of Years 2 and 6, attain standards that match those expected nationally. However, although their skills of scientific enquiry are nurtured well, especially between the ages of five and seven, the skills of the oldest pupils in Year 6 are not as well developed. This is the result of previous weaknesses in the planning and the low expectations of some teachers, issues that have now been addressed. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. This is a significant improvement since the last inspection, when teaching at Key Stage 1 was satisfactory and at Key Stage 2 unsatisfactory.
95. In Years 1 and 2, teachers plan work very specifically to match pupils' needs. Teaching is good, with examples of excellence. Teachers make very good allowances for pupils to experiment freely, within clearly defined parameters of behaviour and application. They provide interesting tasks and use skilful questioning to probe pupils' knowledge and understanding to ensure that all pupils are involved in the lesson. This was seen in a lesson in Year 1, when pupils were investigating how to make a complete circuit. The skilful teaching encouraged pupils' thinking skills and gave pupils confidence in their own efforts. This successful lesson was a very good example of inclusion and showed pupils' obvious enjoyment of their learning. They concentrated well on what they were doing and tried hard to produce good quality work. In Year 2, pupils develop an understanding through investigation of light sources, to find out if shiny objects are a source of light. In the lesson observed, learning objectives were clearly displayed and frequently referred to; the teacher deployed the time of the lesson well, allowing time for thorough summing-up at the end. The pupils were given time to explore their own learning and to evaluate the extent to which they had developed their understanding.
96. Pupils in Years 3 and 4 build on their knowledge and understanding of investigation when they investigate making unsuitable materials for curtains into suitable materials. The skilful teaching prompted the pupils' enquiring minds. The pupils worked collaboratively, developing their social and speaking and listening skills. Pupils devised suitable recording systems and explained them to the class. For example, pupils made a graph to show how five different materials needed to be improved in order to make suitable curtains. Other pupils presented results as a table. When testing if opaque materials block light, pupils used their thinking skills well to come to a conclusion. The inspirational teaching developed pupils' prediction skills and their understanding of a fair test, and gave pupils confidence in their learning.
97. Pupils in Years 5 and 6 gain a good understanding of the water cycle and develop their understanding of condensation and evaporation. The teaching encouraged pupils to investigate using their imagination. When recording the journey of a drop of water, pupils developed their imaginative writing; for example, one pupil wrote, "I'm feeling sick with only being able to move a little way around the sea. Weeeeeee I like this. I've disappeared, now I'm floating in mid-air. I'm evaporating. Has anybody got a coat, it's chilly, I've condensed, I'm water again...." The very good teaching inspired pupils' thinking skills and imagination, gave confidence and developed understanding. Pupils are now beginning to investigate soundly, plan and conduct experiments and draw valid conclusions. The very good attitudes of pupils is an important factor in the good progress they make in learning.
98. The quality of teaching is good overall throughout the school, with examples of excellence in both key stages. Teachers have a very good knowledge and understanding of the subject, and their planning is good. Under the guidance of the hard working co-ordinator, the school now applies the scheme of work consistently to ensure continuity and progression throughout the school. The co-ordinator has a good grasp of the needs of the subject and has put together a comprehensive development plan, including the monitoring of teaching and learning and the further development of the portfolio of moderated pupils' work, to give a standard throughout the school. Resources for the subject are just adequate to teach the requirements of the national curriculum.

