

INSPECTION REPORT

RAVENSMEAD COMMUNITY PRIMARY SCHOOL

Stoke-on-Trent

LEA area: Staffordshire

Unique reference number: 124056

Headteacher: Mr R Broughton

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 20th – 23rd May 2002

Inspection number: 245180

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 category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Chapel Street Bignall End Stoke-on-Trent Staffordshire
Postcode:	ST7 8QD
Telephone number:	01782 720472
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Whitmore
Date of previous inspection:	16 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21069	Mr P Edwards	Registered inspector	Information and communication technology English as an additional language	The school's results and pupils' achievements How well are pupils taught How well is the school led and managed What could the school do to improve further
31729	Mr B Harrington	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
21678	Mrs S Walker	Team inspector	English Art and design Special educational needs	
17543	Mr R Coupe	Team inspector	Mathematics Design and technology	How good are the curricular and other opportunities offered to pupils
22556	Mr E Morgan	Team inspector	Geography History Physical education	
31453	Mrs J Hill	Team Inspector	Science Religious education	
18027	Mrs S Mawer	Team inspector	The Foundation Stage Music Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ravensmead Community Primary School serves the population of Bignall End, Staffordshire, some eight miles outside of Stoke-on-Trent. The nursery accommodates 51 children, 26 boys and 25 girls on a part-time basis. There are 359 pupils in the main school, 187 boys and 172 girls. This is larger than the average primary school. Most pupils are from white ethnic backgrounds with a very small number from Chinese and Japanese backgrounds. Three pupils are learning English as an additional language though they do not require additional support. This is below average. The percentage of pupils eligible for free school meals (12.5%) is broadly average. Almost 14% of the pupils are on the school's register of special educational needs and this is below average. Just under 2% of the pupils have statements of special educational need and this is broadly average. Attainment on entry to the Nursery is average. Pupil mobility is quite high with fifteen pupils entering the school and seven leaving at times other than the normal admission and leaving times.

HOW GOOD THE SCHOOL IS

Ravensmead Community Primary School is providing the pupils with a satisfactory standard of education. The pupils enter school with a broadly average level of attainment. They are given a very good start to their education in the Foundation Stage and generally, skills are built on satisfactorily throughout the school. Overall, the quality of teaching is satisfactory but there is evidence that it is improving. Standards of English could be higher and there is a lack of balance in the curriculum. The headteacher provides strong, effective leadership and the management of the school is satisfactory overall. The school provides satisfactory value for money.

What the school does well

- The pupils are provided with a very good start to their education in the Nursery.
- The pupils make good progress in mathematics and information and communication technology in both key stages.
- Standards in music are well above average by the end of Key Stage 2.
- The pupils' attitudes towards school are good, as is their behaviour. Relationships between pupils and between staff and pupils are good.
- There is good provision for the pupils' moral and social development.
- There are very good procedures in place for child protection and for ensuring the pupils welfare.
- There are good links with the parents who are supportive of the school.
- The headteacher provides strong, effective leadership and has identified appropriate areas for development. Key areas for improvement have been addressed effectively.

What could be improved

- Standards in English at the end of both key stages.
- Standards in geography and art and design at the end of both key stages.
- The use of assessment procedures to plan further work.
- Curriculum management.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and was providing a satisfactory standard of education for its pupils. The school continues to provide a satisfactory standard of education although it has made good improvements in some key areas. The leadership and management of the school were a significant concern and the new headteacher is now providing the school with strong leadership and recent additions to the senior management team have improved the management of the school. Nursery provision has improved significantly and there have been good improvements in mathematics, information and communication technology and music. As a result of the school's focus on mathematics, there has been a dip in standards in English and there is insufficient focus on subjects such as geography and art and design where standards are too low. The governors are satisfactorily involved in the management of the school and the headteacher has produced a clear school improvement plan that is linked carefully to the school budget.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	C	C	C	well above average A above average B average C below average D well below average E
mathematics	E	B	D	D	
science	D	C	D	D	

When compared with the national average and similar schools, the 2001 National Curriculum test results show standards at the end of Year 6 are average in English and below average in mathematics and science. There is little difference between the attainment of girls and boys. The proportion of pupils attaining the higher level (Level 5) in English is similar to what is seen nationally but it is lower in mathematics and science. The school has kept up with the national trend in standards since 1997 and the overall picture is one of improvement. The school has set challenging targets in literacy and numeracy for 2001 and while it is likely to achieve the target in mathematics it is unlikely to achieve the literacy target. Results of the 2001 National Curriculum test results for the end of Key Stage 1 show standards are in line with the national average and the average for similar schools in reading and above average in writing and mathematics.

The pupils enter school with a range of attainment but overall it is broadly average. Inspection evidence shows that by the end of Key Stage 1, standards in reading and writing are below average. This is due to too few pupils achieving the higher level (Level 3). Similarly at the end of Key Stage 2, standards in English are below average overall with fewer pupils than might be expected attaining the average level (Level 4) although almost a quarter are attaining the higher level (Level 5). The pupils are provided with too few opportunities to develop their writing skills in other subjects and this has limited their progress. Guided reading activities are not used effectively or consistently in all classes and this has resulted in the less than

expected progress. The pupils' speaking and listening skills are average at the end of both key stages. Good progress has been made in mathematics in both key stages and inspection evidence shows the pupils attain above average standards by the end of Key Stage 1 and standards are in line with the national average at the end of Key Stage 2. The improvements are due to improved teaching and assessment procedures, better planning and better resources. Standards in science are broadly average at the end of both key stages. The difference between test results and the inspection finding are due to improved teaching and better planning.

Standards in information and communication technology, design and technology, history and religious education are in line with expectations at the end of both key stages. Standards in art and design and geography are below expectations at the end of both key stages. Standards in music are in line with expectations at the end of Key Stage 1 but the high quality of teaching and provision at Key Stage 2 enables the pupils to achieve standards that are well above national expectations. Standards in physical education are above national expectations at the end of Key Stage 1 and in line at Key Stage 2. In all subjects, pupils with special educational needs and those who are learning English as an additional language, achieve in line with their classmates.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy coming to school and are enthusiastic in their work.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons. Playtimes and lunchtimes are enjoyable occasions and the pupils take advantage of the range of activities available to them.
Personal development and relationships	Good. The pupils are willing and respond satisfactorily to opportunities to take on responsibility. The relationships between staff and pupils are good and help to develop the pupils' confidence.
Attendance	Good. The attendance figures for the last year were just above the national average and there was no unauthorised absence.

TEACHING AND LEARNING

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

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

At the last inspection the quality of teaching was judged to be satisfactory. This is still the case but there have been significant improvements in certain areas. Teaching and learning in the Foundation Stage are good. Lessons are planned effectively and all areas of the curriculum are given wide coverage. This enables the children to make good gains in their learning. Teaching in the Nursery is very good, with teaching and support staff working effectively together, ensuring the children get a very good start to their education. This is a

significant improvement since the previous inspection when concerns were raised regarding the quality of education in the Nursery.

The teaching of mathematics and information and communication technology has improved significantly in both key stages. In the case of mathematics this has resulted in the pupils achieving standards that are above average by the end of Key Stage 1 and in line with the national average by the end of Key Stage 2. The teachers are confident in teaching mathematics and the lessons progress at a brisk pace, ensuring the pupils learn well. The pupils achieve average standards in information and communication technology but improved teaching, very effective use of a knowledgeable technology assistant and better resources are enabling the pupils to make good progress. The standards in music are well above average at the end of Key Stage 2 due to the high quality of teaching and the enthusiasm of the teacher with responsibility for the subject.

The quality of teaching in English is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. Guided reading sessions are not used effectively with some teachers using them as silent reading sessions. The skills of spelling and handwriting are not transferred sufficiently to other subjects and there are too few opportunities for the pupils to develop writing skills in other areas of the curriculum. In some classes, there is an over-use of mundane and unchallenging worksheets which do not enhance the pupils' learning. The setting of pupils according to their prior attainment is effective in ensuring work is generally well-matched to their ability but it does not enable the teachers to develop skills learnt in literacy in other subjects. The teaching of art and design and geography is unsatisfactory with too little attention being devoted to these subjects. Consequently, the pupils do not achieve the standards of which they are capable. Pupils with special educational needs and the small number who are learning English as an additional language are provided with appropriate support to enable them to make progress in line with their classmates.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The children in the Foundation Stage are provided with a good range of interesting activities. The school gives a high priority to teaching numeracy and literacy although opportunities are missed to develop the latter in other areas of the curriculum. There is a lack of balance in the curriculum with too little focus on the teaching of geography and art and design. A good range of visits and visitors adds significantly to the quality of provision. The pupils are provided with a good range of out-of-school activities.
Provision for pupils with special educational needs	Satisfactory. There is early identification of pupils with special educational needs and the school provides an appropriate level of support to ensure they make the progress of which they are capable
Provision for pupils with English as an additional language	Good. The school makes good use of the limited financial resources to provide well for the small number of pupils who are learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is satisfactory provision for the pupils' spiritual and cultural development and good provision for their social and moral development.
How well the school cares for its pupils	There are very good procedures in place for child protection and for monitoring the welfare, health and safety of the pupils.