ART AND DESIGN

99. Pupils throughout the school reach standards which are broadly in line with national expectations. They make good progress in Years 1 and 2, and satisfactory progress in Years 3 to 6.
100. Pupils in Key Stage 1 are taught well, often very well, and this has enabled them to progress from being below what was expected for their age at five to being broadly in line at the end of Year 2. They experience the full range of the curriculum, being taught a wide range of skills, including drawing, painting, printing, weaving and colour mixing. In addition to powder-paint and pencils, they use pastel crayons, charcoal and fine ink pens confidently. Teachers show good knowledge and confidence as they encourage the pupils to look carefully at design, colour and detail when drawing and painting objects, and to be creative when printing and weaving. Year 1 pupils this term have already produced delightful drawings of shells which show that they can use pastel crayons to create the effect of pattern and texture, and recognisable paintings of rosebay-willow-herb, showing skilled paint-mixing to create the pinky-purple petals. In a very good Year 2 lesson, the pupils extended their knowledge, understanding and appreciation of other people's work through looking at a selection of wrapping paper and fabrics, mostly based on designs by William Morris. During the half-term they have been working around a 'Nature' theme, observing, painting, drawing and printing leaves and plants. The pupils were fascinated by the nature designs on the papers and fabric and, through the teachers' very skilled questioning, made interesting and valuable comments about what they saw, liked and disliked.
101. The quality of teaching and standard of work produced indicates that progress is good at Key Stage 2. However, there is insufficient work with fabric and too limited a range of modelling materials to give pupils the necessary breadth of opportunity. From the work that was available and the one lesson seen in Key Stage 2, it was clear that pupils experience an appropriate range of opportunities to draw, use paint and pastels, and to study the styles of a range of artists. Skills such as shading, the use of tones and montage are introduced and some paper and box modelling was evident. Some of the work was of a high standard for the pupils' ages and teachers are clearly confident and knowledgeable in these areas of the subject. In Years 3 and 4, pupils build on their drawing skills and use of pastels to produce sensitive and delicately shaded drawings of pieces of wood. Year 5 and 6 pupils then progress to producing good pastel pictures in the style of Vincent Van Gogh's 'Starry Night'. These pictures show that they have been given the opportunity to study the picture in detail and to work on similar techniques. Pupils are helped to extend their ability and confidence to use paint by creating patterns in the style of Mondrian in Years 3 and 4, and in the style of Andy Warhol in Years 5 and 6. The only evidence of three-dimensional modelling, by pupils from Years 3 and 4, showed satisfactory techniques of joining boxes and using papier-mâché to create effective models based on Gorman's 'Angel of the North'. Pupils in a Year 3 and 4 design and technology lesson worked well with felt and threads to create attractive purses and pencil-cases.
102. Leadership and management of the subject are developing well. The relatively new co-ordinator is enthusiastic and working hard to improve standards. She has begun to monitor progress by collecting samples of work from each year group and is in the process, with help from the local authority, of creating a scheme of work which will ensure the progressive teaching of skills and knowledge in all areas of the subject. Meanwhile, teachers are generally using the national guidelines.
103. As a result of appropriate preparation by the teachers and the range of interesting and challenging tasks, pupils now enjoy art lessons and concentrate well. This is a significant improvement since the last full inspection in 1998, and the potential for standards to improve, particularly now that staffing is stable, is very good. The school has made appropriate improvement since the last inspection in this subject.

DESIGN AND TECHNOLOGY

104. Owing to timetable constraints, it was only possible to see two lessons in design and technology during the inspection. These were both good lessons, with pupils making good progress and achieving standards matching national expectations. An analysis of work recently carried out at the school, including a scrutiny of a comprehensive coordinator's file, shows that pupils'

attainment is average at the end of both key stages. Learning is satisfactory overall for all pupils, including those pupils with special educational needs, throughout both key stages. Pupils are now systematically building up the key skills of designing and making as they go through the school; this has not always been the case in the past due to the many changes in staffing. Teachers manage their pupils very well indeed and have quite high expectations; this helps to ensure that pupils' learning is satisfactory. Examples of previous work carried out include Year 1/2 working on stitching in their Victorian topic, worthwhile clay dragons in Year 2 following on from the story of Beowulf and the Dragon, and fabric storage containers by eleven year olds.

105. Pupils respond very well and show great enthusiasm for the subject. They were keenly interested in their work and persevered very well when meeting minor problems.
106. The co-ordinator, who is new to the school, is enthusiastic and has attended relevant in-service training. Resources are satisfactory but are not yet stored appropriately. Since the last full inspection, standards have improved.

GEOGRAPHY

107. Inspection evidence based on a scrutiny of pupils' work indicates that standards of attainment are broadly in line with national expectations at the end of Year 2. This is an improvement since the 1998 inspection when standards of attainment were identified as below national expectations. No specific reference was made to this subject in the 1999 inspection, so no comparison can be made. There was insufficient evidence to make a judgement on standards of attainment at the end of Year 6. All pupils, including those with special educational needs, achieve well and make good progress overall in lessons in Years 1 and 2.
108. By the end of Year 2, pupils have an understanding of place through studies of the local area. They draw a simple plan of the local area and identify features such as roads, shops and the post office, using a key. Pupils widen their knowledge of places in this country and around the world by locating places on maps visited by Barney, Billy and Bobby Bear. A study of Struay enables pupils to compare and contrast life on an island with life in their own locality. By the end of Year 6, pupils compare and contrast Hunningley with other different localities, including Llandudno, Cleethorpes and a village in India. They know about different regions of the world and the names of continents and oceans, and locate them on a map of the world. Pupils' awareness of environmental issues is fostered through studies of traffic in the town centre and the importance of recycling waste. Learning is also promoted through visits and the use of secondary sources such as books, maps, photographs and information and communication technology.
109. No teaching was seen in Years 3-6 so there is insufficient evidence to make an overall judgement about teaching and learning. Teaching is good in Years 1 and 2. This is an improvement. All teachers have high expectations as regards both work and behaviour, and pupils respond well to these expectations. The good teaching is based on secure knowledge and understanding that leads to good planning, as in a Year 1 lesson about the island of Struay. Teachers make effective use of questioning to review previous learning in geography, but also to reinforce skills across the curriculum. For example, in a Year 2 lesson, pupils were asked to estimate the duration of a journey to a place of interest they had recently visited and to calculate how many minutes it was from 9.15 to 9.50, thus promoting pupils' numeracy and their speaking skills. Lessons are well resourced and teachers use an imaginative approach to stimulate the interest of the pupils. In the Year 2 lesson, pictures of Barney Bear on a visit to the same place, taken with a digital camera and projected onto a large screen, captured the imagination of all pupils, including those with special educational needs, and ensured that there was a high level of concentration. Pupils are very enthusiastic. As a result, all pupils made good progress in their learning. This exemplified very good use of information and communication technology to promote learning.
110. The subject is soundly managed within the limits of the designated responsibilities for the coordinator. The role of the coordinator is underdeveloped, and the school recognises this. The school also recognises that the subject policy is in need of revision, to incorporate educational inclusion and more detailed links with other subjects. The scheme of work has been

revised in line with the latest national guidance and ensures continuity and progression in learning, not only in skills but also in knowledge and understanding. Sufficient time is now allocated to the subject. These are improvements since the 1998 inspection. There are sufficient resources to support learning in all areas of study. The new maps and atlases have strengthened resources. The coordinator monitors planning to ensure that pupils are taught the essential geographic skills. However, this monitoring has only a limited impact on teaching and learning and the raising of attainment. Assessment procedures are still in need of further development, so that tasks are matched more appropriately to prior attainment. Short-term assessment through the marking of pupils' work is inconsistent. Comments usually refer to the efforts of the pupils, but do not assist pupils to further their knowledge and understanding and so raise their attainment.