	Procedures for assessing the pupils' academic progress and for making effective use of this information are unsatisfactory.
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The parents have positive views of the school and there are satisfactory links with parents who demonstrate a keen interest in their children's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides strong effective leadership. Recent appointments to the senior management team have improved the management of the school. The leadership of some subject co-ordinators is unsatisfactory.
How well the governors fulfil their responsibilities	The governors have a satisfactory understanding of the strengths and weaknesses of the school. They are supportive and fulfil their statutory duties effectively.
The school's evaluation of its performance	Good. The headteacher has worked well with staff, parents and governors to review current provision and how things might be improved. The priorities for development identified in the school improvement plan are relevant.
The strategic use of resources	Good. Appropriate use is made of specific grants, with money being used effectively to support pupils with special educational needs and those who are learning English as an additional language. Focused expenditure on areas such as mathematics and information and communication technology has resulted in a significant improvement in standards. The headteacher has made very good use of grants to improve the Nursery provision and the quality of the accommodation.

The school seeks tenders for major spending decisions and applies the principles of best value well. While the school uses the limited funds available to the school well, the resources for English, design and technology, history and geography are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The behaviour is good. • The teaching is good. • Their children are expected to work hard and do their best. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount and range of homework. • The information about how well their children are progressing.

The inspection team generally agree with the parents' positive views of the school. The amount and range of homework is generally satisfactory although there is a lack of consistency in its provision. The quality of reports is satisfactory and there are sufficient opportunities for the parents to discuss their child's work with the teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of most of the children when they start school in the Nursery class is broadly average. They make at least good progress in the Nursery and Reception classes in all areas of learning except communication, language and literacy, so, that by the time they enter Year 1, they achieve the Early Learning Goals in each of the areas of learning except in writing. Almost a quarter of the children exceed the Early Learning Goals except in communication, language and literacy, and this shows they are achieving well in relation to their abilities on entry to the school.
2. In 2001, the National Curriculum test results for seven-year-olds show attainment is in line with the national average and the average for similar schools in reading. Attainment is above the national average and above the average for similar schools in writing and mathematics. Over the last three years the results have remained fairly constant although results in writing and mathematics show an improvement from 1998. The proportion of pupils attaining the average level (Level 2) is above average in reading and writing and very high in mathematics. The proportion achieving the higher level (Level 3) is average in reading and above average in mathematics. Teacher assessments show fewer pupils than might be expected attained the average level in science although an above average proportion achieved the higher level. Inspection evidence shows the pupils are making good progress in mathematics and achieving above average standards. The improvement in standards is due to better teaching, more effective use of time, improved resources and better use of assessment by the teachers in planning their work. The procedures for 'setting' the pupils according to their prior attainment is also successful in ensuring the work is well-matched to the pupils' level of ability. Standards in English are below average. The majority of pupils are achieving the expected level (Level 2) but fewer pupils than might be expected are on course to achieve the higher level (Level 3) and this lowers the overall standards. Standards in literacy are not as high as they should be because curriculum time is not used effectively. Too little use is made of literacy to develop writing skills in other subjects and guided reading sessions are not always used to best effect. Consequently the pupils, particularly the more able, do not make the progress of which they are capable. Standards in science by the end of Key Stage 1 are broadly average. Standards in science have improved and are better than the 2001 National Curriculum test and assessment results because teacher confidence in the subject has improved, a scheme of work has been improved which is providing the teachers with more guidance and the teachers are enabling the pupils to carry out more investigative activities.
3. In 2001, the National Curriculum test results for eleven-year-olds show attainment in English is in line with the national average and the average for similar schools and below average in mathematics and science. Test results for all three subjects have improved in line with the national trend over the last four years. The proportion of pupils achieving the average level (Level 4) in English is in line with the national average but it is below average in mathematics and science. The results are better for the more able pupils with the proportion attaining the higher level (Level 5) in English above average and average in mathematics and science. Inspection evidence shows that standards in mathematics are in line with the national average by the end of Key Stage 2, due to improved teaching, more effective use of assessment procedures and higher expectations of what the pupils can achieve. The school is well on course to achieve

the challenging numeracy targets that have been set. Standards in English are below average at the end of Key Stage 2 and the school will struggle to achieve the literacy targets. While almost a quarter of the current Year 6 are working at the higher level (Level 5) fewer pupils than might be expected are working at the average level (Level 4), resulting in standards that are below average overall. As in Key Stage 1, this is due to ineffective use being made of the curriculum time, too few opportunities for the pupils to develop extended writing activities in other subjects and the lack of resources for the teaching of reading. Standards in science are broadly average at the end of Key Stage 2 with better teaching, the introduction of a scheme of work and more investigative work by the pupils being the key factors in improvement.

4. Since the previous inspection, standards in information and communication technology have improved significantly at the end of both key stages. In Key Stage 1, the pupils have secure word processing skills and are beginning to make effective use of databases. These skills are developed in Key Stage 2 and the pupils' understanding and use of spreadsheets are good. Improvements in information and communication technology are due in part to the much improved level of hardware but also to the much better quality of teaching and support given by the computer support assistant. Standards in music have improved at the end of Key Stage 1 and they are still high at the end of Key Stage 2, due to the very good teaching. Standards in physical education are above average at the end of Key Stage 1. Standards in geography and art and design are below average at the end of both key stages. In the case of geography, too little time is devoted to the subject, resulting in unsatisfactory progress. In art and design, standards and pupils' progress are affected not only by the lack of time devoted to the subject, but also the inadequate resources. In all other subjects, the pupils attain standards that are broadly in line with what is expected for their age at the end of both key stages.
5. Pupils with special educational needs achieve in line with their abilities. They make good progress in their learning as they move through the school. The school's use of sets for literacy and numeracy in Key Stage 2 means that extra support can be focused on the two lowest sets and this aids pupils' learning appropriately. Teachers are aware of such pupils in class lessons and ensure, where possible, that an adult supports any semi-independent activities to ensure that pupils fully understand what they have to do. The small number of pupils who are learning English as an additional language also make good progress due to the effective use of support.

Pupils' attitudes, values and personal development

6. Generally, pupils have good attitudes to school and to their work, and parents agree that their children like coming to school. Where lessons are interesting and teachers have high expectations, pupils retain a great deal of information, sustain conversations with adults, and devise their own extended activities to the lesson. However, in a few cases, and especially during long lessons, pupils lose interest in the topic under study and disrupt their own learning and the learning of others.
7. In the Nursery and Reception classes, the children have very positive attitudes towards learning and enjoy school. They are happy and show good levels of independence when choosing activities.
8. Behaviour in and around the school is generally good and occasionally very good. Parents also believe that behaviour is good. When they are fully engaged in lessons and where practical activities are involved, such as in information and communication technology, music and physical education, pupils are well behaved and responsive to

their teachers' expectations. Some pupils in some classes demonstrate a reluctance to contribute to the lesson and require constant encouragement to stay on task. For example, they prefer not to speak and do not follow the reading from the big book.

9. There have been four recent exclusions where pupils showed that they were a danger to themselves and to others. Decisions are made reluctantly, when all other sanctions have been exhausted and have failed to modify the poor behaviour. The discipline committee of the governing body has fully supported the decisions and parents have been involved in the escalation procedures. Apart from these occasions, there is no oppressive behaviour evident in the school community.
10. Pupils' personal development is good. Pupils of all ages play well together with no sign of inappropriate behaviour. They generally understand the impact that their actions will have upon others, and respect the fact that other pupils may have different points of view. Relationships across the school are good, and parents agree that the school is helping their children to become mature and responsible. There are few opportunities for pupils to demonstrate initiative and to take responsibility, although in class they are encouraged from an early age to make decisions within the context of the lesson.
11. Attendance is good. During the last year the rate of attendance was 94 per cent, which is just above the national average. During the same period there were no unauthorised absences. Registers are complete and up-to-date, and are routinely monitored by the administration staff and the Education Welfare Officer.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The teaching is satisfactory overall. However, there is evidence that in some areas of the curriculum it is improving significantly and much of the teaching observed during the inspection was good or better. Of the 71 lessons seen during the inspection, five were excellent, 13 were very good, 30 were good and 22 were satisfactory. There was one unsatisfactory lesson. At the time of the last inspection, the quality of teaching was satisfactory overall.
13. There have been good improvements in the quality of teaching in the Nursery which was a cause for concern at the time of the last inspection. In this class, teaching is very good with the staff working very well together, enabling the children to make very good progress in all areas of learning. This good start is built on effectively in the Reception classes where good teaching enables the children to make good progress in most areas of learning. More intervention is required by the staff to develop the children's writing skills, as they do not make the progress of which they are capable in the Reception classes. Throughout the Foundation Stage, the teachers plan work effectively, giving the work direction and matching it closely to the different needs of the children. The staff have a good understanding of the needs of young children and provide a good balance of teacher directed activities and those which the children choose for themselves. Resources have improved since the previous inspection and the staff make particularly good use of the outside play area to develop the children's physical and personal and social skills.
14. The teaching is satisfactory overall in Key Stage 1 and Key Stage 2. There are weaknesses in the teaching of English, geography and art and design but the teaching is good in mathematics and information and communication technology in both key stages, good in music in Key Stage 2 and good in physical education in Key Stage 1. Teaching is satisfactory elsewhere.