HISTORY

111. Inspection evidence indicates that the standards of attainment at the end of Year 6 are broadly in line with national expectations. The school has maintained the standards of attainment identified in the previous full inspection in 1998. There was no specific reference to attainment in history in the 1999 inspection. During this inspection, there was insufficient evidence to make a judgement about attainment at the end of Year 2. Pupils in Years 3-6, including those with special educational needs, achieve well in relation to their attainment on entry and the high level of mobility, particularly in Years 3 to 6, and progress overall is good.
112. By the end of Year 2, pupils have begun to develop a sense of the past and its difference from the present. Through their study of, for example, homes and firemen, and famous people such as Florence Nightingale and Henry Ford, they learn key vocabulary including 'then', 'now', 'old', 'new', 'chronological order' and 'time-line'. By the end of Year 6 pupils have extended their knowledge and understanding through studies of, for example, the Tudors and local history. Skills are promoted through visits to places of historical interest, such as Cannon Hall, and by using secondary sources such as books, photographs and information and communication technology, as in a Year 5/6 lesson on fashion in the 1960s where a video helped them to research information. In another Year 5/6 lesson, pupils were set a homework task for the forthcoming half-term to continue their research into fashions in the 1930s by consulting books and, where possible, to interview relatives who had been alive then.
113. No teaching was observed in Years 1 and 2, so no comparison can be made with the previous report. Teaching and learning are good in Years 3-6. This is an improvement since the inspection in 1998. The 1999 report did not refer to the quality of teaching. Forty per cent of the teaching seen was very good, 20 per cent good and 40 per cent satisfactory. All teachers have a secure level of knowledge and understanding of the subject that promotes learning and is reflected in the lesson planning. All the teachers observed managed the pupils well and had high expectations of behaviour, so that there was a good learning ethos in the classrooms. Where teaching was very good, as in a Year 5/6 class investigating fashions in the 1930s, the teacher used questions very skilfully to review previous learning and stimulate thinking. The very high expectations of the teacher and the support provided for pupils with special educational needs enabled all pupils to make rapid progress, not only in their knowledge and understanding, but even more so in the use of research skills. Throughout the lesson pupils were motivated by the teacher and responded very well through their interest and enthusiasm. The tasks, such as devising pertinent questions about fashions, for example 'Were flat caps more popular than top hats?' ensured that pupils had a clear focus when watching a well-chosen video. Whilst watching they made notes on any evidence that would provide answers to their questions. Literacy skills were thus consolidated and all pupils enhanced their history skills and knowledge. The main difference between the very good teaching and the satisfactory teaching lay in the pace of the lessons and the demands made by the learning activities that led to progress within the lesson.
114. The subject is soundly managed by the new coordinator, within the limits of her job specification. However, the school recognises that the role is underdeveloped. The monitoring of planning has only a limited impact on teaching and learning, and the raising of attainment. Short-term assessment through the marking of work is inconsistent. Comments usually refer to the efforts of the pupils but do not assist pupils to further their knowledge and understanding

and so raise their attainment. The policy provides some guidance for teachers, but is in need of revision. The sections on teaching and learning and assessment and record keeping, in addition to identifying more clearly how information and communication technology can support learning, will help to improve teaching and raise standards of attainment. The scheme of work is based on the latest national guidance and ensures continuity and progression in knowledge and understanding and skills. Resources are satisfactory overall for the teaching needed to meet National Curriculum requirements. Information and communication technology resources are good and are well used by teachers to promote learning. Educational visits are used to enhance the learning opportunities for the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards for pupils aged seven, at the end of Key Stage 1, and for those aged eleven, at the end of Key Stage 2, meet national expectations. By the end of Key Stage 1, pupils use information and communication technology (ICT) to assemble text on, for example, "Daisy Duck's adventure." They are able to generate text and insert appropriate pictures, and save and retrieve information. By the end of Key Stage 2, pupils are able to word-process text and illustrate it with images for the school magazine. They arrange text, for example, in their poems, aware of the needs of their audience. Pupils are aware of their audience and of the need for quality in their presentations. Pupils' work on control, monitoring and modelling is at nationally expected levels. Pupils routinely use ICT as a tool to help their work in other areas of the curriculum.
116. Learning is good in Key Stage 1 and in Key Stage 2, for all pupils, including those with special educational needs. All the lessons seen in this subject were taught well. The school makes very efficient use of its ICT suite and the inter-active whiteboard room; all classes are timetabled for one session per week in each room. The computers are networked to the computers in the classrooms, enabling further work to be carried out in class. Assessment is not yet used effectively to monitor pupils' progress in this subject and neither is pupils' progress tracked.
117. Pupils' response is very good. Relationships are very good and pupils behave well, respecting the school's equipment. Pupils show great eagerness for, and interest in, this subject. Pupils work hard in practising their skills and work co-operatively.
118. The co-ordinator for this subject is knowledgeable, effective and keen to spread her skills through the school. She has not yet had release time to monitor and evaluate the work of colleagues; nonetheless, she does monitor teachers' planning. There are appropriate computers in every classroom, which are all networked together and networked to the suite. The school is linked appropriately to the local intranet. There is an appropriate range of cross-curricular software. Great improvements have been made since the last inspection in terms of the hardware available and the standards achieved. They were previously judged to be below national expectations.