15. Although a generous amount of time is devoted to the teaching of English, not all teachers make effective use of the guided reading sessions and in some classes it is used as a time for silent reading. There are too few opportunities for the development of the pupils' writing skills across the curriculum and the teachers do not systematically plan for this to happen. There is an overuse of mundane and unchallenging worksheets in some classes in both key stages and work is not always marked effectively. In these instances, marking is superficial with little guidance to the pupils on how they might improve their work. In both key stages there are example of good practice but not all teachers are following the National Literacy Strategy guidelines and consequently the pupils do not achieve as well as they should. In both key stages during the inspection, there were examples of good, very good and excellent teaching. In the better lessons, the teachers have clear expectations of what the pupils will achieve and pupils of all abilities are provided with work that is challenging and the pupils learn well. Good use is made of classroom assistants and they make a positive contribution to pupils' learning, particularly the less able. Higher attaining pupils are generally challenged well and lower attaining pupils receive good support, but occasionally pupils in the middle sets need to be provided with more difficult work.
16. The teaching of mathematics is good throughout the school and the National Numeracy Strategy has been implemented effectively. The teachers are confident in teaching the subject and enable the pupils to make good gains in their learning. The teachers are making good use of information and communication technology for teaching mathematics and there are examples of pupils making very good gains in both mathematics and information and communication technology when numeracy lessons are held in the computer suite. In Key Stage 2, the more able pupils frequently make very good progress because the work is challenging. Occasionally, less able pupils are presented with work that is insufficiently challenging and the pace of lessons is too slow, resulting in pupils not achieving as well as they might.
17. The teaching of science is satisfactory in both key stages. In Key Stage 1, the teachers are making good use of 'big books' as a stimulus for science and are also using the computer suite effectively for developing pupils' scientific understanding. In the best lessons in Key Stage 2, the teachers use open-ended questioning to improve the pupils' knowledge and to determine what they have learnt. Lessons tend to be too long in Key Stage 2 and pupils become restless when the pace of the lesson slows. The pupils collaborate well and the good support provided by classroom assistants to pupils with special educational needs enables them to make good progress.
18. The teaching of information and communication technology is good in both key stages and examples of very good teaching were observed during the inspection. The teachers have gained in confidence and, with the very good support provided by the technology assistant, can provide the pupils with good learning experiences. Lessons are particularly well linked with mathematics and science and the use of computers has a good impact on learning in these subjects. The school recognises the need for teachers to plan to use computers in other subjects such as geography to help develop the pupils' learning.
19. Too little time is devoted to the teaching of art and design and geography and the teaching in these subjects is unsatisfactory overall with the pupils not making the progress of which they are capable. Expectations of what the pupils can achieve in art and design are too low, particularly in Key Stage 2 where inadequate resources make it difficult for teachers to cover the range of activities expected. The teachers do not have

sufficient geographical knowledge to teach the subject effectively and insufficient attention is paid to developing the pupils' knowledge.

20. Teaching for pupils with special educational needs is good overall and pupils make good progress as they move through the school. Teaching is good when pupils are withdrawn for one-to-one support. In such sessions support assistants assess pupils' mood, check whether they have done their homework and prepare them for lessons. They use their targets on the individual education plans to teach pupils the skills of reading and spelling and reinforce the principles of good behaviour. Relationships are clearly very good and the patient manner of the support assistants consolidates learning and begins to move it forward. Support assistants in lessons help pupils to learn in a practical way, for instance in Key Stage 1, where pupils use a drum to count out the syllables in a word. By the end of the session they make progress in skills which will help in reading and spelling. In a Year 3/4 lesson, a knowledgeable support assistant demonstrated a good understanding of the needs of pupils and questioned them skilfully to make sure they knew what they had to do and were able to set it down correctly. In many instances humour is employed effectively to aid learning and this helps pupils enjoy learning.

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

21. The curriculum meets statutory requirements but there is a lack of balance. There are curricular strengths which have resulted in improved standards in mathematics and information and communication technology, good standards in music at Key Stage 2 and in physical education at Key Stage 1.
22. Because the school has focussed its attention on raising standards in the core subjects of English and mathematics, too much time has been allocated to the teaching of literacy in isolation. Although the school has achieved some success, standards in English are currently below average. Furthermore, the focus given to English has resulted in geography and art and design being allocated an insufficient amount of time. The programmes of study for these subjects are not sufficiently covered, resulting in standards falling below expectations. The school is now aware that the implementation of a whole school curriculum plan will allow for all subjects to benefit from a more equitable share of curriculum time. In turn this will present more opportunities for the planned development of literacy in other subjects, such as history, geography, religious education and science. The school is also aware that a more focused plan for the school day will provide for its more efficient use when planning the curriculum.
23. The national strategies for literacy and numeracy have been fully implemented across the school. Numeracy development is often well planned in other areas of the curriculum, for example in information and communication technology, where Key Stage 1 pupils operate computer programs to direct movements of computerised toys, and in Key Stage 2 for the use of spread sheets. However, opportunities are lost for the development of literacy across the curriculum, for example, in the development of extended writing and the use of research skills in history and geography. The school is following established schemes of work that match up to the requirements of the National Curriculum.
24. The school meets statutory requirements for all other aspects of the curriculum, including sex education. It offers an education which is fully inclusive to all pupils

ensuring their equal opportunity and access. The provision for the teaching of religious education meets the requirements of the Locally Agreed Syllabus and provision for collective worship is satisfactory. The school also makes satisfactory provision for pupils' personal, social and health education, including raising their awareness to the dangers of drugs.

25. The quality and range of learning opportunities provided for the children in the Foundation Stage are good. Provision is very good in the Nursery and good in the Reception classes. The curriculum is well planned in all of the areas of learning, apart from the writing aspect of communication language and literacy in Reception. The six areas of learning generally provide a good balance between activities planned by the teacher and opportunities for the children to initiate their own learning. There is a good focus in the curriculum on the children learning through structured play. The activities provided for the children in Reception generally prepares them well for Key Stage 1, apart from the weakness in the provision for writing.
26. The curriculum for pupils with special educational needs is good. Their needs are suitably addressed in the lowest sets for literacy and numeracy in Key Stage 2 where extra support is focused. Those pupils with statements of special educational need, who require it, have access to one-to-one support during periods such as group reading so they do not miss important parts of their education. Although there are very few pupils with English as a second language, the school has made good use of the very limited and specific financial resources provided for this aspect of education. It has supplemented the effective, additional, voluntary support provided by the school. As a result of the action taken, this group of pupils has made good progress and become fully integrated into school life.
27. The school provides a good range of out of school activities to support the curriculum. The wide range of activities includes opportunities for pupils to participate in sports such as football, cricket, rounders, athletics and netball. Other clubs are for computing, music, design and technology and assembly. In addition, Year 6 pupils are able to enjoy an extended visit to study environmental issues and participate in outdoor activities. The curriculum is further enhanced by a satisfactory number of educational visits to museums and art galleries and through visitors to the school. For instance, the pupils have benefited through poetry workshops and are looking forward to the visit of an African artist.
28. The school has good relationships with other schools and institutions and these relationships support pupils' learning experiences, and reinforce the satisfactory contribution that the community makes to school life. The school has strong associations with local Christian churches which provide good support for the religious education curriculum, school assemblies and the Christian after-school club. Pupils visit the churches to celebrate the major Christian festivals and to undertake mock ceremonies. Representatives of other world religions have visited the school to share their beliefs with older pupils.
29. There are good links with the high school to which most pupils transfer. Transition arrangements are well established, and include experience days for pupils to meet their peers from other schools, sports activity days, and a Year 6/7 bridging project in science. These activities help to provide pupils with increased self-confidence when they change schools. The school shares resources with the local playgroup, and shares the care of some nursery children with the neighbouring nursery. A private before and after school care club provides a useful service to those pupils whose parents work extended hours.