MUSIC

119. In the 1998 inspection, standards of attainment were judged to be broadly in line with national expectations at the end of Year 2, but unsatisfactory at the end of Year 6. In the 1999 inspection, no specific reference was made to standards of attainment in the subject. Evidence from this inspection indicates that standards of attainment are broadly in line with what is expected of pupils in both Year 2 and Year 6. This is an improvement since the last school inspection. Singing is good. Pupils in Years 3-6, including those with special educational needs, achieve well in relation to their attainment on entry and the high level of pupil mobility, and progress overall is good.
120. By the end of Year 2, pupils, including those with special educational needs, have made good progress in all aspects of music required by the National Curriculum. They use their voice expressively when singing songs such as 'The Paddle Song'. The singing is tuneful and, when singing with older pupils, they are able to sing two part rounds. They develop an understanding of pitch and distinguish high, low and middle notes. Through listening to music such as Sousa's 'Liberty Bell' and Tchaikovsky's 'Waltz of the Flowers', they begin to appreciate music and write

about why they like a piece, for example, 'Because it was loud and soft'. In Years 3-6, pupils continue to achieve well. Through a well-structured curriculum, they enhance their singing skills, and extend their understanding of tempo, pitch and dynamics. They learn about octaves and the pentatonic scale. Pupils compose music and devise their own notation, for example, in a song Year 3-4 pupils were composing entitled 'Dragon, dragon, breathing fire'. Music appreciation is fostered through listening to music such as that composed for 'The War of the Worlds' and Holst's 'Planets Suite' and, as in an assembly, music from Indonesia. However, pupils have few opportunities to compose music using a computer.

121. Teaching and learning are good overall. In Years 1-2, teaching is satisfactory, with some good teaching that enables pupils to achieve well in relation to their prior attainment. In Years 3-6, teaching and learning are good overall, ranging from satisfactory to very good, enabling pupils to continue to achieve well. All teachers have high expectations of behaviour and of pupils' application to tasks that are challenging but attainable. The interest generated by the teachers leads to a positive attitude to the subject. Pupils are keen to answer questions, and listen carefully to the teacher, their peers and to music. In singing their response is very enthusiastic. The overall response of pupils to music, particularly that of the older pupils, has improved since the inspection in 1998. No specific reference to the subject was made in the 1999 inspection. Planning is never less than satisfactory and sometimes good or very good. In the best lessons, the teaching is based on very good knowledge and understanding of the subject, and the confidence of the teacher motivates the pupils very well, so that rapid progress is made in the lesson. This was very noticeable in an excellent singing session with all pupils from Year 1 to Year 6. The very high expectations of the teacher were also significant. As a result, the improvement in posture, voice projection and diction when singing 'Merry Men' and the round, 'The Paddle Song', enabled pupils to achieve at a higher level than expected for their age. Teachers make use of tape recorders to assess progress and to enable pupils to do the same. This was exemplified well in a Year 2 lesson, where the teacher recorded individual pupils singing their names using a low and a high note. When this was played back, pupils listened carefully and then commented on the singing, consolidating their learning about pitch. Where teachers are less secure in their knowledge and understanding, they are less confident and then, teaching, though never less than satisfactory, promotes learning less well.
122. The newly appointed coordinator manages the subject soundly within her designated job description, although the role is underdeveloped. There is now a scheme of work based on the latest national guidance that meets all National Curriculum requirements and ensures continuity and progression. There is now a music policy, although it is in need of revision, particularly in respect of assessment and recording, teaching and learning strategies, monitoring and evaluating teaching and learning, and the use of information and communication technology other than tape and CD players. The school has added to its resources, mainly instruments, to support learning, but the overall quantity and quality of resources remain unsatisfactory. The school is aware of this and an audit by the coordinator has identified deficiencies, including instruments reflecting other cultures. Improved resources would lead to better teaching and, therefore, learning opportunities for pupils that would help to raise attainment. Extra-curricular activities enrich the music curriculum, although the provision is limited.

PHYSICAL EDUCATION

123. Evidence from the inspection indicates that standards of attainment are broadly in line with those expected for pupils in Year 2 and Year 6. The school has maintained the standards identified in the 1998 inspection. No comparison is possible with the 1999 inspection as no specific reference was made to this subject. All pupils, including those with special educational needs, achieve well and progress overall is good and very good in the lessons seen in Years 3-4.
124. In Year 1 and Year 2, pupils compose and perform short dance routines to reflect the mood of well chosen music that they listen to attentively. They make stretched and curled shapes, sometimes mirroring the shapes made by a partner. These shapes are then put together into a sequence, promoting balance and coordination skills. Games skills are also fostered. They know why it is important to be suitably dressed for physical education and are beginning to

understand the importance of activity for a healthy body. In Years 3-6, pupils extend their games skills by devising simple games with rules, then modifying the rules to improve the game, as well as by activities such as catching, throwing, fielding and striking. In Year 5, provision is made in line with National Curriculum requirements for pupils to learn to swim and to be safe and confident in water. However, fewer than 70 per cent of pupils have been able to swim a minimum of 25 metres in the past two years.

125. Teaching and learning are good overall. In Years 1/2, teaching is consistently good. In Years 3-6, teaching is good overall and, in the lessons seen, was very good in Years 3/4. The teachers have a secure knowledge and understanding of the requirements of the subject and pay particular attention to health and safety. In all lessons seen, teachers used praise and encouragement, had high expectations of pupils and set appropriately challenging tasks that had assessable outcomes. All pupils responded well to the teaching. Behaviour was good, pupils listened attentively to instructions, applied themselves well to tasks, including when working in pairs or small groups and constructively evaluated their performance. As a result, all pupils, including those with special educational needs, made good progress in the lesson. Where teaching is very good, the well-matched, challenging activities motivate the pupils. This was shown in a Year 3/4 lesson in which each group of pupils devised a game; the very high expectations of the teacher, very good management of the pupils and the effective use of skilful questioning enabled all pupils to make rapid progress in their learning. Very good use of information and communication technology was made in a good Year 2 lesson, where the teacher used a digital camera to capture positions held by pupils. The pictures facilitated assessment by the teacher. In this lesson, too, the teacher used pupils to demonstrate and asked others to observe and describe what they saw. As well as leading to improved performance in physical education, speaking and listening skills were consolidated.
126. In the 1998 and 1999 reports there was no judgement on the quality and quantity of extra-curricular provision. Evidence from this inspection indicates that extra-curricular provision is satisfactory. Pupils have the opportunity to participate in activities such as football and netball, and compete against other schools. There is a policy for physical education that provides guidance for teachers, but it is in need of revision, particularly in relation to assessment and the monitoring and evaluation of teaching and learning that will inform planning and help to raise attainment. The scheme of work is based on the latest national guidance and provides for continuity and progression in learning. This is an improvement since the 1998 inspection, but it is not possible to make a comparison with the 1999 report, as no reference was made to the scheme of work. Provision for outdoor and adventurous activities has been made through a residential education visit to a local authority centre. This centre has now been closed and the school is endeavouring to find alternative provision to meet the requirements of the National Curriculum. The subject is soundly managed by the coordinator, within the context of the job description, but the role is underdeveloped. Learning resources are sufficient to support pupils' learning in the different aspects of the subject.

RELIGIOUS EDUCATION

127. Pupils make satisfactory progress at Key Stage 1, and attainment is broadly in line with national expectations at the end of Year 2. Progress is unsatisfactory at Key Stage 2, and by the end of Year 6 attainment is below average. These findings are the same as in 1998, when the last full inspection of the school was held. Although the quality of teaching has improved, overall very little improvement has been made to address the issues that were raised during that inspection as the school has had more urgent priorities.
128. In Years 1 and 2, teachers have a sound knowledge and understanding of the local syllabus and use this, together with elements from the new national guidelines, to plan interesting and challenging lessons. The pupils learn about the importance of signs and symbols in everyday life. Year 2 pupils know that places and people can be recognised by certain symbols; for example, a cross is a Christian symbol. They are also being helped to develop an awareness of similarities by discussing artefacts which are used for similar purposes by people of different religions, particularly the Christian and Jewish faiths. In these lessons, teachers are careful to build on pupils' own experiences, such as the wearing of special clothes for important ceremonies like weddings. Other examples of commonality talked about in a Year 2 lesson

were the eating of special food at certain times, holy books from which people learn about God, prayer and the use of candles. It is evident that, in Year 1, pupils are taught facts relating to important Christian festivals because Year 2 pupils instantly recognise pictures of the nativity, many name Jesus' parents and a few remember that this happened in Bethlehem.