30. The school welcomes teachers in training from the local college, and these provide pupils with different and additional learning experiences. High school and college students undertaking work experience programmes provide additional support and stimuli for pupils of all ages. Teaching assistants employed by the school are pursuing courses in childcare and, in addition to attending courses, are being tutored and assessed on site.
31. The school's provision for pupils' spiritual, moral, social and cultural development is generally satisfactory, but has not been given high priority in the school's development plans over the last three years. Overall, standards have been maintained since the last inspection through an informal provision within the curriculum.
32. Provision for pupils' spiritual development is satisfactory. Spiritual development is promoted through assemblies and occasionally in lessons. Daily acts of collective worship provide opportunities for pupils to consider values and beliefs and to reflect on their own experiences and those of others. Occasionally, as in a music lesson, pupils display a sense of awe and wonder as when listening to a range of musical instruments playing in harmony. Pupils displayed feelings of pleasure and appreciation of the different sounds and how they combined in harmony. Overall, however, there are too few planned opportunities for pupils to reflect on their experiences in a way that develops their spiritual awareness and self-knowledge. Opportunities to promote spirituality in lessons rely on teachers' individual sensitivity and are not a regular planned part of the curriculum.
33. The provision for pupils' moral development is good. Pupils are becoming increasingly aware of the school's expectations and pupils of all ages can distinguish between right and wrong. Most pupils have a well-developed moral framework and an ability to think through the consequences of their own actions. They respect the needs and feelings of others, particularly when working in small group situations. The school has successfully deployed strategies to foster good behaviour both within the school and at break and lunch times.
34. Pupils' social skills are well developed through a range of school clubs and extra-curricular activities, helping pupils to develop personal qualities valued in civilised society, including honesty and the principles of fair play. Residential and day visits locally and further afield further enhance pupils' independence and self-reliance.
35. Provision for pupils' cultural development is satisfactory. Music plays an important part in developing pupils' understanding of their own culture and this is done through school performances and visits. Music, such as African music, extends pupils' knowledge of other cultures. The religious education curriculum includes reference to the faiths and beliefs of their own Christian faith as well as those of Islam and Hinduism. Overall, however, pupils' knowledge of other cultures and traditions is underdeveloped. Subjects such as art and design and geography do not effectively enhance pupils' awareness of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school makes very good provision for the welfare, health and safety of its pupils. The headteacher has been nominated to deal with any child protection issues that may arise. He has received training for this role and is supported by the deputy headteacher, assistant headteacher, special educational needs co-ordinator and the Chair of Governors. The provision for child protection is very good. The school has developed a new policy for child protection which, along with the related procedures, is available to all staff through the staff handbook. The county inter-agency procedures for child protection are also available for reference and use. This is a resolution of the concerns raised during the previous inspection when there was no child protection policy in place.
37. Risk assessments of the premises are regularly conducted on behalf of the governing body, the findings of which are used to inform the premises development section of the school development plan each year. The maintenance manager is involved in site checks, and all staff are alert to potential hazards. In this way, urgent repairs are identified and carried out quickly.
38. Nine members of staff have received training in first aid, and one member of staff has responsibility for maintaining medical supplies. Staff are aware of those pupils who have specific medical needs and have received training to support pupils with diabetes, asthma, and nut allergy. The school has a policy for asthma management, and inhalers are securely held in the school office for those pupils who control their own medication.
39. There are good procedures in place for monitoring and improving attendance. Administration staff carry out daily and weekly checks on attendance and punctuality to ensure that all absences are accounted for and that lateness is minimised. An LEA initiative to improve rates of attendance ensures that there is regular scrutiny of registers and that unaccounted absence is followed up.
40. Good behaviour is promoted through an effective rewards system. Pupils value the awards for good behaviour, good attendance and good work which are the focus of Friday assemblies. Good behaviour in this context includes demonstrations of consideration for others and good manners.
41. A recent audit of pupils' perceptions of healthy eating has led to an awareness, by the school, of the lack of emotional language among pupils. This has led to a review of the personal, social and health education programme of study to help remedy this gap in their knowledge. School assemblies are effectively used to address issues related to anti-social behaviour and to provide pupils with the protocols that are evident in civilised societies. The headteacher takes pains to listen to pupils' problems and to support them when difficulties arise. He maintains records to help him in his monitoring of pupils' behaviour and provides pupils with opportunities to disclose and resolve personal problems. Pupils are very well supervised during work and play, and the school has recently reviewed and revised its pupil data and strictly controls those occasions when pupils are handed over to adults.
42. Progress in assessment since the last inspection has been unsatisfactory. There is still a limited range of effective assessment and recording methods and the information is not used to plan work for all groups of pupils.
43. Children are assessed as they enter the Foundation Stage, and at the end of both key stages. Statutory targets are set for pupils at the end of Key Stage 2 in English and

mathematics. Optional tests are undertaken in Years 3, 4 and 5. The very newly appointed co-ordinator has centralised all this information into Assessment Manager to enable future tracking of individual pupils and groups. Analysis of National Curriculum test data is limited currently and it is not effectively used by all teachers to inform planning. The co-ordinator has planned to improve this analysis and feedback as well as purchasing additional software to enable analysis of the optional National Curriculum tests.

44. Assessment is unsatisfactory in English and science. In English a piece of fiction writing by each pupil is levelled by the class teacher and becomes part of a class record although there is no moderation of this work which makes it difficult for teachers to be secure at which level pupils are working. There are no assessment systems within science which make it difficult for teachers to establish the level at which pupils are working. Assessment in mathematics is good and procedures are clear. Half termly tests are analysed effectively, enabling work to be matched effectively to the groups of pupils. This analysis feeds directly into the writing of targets for the sets for the next half term as well as being discussed within the team of teachers. There are mathematics targets within the sets which are used effectively to ensure the pupils make good progress.
45. Procedures for assessing the pupils' attainment in other areas of the curriculum are generally unsatisfactory. The co-ordinator is aware of the weaknesses in assessment and, since her recent appointment, has produced a clear action plan to develop the effectiveness of the procedures
46. A central homework register kept by each class teacher is used to check on the quantity and quality of returned homework. Checks are made by class teachers if pupils do not return homework. End of year reports have improved and there are plans to improve them further. Monitoring of pupils' personal development relies on teachers' informal observations of pupils and is reported to parents in the end of year reports.
47. The school takes good care of its pupils with special educational needs. They are well known to all staff who work in the school. Pupils have appropriate individual education plans, which are regularly reviewed. The co-ordinator is aware of the need to 'sharpen up' writing such plans so that it is easy to see whether pupils have done what was planned. Pupils are increasingly invited to state their views at review meetings either directly or via their support assistant and this helps their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents are supportive of the school and its work. All parents and carers responding to the inspection survey believe that the school expects their children to work hard and achieve their best. The vast majority think that teaching is good and that the school is well led and managed. Most parents and carers believe that their children are making good progress, would feel comfortable about approaching the school with questions or a problem, and think that the school provides an interesting range of activities outside lessons. Most parents feel that the school works closely with them although some would like more information on the progress their children are making. They are unsure as to whether their children are receiving the right amount of work to do at home.
49. The school provides parents with good quality information about the school and forthcoming events. The Governors' Annual Report to parents and the school prospectus provide fundamental information about the school's organisation and

policies. Less formal information is provided through newsletters, parents' consultation evenings, and topic information which is provided each term for each year group. Pupils' reports provide detailed information for parents about their children's progress, and these now comply with statutory requirements. The headteacher maintains records of any concerns or complaints that parents may have, and records the actions taken in investigating these concerns.

50. Parents make a good contribution to their children's learning. A number of parents help in school and undertake training in courses run by the school. Others, who have received such training, are employed by the school as teaching assistants. Many parents listen to their children practising their reading at home and use reading and homework diaries to monitor their children's progress. The Parent Teacher and Friends Association (PTFA) organises social events for pupils, and incidental funds raised are used to provide the school with additional resources. The PTFA made a significant financial contribution to the school building programme.
51. Parents are suitably involved with the education of children with special educational needs. They are regularly invited to reviews and invited to contribute their opinions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher provides strong, effective leadership and he manages the school well. At the time of the last inspection, leadership was weak and, since the appointment of the current headteacher, much has been achieved. The key issues from the previous report have generally been addressed successfully. The headteacher has made recent appointments to the senior management team and these staff are fulfilling their duties effectively. The headteacher has identified the specific strengths of the individuals and the team is working together well, with a strong desire to improve standards. The school is better than it was and is in a very good position to build on what it has already achieved.
53. At the time of the last inspection policies and schemes of work were non-existent and teachers' planning was weak. Considerable effort has gone into addressing these shortcomings and the curriculum has been managed effectively. However, the quality of management and roles of co-ordinators needed much improvement. Some co-ordinators are managing their subjects well, but in some instances they do not have the overview that is needed to move their subject forward. This results in some inconsistencies in developing the pupils' skills and knowledge. This has been recognised by the senior management team and additional staff development has been planned. The school has effective systems to monitor and manage behaviour and is rigorous in seeking improvements in these areas. Classroom assistants who support pupils with behavioural problems work hard and achieve much.
54. The governors are fully involved in the life of the school and take a keen interest in how well it is performing. They fulfil their responsibilities satisfactorily and support the school well. The Chair is a regular visitor to the school and provides the headteacher with good support. The headteacher and governors are effective in monitoring and evaluating the school's performance and there are good measures in place to diagnose strengths and weaknesses. The governors are beginning to use performance management as a means of raising standards and improving the quality of teaching.
55. The leadership and management of special educational needs are good. The co-ordinator has an appropriate action plan and has achieved much in a relatively short

period of time. The routine administration of this aspect has been transferred to the computer, which makes information easily accessible to any interested parties. Her non-contact time is well spent in administration and talking to parents. However, a new policy for special education needs is yet to be written and the school needs to get to grips with some of the newer details of the current Code of Practice, for instance identifying a 'responsible person' for special educational needs. All monies for special educational needs are accounted for. Resources have recently been improved and are now satisfactory.

56. The school has an appropriate system for monitoring the quality of teaching. The findings from these observations have been used well to guide teachers on how to improve. This was evident in the quality of teaching observed during the inspection as opposed to that that had previously been taking place. Some subject leaders are involved in monitoring the work of their colleagues, but more needs to be done to monitor how the pupils learn.
57. The school development plan is a detailed document of very good quality. It clearly identifies the school's educational priorities and identifies all sources of funding available to help fulfil these priorities. This is a significant improvement upon the situation described during the previous inspection when the planning was described as limited, without timescales, and not accurately costed.
58. The headteacher has, with the governing body, identified a significant number of funding sources and opportunities, and has been sufficiently astute to bid successfully for matched funding. In this way, the school and the community have benefited from extensive improvements to the school building and the outside play areas for all ages. A focus of the plan has been to make safe, improve and integrate the nursery with the reception classes.
59. The administration staff provide very good support for the headteacher, staff, pupils, and parents. Principles of best value are embraced in all purchasing decisions and, with the support of the LEA finance officer, the school budget is regularly monitored and updated. There are no outstanding issues resulting from the previous financial audit. Financial planning is considered to be very good and this is a very significant improvement upon the previous inspection findings when they were judged to be unsatisfactory.
60. The school has a satisfactory number of suitably qualified teachers to match the demands of the curriculum. In all there are 16 teachers including the headteacher and a further nine learning support assistants. Curriculum co-ordinators have been appointed for all the National Curriculum subjects and religious education. The provision of support staff is adequate and they provide effective support for pupils in class and in withdrawal sessions. Staff have attended a number of relevant training courses over the last few years.
61. The accommodation is satisfactory and has been substantially improved through refurbishment over the last few years. Nursery and reception provision is now good. The school benefits from an adjacent field for games and sport and the addition of play facilities and markings on the schoolyard are a significant improvement. The erection of security fencing has resulted in less vandalism and games equipment, such as basketball poles, can be left on the yard. The yard has a good hard surface. The multi-purpose school hall is spacious and has a good surface for gymnastics and dance. Much of the gymnastic equipment however is unsuitable for younger pupils including the ropes and rope ladders, wall bars and suspended beams. Classrooms are

attractive learning environments and overall the building is in a good state of repair. The present library is small and cannot accommodate a class of pupils.