129. Teachers throughout the school are generally careful not to make assumptions about pupils' background and family beliefs, and mostly avoid referring to Christian customs as what 'we' do. In Years 1 and 2, pupils are sensitively encouraged to share what is important to them and their culture, but this needs developing in other years. Pupils with special educational needs in all classes make satisfactory progress in relation to their abilities.
130. Most teachers, in both key stages, use carefully worded questions and lively questioning techniques which encourage pupils to recall facts and maintain interest, but frequently opportunities that could develop into a really thought provoking discussion are cut short. For example, Year 2 pupils, after rapid recall of facts, began to extend their thinking when asked what else they had heard about Jerusalem and Bethlehem. Several of them were aware of the current fighting, but the discussion then lacked further extension. Similarly, in a Year 3/4 lesson, following previous lessons in which Aboriginal and Muslim faith stories were told, good questioning reinforced the pupils' learning about the facts within the Christian and Chinese creation stories. However, opportunities were missed to help them draw out similarities in all the stories. The teacher failed to pick up on a valuable comment by one pupil about the 'Big Bang Theory', and did not ask the pupils to consider why there are so many different stories and what this has to do with faith and belief. In a Year 5/6 lesson, very good probing questions developed a lively discussion in which pupils were keen to participate. This increased their understanding of the effect of their own and others' actions when people failed to care for the environment, such as when litter is thrown. Although pupils were asked to suggest ways to help change attitudes, the first idea was accepted and there was no further discussion.
131. Pupils in Years 5 and 6 do not have the breadth of knowledge and understanding of Christianity and other faiths that is expected at their age. This is mainly due to the inconsistent teaching of previous years, and to the lack of a whole school scheme of work for teachers to follow. Only about a quarter of pupils know that Jesus is the central figure in the Christian faith. Most know that the Bible contains stories about Jesus, but very few know that it is divided into Old and New Testaments. Most seemed totally unaware that the creation story, as recorded in the Bible, is common to both Christian and Jewish faiths. In a good lesson focusing on the creation, the teacher maintained a really good pace, covering aspects which pupils should have learnt in previous years and providing appropriate challenge, as necessary, for their age and ability. Despite the lack of pupils' knowledge and understanding, the current good teaching in Years 5 and 6 motivates the pupils and significantly reinforces literacy skills. As well as providing good opportunities for speaking and listening and extending vocabulary in whole-class discussions, teachers ensure that pupils pay good attention to spellings, reinforce careful reading of texts and use different writing styles, for example, '*cartoon style text boxes*'. Satisfactory teaching in Years 3 and 4 builds on the work done in previous years and standards are broadly in line with expectations. Teachers actively reinforce literacy skills, as in Years 5 and 6. In one lesson pupils wrote prayers and made up creation acrostics which reinforced spellings and vocabulary. Many then spoke confidently about their work and reaffirmed their understanding of the need to care for the world in a class assembly.
132. Leadership and management of the subject are currently unsatisfactory, but a new co-ordinator has very recently been appointed. As yet there has been no impact on raising standards, but an appropriate action plan has been written. The school's provision for religious education has changed very little since the last report, when it was also unsatisfactory. Although there is now a policy, there is still no satisfactory scheme of work to help teachers, especially at Key Stage 2, to understand and apply the local agreed syllabus. Teachers are trying to use the new national guidelines, but this needs to be formally agreed and planned to ensure that skills and understanding are systematically developed and the whole syllabus covered. There are still no satisfactory procedures for assessing and recording the progress and attainment of individual pupils, although the co-ordinator has begun to collect samples of work from each year group as a start to monitoring. Learning resources are inadequate to support the areas of learning, but teachers, especially in Years 1 and 2, make good use of information and communication technology and artefacts to enhance their teaching.