62. Resources are unsatisfactory overall to meet the needs of the curriculum. In some areas such as the Nursery resources are very good and they are good in the Reception classes. Resources for music in Key Stage 2 are good. However the range of resources is not well matched to the needs of the National Curriculum and in particular the school lacks an adequate supply of reading books and sufficient materials for art and design, history and geography. This is as a result of significant under-funding over a number of years.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The headteacher, staff and governors should now:

(1) raise standards in English by:

- making more effective use of the guided reading sessions;
- ensuring planning identifies opportunities for developing pupils' writing in other subjects;
- ensuring teachers make more effective use of assessment procedures to plan work at the appropriate level;
- reducing the reliance of mundane and unchallenging worksheets in some classes.
- improving the quality of marking so that pupils know what they have to do to improve their work;
- improving the number and quality of reading books.

(Paragraphs 2, 15, 42, 44, 45, 62, 67, 74, 88, 90, 91, 99, 131)

(2) raise standards in geography and art and design by:

- ensuring sufficient time is devoted to teaching these subjects;
- ensuring there are sufficient resources for the teaching of art and design;
- ensuring co-ordinators monitor standards of teaching and learning throughout the school;

(Paragraphs 109-114, 120-125)

(3) improve the use of assessment information by:

- monitoring teachers' planning to ensure they take account of pupils' prior attainment.

(Paragraphs 43, 106, 108, 114, 131)

(4) improve curriculum management where it is unsatisfactory by:

- ensuring teachers monitor the quality of teaching and learning effectively
- ensuring planning is monitored regularly.

(Paragraphs 108, 114)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	13	30	22	1	0	0
Percentage	8	18	42	31	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	359
Number of full-time pupils known to be eligible for free school meals	0	42

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	51

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.6
National comparative data	5.6

School data	0.0
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
	2001	25	26	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	23	25
	Girls	25	25	26
	Total	46	48	51
Percentage of pupils at NC level 2 or above	School	90 (83)	94 (94)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	21
	Girls	24	26	23
	Total	46	49	44
Percentage of pupils at NC level 2 or above	School	90 (79)	96 (83)	86 (90)
	National	85 (84)	89 (88)	89 (88)

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
	2001	17	23	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	15
	Girls	17	15	19
	Total	31	26	34
Percentage of pupils at NC level 4 or above	School	78 (69)	65 (77)	85 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	13
	Girls	16	14	17
	Total	28	25	30
Percentage of pupils at NC level 4 or above	School	70 (60)	63 (66)	75 (62)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

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

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	4	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)	14.2
Number of pupils per qualified teacher	25
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	190.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	718,104
Total expenditure	704,018
Expenditure per pupil	1,863
Balance brought forward from previous year	9,840
Balance carried forward to next year	23,926

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
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	410
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	34	6	0	1
My child is making good progress in school.	50	42	8	0	0
Behaviour in the school is good.	44	50	2	0	4
My child gets the right amount of work to do at home.	41	48	10	1	0
The teaching is good.	54	42	2	1	1
I am kept well informed about how my child is getting on.	53	36	8	2	1
I would feel comfortable about approaching the school with questions or a problem.	65	30	5	0	0
The school expects my child to work hard and achieve his or her best.	63	36	0	0	1
The school works closely with parents.	41	47	7	1	4
The school is well led and managed.	52	39	7	0	2
The school is helping my child become mature and responsible.	51	45	3	0	1
The school provides an interesting range of activities outside lessons.	47	37	6	0	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. The management and provision for children in the Nursery has improved significantly since the last inspection and is now very good. The provision for children in Reception has also improved and is good overall. There is however a weakness in the aspect of writing in Reception and provision here is unsatisfactory. Progress is very good in the Nursery and good overall in Reception.
65. The children start full time education in Reception with broadly average attainment. By the time they enter Year 1, the majority achieve the Early Learning Goals in all of the areas of learning with the exception of writing. About a quarter of the children also exceed these goals in all areas of their learning apart from communication, language and literacy, which indicates good levels of achievement in relation to their abilities on entry to the school.
66. The links with parents are good. Home-school diaries are used to pass on important information about reading progress, and each week in the Nursery, parents receive a note of the topic areas being covered in class the following week. Because of this prior information, the children regularly come into school with resources from home to share with the class and this enhances their learning. In Reception, the parents receive half-termly information. A parents' notice board also keeps them fully informed of up to date news and events.
67. On entry to the Nursery, assessment observations by the staff and important information supplied by parents provide a clear indication of children's attainment. This information is also used to identify the children who may require additional support. Effective and regular assessments continue to be made and these are used to help staff plan work at the correct level of children's ability. They are closely linked to the stepping-stones of learning and provide valuable information on the progress that the children are making. These assessments continue in Reception and although they are used successfully to inform the planning and teaching in most areas of learning, their use is less effective in the monitoring of progress being made in language and literacy and particularly writing. There are no specific records kept for guided reading sessions, and the records for speaking and listening and writing are not always being used to direct the support where it is needed most.
68. The quality of teaching is very good in the Nursery and good overall in Reception. At the planning stage, clear learning objectives are identified and activities planned with these in mind. This planning is effective because it gives the work direction and is mostly matched to the differing needs of the children. The only weakness is in some aspects of language and literacy in Reception, where more planned intervention and instruction is needed to improve the progress being made. This applies especially to writing. The staff in the Nursery and Reception classes have a good understanding of the needs of young children and carefully plan opportunities for structured play to enrich the quality of children's learning. Time is balanced well between the activities planned and led by the teacher and opportunities for the children to initiate their own learning. Resources are very good for purposeful role-play and creative activities. Relationships are very good between adults and children and the improved management skills and very good teamwork established by the Foundation Stage co-ordinator have helped to create a happy and successful environment in which the children learn well.

Personal, social and emotional development

69. The children make good progress overall and by the time they enter Year 1, most of them achieve the Early Learning Goals and about one in four attain beyond the expected levels. This is due to the good teaching and support they receive. In the Nursery, where the teaching is very good, the children make very good progress and are confident and happy learners. They are now at the stage of being able to work well independently, selecting more of their own resources, sharing equipment and taking turns. These very positive attitudes and good relationships were seen in 'The Laundry' imaginative area where the children shared the washing powder and machines and when they took turns in the mathematics area in playing a number game with the dice.
70. In Reception, teaching is good and the children make good progress. They continue to show good levels of initiative and take more responsibility for their own learning by mixing their own paints, deciding on the choice of tools to make patterns on their clay tiles and organising their own puppet shows. By giving the children these chances to work independently, most of them now show good levels of confidence and are happy to try out new activities. When they were working on their dance movements in the hall, they happily volunteered to demonstrate on their own to the rest of the class. In literacy lessons they readily read out their work at the end of the lesson. The children from both the Nursery and Reception are keen to learn and the stimulating quality and range of resources provide good levels of interest and help them to concentrate well and make good progress.
71. A clear code of behaviour has been established in both the Nursery and Reception classes and this, along with established classroom procedures, ensure that the children have a good understanding of what is right and wrong and enables them to work harmoniously together. Classroom rules and social issues are often reinforced in regular 'circle time' and religious education lessons. Issues such as bullying, what makes them happy and sad and what is special to them at home and school are often discussed. These sessions are particularly beneficial for the few children who have emotional and behavioural difficulties. Children behave very well in and around the school and are very careful to work safely together on the outside climbing equipment.
72. There is a good sense of community and care for others in the Foundation Stage. For example, the children work together to prepare a dance based on the sea for an assembly for their parents and the rest of the school and help in the planning of their own Christmas party. Local visits to the shops and parks and visitors such as the police, firemen and paramedics help the children to develop an understanding and respect for their own locality and the people who help them. Special festivals such as the Chinese New Year are also celebrated. Here, the children perform dragon dances and taste Chinese food. These activities successfully widen the children's beliefs, empathy and understanding of the wider world.

Communication, language and literacy

73. By the time they enter Year 1, most children achieve the Early Learning Goals in their speaking and listening and reading but only about one in four will reach the expected standards in their writing. During their time in the Foundation Stage, the children make satisfactory progress in speaking and listening and reading, but unsatisfactory in writing. The children make better progress in the Nursery where the teaching is very good. The Nursery staff have a very good understanding of how children gain their early language skills and provide highly effective support. An adult often joins the role-play activities and this considerably enhances and extends the speaking and listening opportunities. The nursery nurse is very skilled at intervening at the right time in 'The

Laundry' for example, when she helped the children initiate and discuss the value of adding fabric conditioner to the washing. Most children speak confidently to each other and adults. The children's reading skills are promoted very effectively through the use of well-known stories and rhymes. A variety of activities are often based on stories, in order to capitalise on the language opportunities. When the children worked together on 'Jasper's Beanstalk', they retold the story, described each event in the correct order, which the teacher recorded for them, planted bean seeds, learnt the days of the week and illustrated the story. About one in three can write their own names and hold the pencil correctly and all are mark making or in the early stages of emergent writing. There are very good opportunities for the children to write freely and for a wide range of purposes such as in 'The Laundry' where they write out the instructions for washing their clothes. The children enjoy sharing books, recognise some titles and have a good awareness of most initial letter sounds. The good displays and regular focus on phonics in the teaching helps the children to learn their sounds quickly.

74. In Reception, where teaching is good, the children mostly make good progress. The more able children use a good range of vocabulary to express their ideas and are fluent and confident speakers. The literacy lesson is used well to promote and extend most children's speaking and listening skills. However there is a small group of lower attaining children who are quiet and more reluctant to speak out and lack fluency in their speech. They have too few opportunities to share the role-play areas with adults in order to extend their vocabulary and ideas and require more encouragement in the literacy lesson to speak in sentences. The teaching of reading skills is satisfactory. The guided reading sessions are taught well and are helping the more able and average ability children to progress well on the scheme and confidently read and understand familiar words and short sentences independently. Some of the lower attaining children are not making as much progress as they could. The small reading bays are not as stimulating as other areas in the classroom and resources such as listening centres and a variety of reading materials are limited. Because of this, the lower attaining children do not readily choose to spend time in this area and miss valuable opportunities to share books and stories together. Teachers use the literacy lesson to effectively increase the children's enjoyment and understanding of books, but there are a few missed opportunities to teach the skills that the children will need to become fluent readers, such as word recognition and phonic cues. The children are not making enough progress in their writing. This is because most of them are not being given the support they need to move on from free 'emergent' writing to a more structured approach. Lots of opportunities are provided for the children to write freely, but this is not balanced enough with support for the children to move on to forming their letters correctly, learning the rules to spell simple words correctly and structuring sentences with some knowledge of punctuation. Many children are very reluctant to transfer the sounds they know in their reading to their writing. At the moment there is not enough focus in the planning and teaching to support this stage of children's learning in their writing.

Mathematical development

75. Most children by the beginning of Year 1 attain the expected levels in their mathematical skills and about a quarter exceed this standard. This area of learning is taught well and progress is good overall. In the Nursery, where provision and teaching are very good, the more able children count reliably to ten and knew that when a child arrived late that there were four absentees in the class rather than five. When discussing solid shapes a sphere was described as a 'round solid shape'. A strength of the provision is the way in which the staff promote mathematical skills and language through all areas of

learning, such as sorting the laundry to be washed into large and small items and measuring the height of the beans grown in the garden.

76. The good progress made in the Nursery continues in Reception, where well-planned and varied activities, including the adapted numeracy lesson, enhance the learning well. Most children count reliably and use numbers to ten and beyond, while the more able children double numbers in a dice game to twenty. One group successfully sorted and used coins to £1 in the 'Seaside café', while another group matched numbers correctly on the computer to twenty. The teachers use resources well to capture the children's interest. In a very successful session, the teacher used sweets to introduce work on capacity and this was followed up with valuable reinforcement of measuring skills in water and sand play. These structured play activities are often supported by good levels of adult intervention and are effective in extending children's learning. There are also some good interactive displays around the classroom and games and equipment in the outdoor area, which help the children to reinforce their knowledge and understanding of numbers and shapes.

Knowledge and understanding of the world

77. Teaching and progress in the Nursery and Reception classes are good, enabling most of the children to achieve the expected levels in this area of learning by the beginning of Year 1 and for one in four to exceed expectations. Activities in both the Nursery and Reception are very well planned and the imaginative areas provide a wealth of opportunities for the children to learn about their world. A wide range of resources is used to effectively motivate and challenge the children and these are further enhanced through local visits and visitors to the school. As far as possible the children are given opportunities to learn through first-hand experiences. When the children in the Nursery wash their clothes in 'The laundry', they also begin to know how people used to wash and iron clothes long ago from their observations of the old washtub, flat iron and other resources brought into school for them to examine. When planting seeds they learn about the beginnings of plant growth and recognise and name the different parts. They also make their own seed packets for the 'Garden Centre'.
78. The current topic on water in the Reception classes is providing very good opportunities for the children to carry out floating and sinking activities and to find out about the different properties of water. Lots of opportunities are provided for them to become confident investigators and the recent study of worms in a wormery heightened their interest in living things. Information and communication technology is used well to support the children's learning. Most children in the Nursery guide the mouse confidently to make their own shape pictures and print out their own work. Because the children in Reception have regular use of the computer suite, they can already select their own program and with help locate a web site to find information about dinosaurs. At regular times of the year, all children in the Foundation Stage make food for special occasions such as pancakes for Shrove Tuesday.

Physical development

79. Most children attain the Early Learning Goals and about a quarter are in line to exceed them by the beginning of Year 1. The new outdoor play area, with a very good range of equipment effectively supports not only the children's physical development, but also many other areas of learning. It contributes significantly to the good progress that the children make and the good quality of teaching. It is used frequently in the Nursery and Reception to improve the children's physical skills. Children move confidently and safely with good control on the large play equipment and develop their climbing and

balancing skills well. In addition the school hall is used by both the Nursery and Reception to promote physical development further. In a dance lesson, the children in Reception changed quickly for the session themselves and used a good range of well-developed and controlled movements to represent a variety of underwater creatures. The lesson was very well managed and taught, with a good focus on the children practising the skills they needed to improve their sequence of movements. The children are helped to recognise the importance of keeping healthy when they join the rest of the school in a sponsored skip for 'Heart Week'. Nearly all of them handle scissors, brushes and construction materials with good control and confidence. Pencil control in Reception, however, is not as well developed and needs further support.

Creative development

80. By the beginning of Year 1, most children reach the required standards in this area of learning and about a quarter exceed expectations. Progress and teaching are good in the Nursery and Reception classes, with staff using every opportunity for the children to work creatively through art and role-play. The wide range of activities also allows them to make choices and decisions about their own learning. They mix their own paints for their bubble patterns in the Nursery, while in Reception they choose their own materials for their observational drawings of shells. In the role-play areas, which are changed regularly to keep the children's interest levels high, their imaginations are fully exploited through the use of stimulating and interactive resources. The seaside areas in Reception are particularly exciting places for the children to learn how to fish, discover hidden treasure and make sand castles.
81. There are regular times for children to express themselves well through music making in the Nursery. They often join in with singing games and action songs and explore their own ideas in music with instruments. In Reception most of the music is done with the two classes together. Although this arrangement is suitable for singing activities, it limits the opportunities that the children have to use and explore instruments more creatively in smaller groups, such as accompanying the retelling of stories in role-play activities. All children have the opportunity to hear live and recorded music especially from the school orchestra and this helps them to recognise how sounds are developed.

ENGLISH

82. Inspection findings are that standards by the age of seven and eleven are in line with those expected in speaking and listening and below average in reading and writing. At Key Stage 1, fewer pupils than might be expected are working at the higher level (Level 3) and at Key Stage 2, while a satisfactory number are attaining the higher level (Level 5), fewer pupils than might be expected are attaining the average level (Level 4). The results of the National Curriculum tests for 2001 show that by the age of seven, standards are in line with the national average in reading and above average in writing. When compared with similar schools, an identical picture emerges. By the age eleven, National Curriculum test results in English are in line with the national average and the average for similar schools. At the time of the previous inspection, standards were broadly average at the end of both key stages. The school has therefore made unsatisfactory progress.
83. Results of National Curriculum tests taken by the current Year 6 pupils when they were in Year 2 indicate that most have made satisfactory progress over time. This judgement is affected by the number of pupils in the year group who have left and started at the school since the tests were taken and is not borne out by the examples of

the pupils' work, or the school's own assessments. Pupils do not achieve well enough as they move through the school and progress is generally unsatisfactory but particularly in Years 1, 3 and 4.

84. By the age of seven, the pupils' speaking and listening skills are average. The pupils generally listen well to their teachers and to other pupils. Most pupils speak clearly and audibly and more able pupils speak confidently, for example when reciting the lines of poetry that they have written. By the age of eleven, most pupils have satisfactory speaking and listening skills. The more able Year 6 pupils have clear audible speech and they are at home using technical language such as 'transhumance', are beginning to use language to speculate and they discuss poetry freely and without embarrassment. The less able pupils are not eager to take part in any discussions about poetry, although they listen satisfactorily to their teachers and fellow pupils.
85. By the age of seven, pupils' standards in reading are below national expectations. A minority of pupils read their text accurately, introducing some expression into their reading, and confidently explaining what they have read. The pupils are beginning to have an awareness of how you can split a word into syllables but are less confident than many pupils of their age in working out unfamiliar three and four letter words. Standards in reading are below average by the age of eleven. More able Year 6 pupils use their texts confidently to select the phrases they want to use to illustrate the points they make. They know why words are used to best effect, for instance, 'Everyone laughs.....but Billy', and how repetition is used to heighten the effect. These pupils know a good range of authors and can explain why they enjoy reading their books. Those pupils who are library monitors can explain fluently how school libraries and the town libraries are organised and used. Average pupils read accurately, identifying the main points, but lack the insight shown by the more able readers. Less able pupils read simple texts satisfactorily.
86. By the age of seven, pupils' standards in writing are below national expectations. A small proportion of pupils write neatly, are beginning to join their letters and a good half write in a reasonably legible style. These pupils generally use capital letters and full stops accurately and, very occasionally, other forms of punctuation. The less able pupils write untidily and punctuation is not used correctly. By the end of Year 6, standards in writing are below expectations. The more able pupils write confidently. They are knowledgeable about features such as alliteration, metaphors and similes and use them very effectively in their own poetry writing. Such pupils produce writing quickly and easily. Average pupils, especially boys, are not so quick to start writing. They are unsure of how chronological writing is organised and do not use dictionaries to check their spellings. Less able pupils are beginning to attempt to join their letters, but few do so fluently. There are too few opportunities for the pupils to develop their writing skills in other subjects and this results in too few pupils achieving in line with national expectations.
87. In both key stages, pupils with special educational needs generally make good progress and achieve well due to the early identification of their needs and the good level of support provided by the knowledgeable classroom assistants.
88. The quality of teaching and learning are unsatisfactory overall, although there are strengths in particular year groups. Classrooms do not effectively promote reading in display and there are relatively few displays of words, phrases or techniques that systematically support pupils' learning. The quality of books in classroom libraries is unsatisfactory. Teachers do not effectively promote reading or enhance the pupils' knowledge of the different types of books available to them. Reading assessments are

mostly dated records of books read and rarely indicate to the pupils how they might improve their reading. The newly introduced group reading record has not been in place long enough to have made an impact on the learning of all pupils. The time for group reading is not consistently used well to improve pupils' learning and too many older pupils are using books from a reading scheme to support group reading. In some classes, sessions timetabled as guided reading are used for silent reading and have limited impact on the progress made by pupils in reading. Reading books are better matched to pupils' abilities in some classes. For example, in the top set in Year 3/4 reading booklets are matched to good quality texts and they enable the pupils to practise a good range of skills, effectively developing the pupils' reading skills. Where guided reading sessions are used effectively, the pupils make better progress. For example, in a good Year 2 lesson, the pupils followed the good role model of their teacher in reading the class text aloud and they picked out rhyming words such as feet and street. The teachers teach the basic skills of spelling and handwriting but there are too few opportunities for the pupils to use them in their day-to-day work.

89. In the best lessons, the teachers have a positive, enthusiastic manner about the texts they are using and they use appropriate technical language to develop the pupils' knowledge. Teachers have clear expectations of what the pupils will achieve in lessons and these lesson objectives are shared effectively with the pupils. Teachers use praise effectively. For example, in an excellent lesson observed, the teacher responded superbly to pupils' writing, drawing out the lesson objectives and encouraging both the authors and others in the class to become involved in evaluating the poem. The teachers make good use of classroom assistants to promote the pupils' learning in independent activities. They are particularly effective in supporting pupils in the lower sets and those who have special educational needs. The one-to-one sessions with pupils with a statement of special educational need are used particularly well to prepare pupils for lessons and to consolidate their learning outlined in their individual education plans.
90. A generous amount of time is allocated to the subject but it is not used to best effect. The quality of teaching and learning is too variable to bring about overall improvement. While some teachers make effective use of guided reading sessions, others are using them less effectively. Consequently, the development of reading skills is variable. The teaching of pupils in sets in Key Stage 2 for literacy means that class teachers are not fully aware of how all pupils are attaining. In subjects such as history and geography they then have difficulty in planning to promote particular literacy skills for all pupils and this results in unsatisfactory progress in pupils' writing skills. Some teachers do this particularly well. For example, the co-ordinator enabled her pupils to write a good commentary about a trip taken on a boat around the Great Orme.
91. In the past, there have been weaknesses in the leadership and management of English which have resulted in pupils not achieving as well as they should. However, the quality of leadership and management is now satisfactory and the action plan is beginning to move the school in the right direction. Improvements are generally too recent to have brought about improvements in standards. A range of people has monitored the quality of teaching and learning in lessons and the staff have undergone training in the National Literacy Strategy. The planning is monitored to examine a specific focus but this needs to be more rigorous to ensure that quality is maintained. Samples of writing throughout the school have been levelled to see if they reach an appropriate standard and group targets for future improvement have been set. The teachers are beginning to make more effective use of information and communication technology to develop literacy skills, through writing poetry and the development of research skills. A range of assessment procedures is in place and the information is used effectively to place

pupils in sets in Key Stage 2, according to their prior ability. However, not all teachers make effective use of this information when planning further work.

92. The library is a bright attractive room, although too small for whole class use. Books are well-organised and colour coded and easily accessible to pupils. Arrangements are in place for pupils to regularly change their books. The curriculum is occasionally enriched with book clubs and visits from outside specialists, such as poets. The subject makes an overall satisfactory contribution to pupils' cultural development.

MATHEMATICS

93. The 2001 National Curriculum test results show that, by the end of Key Stage 1, the pupils' attainment is above the national average and above the average for similar schools. The test results show that by the end of Key Stage 2, the pupils' attainment is below the national average and below the average for similar schools. Inspection evidence shows that attainment in mathematics is above the national average at Key Stage 1 and at Key Stage 2, attainment is in line with the national average. This is an improvement since the last inspection in 1998, which then showed pupils' attainment to be in line with the national average at both key stages.
94. There are good reasons why pupils' overall attainment, but particularly attainment at Key stage 2, has improved. These include good arrangements for improving the quality of teaching; the monitoring of teachers' planning; improvement in the allocation of curriculum time; improved assessment procedures and the use of the information obtained from it to address identified weaknesses found in aspects of pupils' learning. In addition, by the judicious replacement and acquisition of new equipment, resources are now satisfactory to support teachers in their lessons. The standards in Key Stage 1 are better than those achieved in Key Stage 2 because the younger pupils have benefited throughout the whole of the key stage from the improved strategies whereas the pupils at the end of Key Stage 2 have only profited from the improved strategies implemented in the last two years of their primary education. However, pupils in both key stages make good progress as they move through the school from class to class. Pupils with special educational needs and those who are learning English as an additional language also make the good progress achieved by other pupils.
95. By the time they leave school, most pupils apply their mathematical knowledge well. For example, they can estimate the area of a room and subtract a one-metre border from its perimeter. Most pupils can read a timetable and work out the time of a journey. Given additional information, most can work out the distance travelled, and the cost of fuel used. On the whole, pupils are appropriately equipped to apply and use their mathematical skills, knowledge and understanding in 'real life' situations.
96. By the end of Key Stage 1, pupils show good instant recall skills in mathematics. For instance in Year 2, about 60 per cent of pupils can double all the numbers, in sequence, from two to 20 in little more than one minute. They are confident in using and applying their knowledge of two, three, four and five times tables. Through this they recognise the links between multiplication and division and know that one is the inverse of the other. Similarly they associate the connection between addition and subtraction. Consequently, they can solve most addition and subtraction sums of numbers to 100, using a range of processes, such as counting on or back in ones, or in tens and ones, often with the help of a number line. Pupils comfortably convert their number knowledge to money problems, and to length and capacity when weighing and measuring. Pupils recognize a wide variety of two-dimensional shapes and can say whether or not they

contain a right angle. Pupils have opportunities to develop their skills of data handling, for example when they produced pictograms of their favourite fruits and were able to extract information accurately. They have a good understanding of time and work well with days, weeks and months and they are able to tell the time to five minutes.

97. Key Stage 2 pupils make good progress. By Year 6, more able pupils have good strategies for tackling mental arithmetic problems. Number facts are secure and enable rapid response to questions. When challenged pupils can work out which processes to use to arrive at a given answer using four, five, or even six numbers. Lower attainers' grasp of mental arithmetic is not so secure and often their adoption of strategies and previous learning is not always well established. Subsequently, their response time is slow and a few lack confidence. The majority of pupils, however, show strengths in addition and subtraction. They can multiply two or three digits by two digits and their division skills are also appropriately developed. Pupils have a good understanding of the links with fractions, decimals, ratio and percentages. Their knowledge of shape is well established as they recognize and talk about the properties of several flat and solid shapes. They use their knowledge to create nets and construct models. Work with circles, includes construction and measuring of angles. Pupils have a clear understanding of the purpose of 'pi' and they use this to find the area and circumference of round shapes. Pupils enjoy problem solving and investigation, such as, chance, frequency and probability and have a good understanding of the concepts. For instance they know that the throw of a dice gives each number an equal chance, but when two dice are thrown the chances of obtaining some numbers between two and twelve are considerably greater than others.
98. On the whole, the teaching of mathematics is good and this is an improvement from the last inspection. It is due to provision of good in-service training and opportunities for teachers to observe and share the good practice of others. Furthermore it has benefited from the structured monitoring of teaching in school, and the confidence and security gained through the sensible application of the National Numeracy Strategy. Because of these factors teachers are now better equipped than previously, so that pupils often make very good progress in lessons in both key stages. However, in Key Stage 2, the better progress is generally in the sets containing the higher attaining pupils. However, the level of challenge, teacher expectations and pace of lessons for lower attaining pupils is not always as effective as it might be, and the pupils do not make the progress of which they are capable. In the best lessons, the teachers are enthusiastic and have high expectations of what the pupils can achieve. For example, in an outstanding lesson seen in Year 2, the teacher's enthusiasm was so infectious, that pupils were eager to learn, their concentration was very high and they became willing participants in an exciting learning environment. The very high expectations meant that pupils had to categorise, transfer and use information in an algebraic situation to solve their problem. By the end of the lesson two thirds had succeeded in this, while the other two groups of pupils were simultaneously provided with alternatively challenging tasks matched to their level of ability. Other very good teaching was seen in Year 6 where high attainers solved problems using 'Function machines.'
99. Some very good work is developed using information and communication technology, such as the use of programmable machines through computer programs and whole class numeracy lessons that take place in the computer suite. For example, Year 6 pupils, learnt how to use a spreadsheet to calculate the cost of a party. The school has a sufficient supply of resources to support teachers in their lessons and these are appropriately used and managed. In general pupils enjoy mathematics, they show good co-operation and collaboration. They are proud of their achievements and present their

work well. Although pupils' work is regularly marked, there are too few examples of teachers' offering developmental comments to pupils.

100. Leadership of the subject is good. The co-ordinator has good subject knowledge and is respected by her colleagues for the support and advice she gives. The time allocated by the school for her to manage her subject is very efficiently and effectively used. The Numeracy strategy is firmly embedded and is sometimes developed in other areas of the curriculum, such as in information and communication technology and geography and by recording findings through graphs in science. The co-ordinator has evaluated her curriculum area and has worked hard to implement a carefully structured plan to successfully raise standards. The setting of pupils by ability has helped, but there remains the need to raise teacher expectations for pupils in the lower sets nearer to that for more able pupils. Good assessment procedures have been introduced which provide valuable information. This information is well used to identify weaknesses and provide appropriate guidance for development in the subject.

SCIENCE

101. The results of the 2001 National Curriculum tests at the end of Key Stage 2 are below the national average and below the average of similar schools. At the end of Key Stage 1, the teacher assessments, show attainment is below the national average and well below the average for similar schools. However, the proportion of pupils attaining the higher level (Level 3) at the end of Key Stage 1 is above the national average. Inspection findings indicate that attainment in science is in line with national expectations across both key stages. The differences between the test results and the inspection findings is because staff confidence has improved due to staff training on investigative skills and the introduction of a scheme of work. There has been an improvement in resources, including books and access to information and communication technology. Not enough progress has been made in developing assessment across the school or developing opportunities for monitoring. Pupils in both key stages make satisfactory progress. Pupils with special educational needs and English as an additional language also make satisfactory progress, and there is no significant difference in the attainment of boys and girls.
102. Key Stage 1 pupils are able to make satisfactory observations as they monitor growth. They collect evidence as they explore what is and is not attracted to magnets. In Year 2 pupils are beginning to use a range of methods of communicating information. They use their own experiences to draw a map of sounds around the school. By the end of Year 2 they are satisfactorily using charts, tables and Venn diagrams to sort plants and animals found within the school grounds. They are beginning to collect data and understand the concept of fair testing. Higher attaining pupils are able to identify why a moving vehicle test is not fair. Pupils in Key Stage 2 make good observational drawings of the cut stems of celery using magnifying glasses. They make measurements and satisfactorily record their observations in a variety of ways. Lower attaining pupils are not yet drawing conclusions from their results. By the end of Key Stage 2, although pupils have a good understanding of fair testing, not all pupils are effectively making predictions or can explain how to improve a test. Pupils are not always able to use the appropriate scientific vocabulary, for example the word variable in fair testing, although they are aware of the need to change some aspects of the test and not others. This is because many investigations are very structured by the class teacher. Standards could be improved further by giving pupils the opportunities to select their own materials and design their own investigations.

103. Pupils in Key Stage 1 are able to recognise the external parts of a plant. They are aware that fruits need certain conditions for growth and are aware of plant life cycles. Pupils have a satisfactory understanding of the external body changes as a boy grows older. By the end of Year 4 most pupils have a satisfactory understanding of food chains. By the end of Year 6 pupils can create their own keys based on the external features of plants and animals.
104. Pupils in Year 2 are aware of irreversible and reversible changes when heating a range of foods. In Year 3 pupils understand how to separate given mixtures. By the end of Key Stage 2 higher attaining pupils are able to draw line graphs showing salt dissolving at different temperatures and higher attaining pupils are able to make further predictions based on their graphs.
105. Links with information and communication technology are satisfactory overall with some good examples observed during the inspection. For example, in a Year 3/4 lesson, a computer link to a microscope enabled a group of pupils to see 'under the microscope' when looking at a piece of cut, dyed, celery. A Year 2 lesson showed very good use of information and communication technology linking to pupils' work on lifecycles.
106. Teaching is satisfactory across both key stages. In Key Stage 1 teachers are making good use of big books as a stimulus and drawing on pupils' own experiences, for example writing an exercise diary. In a Year 1 lesson the teacher made good use of lunchbox contents as an introduction to work on food. Although overall planning is satisfactory, it rarely takes account of the needs of pupils of different abilities and this results in some pupils not making the progress of which they are capable. The teachers have satisfactory subject knowledge overall, although it is better in Key Stage 1. The teachers generally question the pupils effectively, encouraging them to respond enthusiastically and appropriately and most pupils co-operate well and persevere with the tasks. However, where teachers do not manage the pupils well, pupils call out and learning is slower due to their interruptions. In the better lessons, the teachers build effectively on the pupils' previous learning and they use learning assistants well to support understanding for lower attaining pupils.
107. Occasionally, lessons are too directed by the teacher, particularly in Key Stage 2. This results in a slow pace with practical activities sometimes not starting until halfway through a lesson. Pupils become very restless, uninterested and fiddle with the resources. In Key Stage 2 investigations tend to be very structured by the teachers and this is slowing down progress, particularly of higher attaining pupils. Pupils collaborate well with each other and reach conclusions sensibly. Learning support assistants give good support to pupils with special needs, both encouraging their thinking and keeping pupils on task. Although there is a similar range of work across the Year 5/6 classes not all teachers encourage pupils to predict effectively, revisit their predictions or interpret the information they have gained. The range of work covered is appropriate but it sometimes lacks depth, particularly for more able pupils.
108. Resources are satisfactory and the proposed development of a resource area will improve the accessibility of the resources. Good use is made of the local environment with appropriate field study trips to study various habitats. Good links are made with the local secondary school. The lengthy blocks of time currently allocated to the teaching of science encourage a slow pace and insufficient coverage in depth. This is limiting the progress of all pupils, particularly more able pupils. There is currently no opportunity for the co-ordinator to monitor planning, pupils' work or lessons and leadership and management of the subject is unsatisfactory. Monitoring would enable the co-ordinator

to identify priorities and develop an appropriate action plan aimed at improving standards further. There is currently no systematic assessment across the school. This limits opportunities to match learning more closely to pupils' needs.

ART AND DESIGN

109. Standards in art and design are below national expectations at the end of Key Stage 1 and Key Stage 2. Across the school pupils, including those with special educational needs make unsatisfactory progress.
110. The school has not made enough progress in raising standards in art and design since the last inspection and many of the weaknesses identified at that time remain. The key reason why standards are too low is that the school does not possess sufficient resources for pupils to work with. There are not enough tools for cutting, drawing, modelling, painting, and printing, and a lack of basic material such as modelling inks, powder paints, watercolours, pastels or papers.
111. By the end of Key Stage 1 pupils' painting skills are below average. In a lesson seen during the inspection, pupils in Year 2 applied paint satisfactorily to a selection of leaves in order to print. They experimented confidently with a variety of sizes and shapes and some persevered with applying paint to particularly large or fiddly leaves. About a quarter of pupils across both classes transfer their skills well from paper to cloth and the majority obtain a reasonable result. Pupils' learning is helped by their very good ability to share the limited resources amicably. Pupils' drawing skills are variable, but overall too low. In one class pupils have made a reasonable attempt at producing detailed drawings of plants, while in the other class, work is at a lower level. Pupils have opportunities to work with different materials, for instance when producing a collage of plants in fabric, but the material available limits the standard of their work. Teachers provide some opportunities for pupils to use technology in their artwork, for example, pupils used the digital camera to record their initial collage designs and compare them with the finished product. Pupils have insufficient opportunities to engage in work in three dimensions and the work is of a low standard.
112. By the end of Key Stage 2, pupils have not sufficiently developed their drawing and painting skills. Teachers' expectations are too low. The work the pupils have done on textiles does not satisfactorily develop their skills of designing and stitching, and the resulting collages of fairy tales are at a level appropriate to much younger pupils. The limited resources place significant restrictions on the range of work the pupils are able to do and far too much art and design work in Key Stage 2 is based on easily available cheap materials such as coloured pages from magazines, which are used for a variety of collages. Pupils' knowledge of famous artists is weak. Although the pupils have done some work in the style of Mondrian, the work is at a very low level, and poorly executed in wax crayon. In one Year 5/6 class, the work is of a better standard and pupils have produced satisfactory quality work in the style of Fernand Leger. Pupils' drawing skills are below average. They have produced black and white figures, about half of them animated, which have been stuck on gummed paper to represent neon flashing lights, but the quality of this work was unsatisfactory and the activity did little to challenge the pupils or develop their drawing skills. There is no evidence of printing or three-dimensional work.
113. The quality of teaching and learning is unsatisfactory in both key stages. Some teachers share appropriate techniques with their pupils, give them appropriate vocabulary and support their learning in lessons. However, too often resources are

restricted and in a lesson seen during the inspection the colours of ready mixed paint and the size of brushes available to the pupils significantly restricted the opportunities they had to experiment with colour and texture and to use their creativity in their learning. There has been little recent training for teachers in art and design, which was raised in the last inspection report. Teachers do not have a secure understanding of the level at which they should be pitching their work and this means that pupils are too often presented with low level activities that do not challenge or extend them. For instance, in a Year 1 lesson, pupils were asked to cut slits in a silhouette of a paper animal and to cut up sponges. Both activities would have been more suitable for much younger children at an early stage of skill development.

114. The quality of leadership and management for art and design is unsatisfactory. Although there is a co-ordinator in place, the subject has not been a school priority for some time and the co-ordinator's impact on improving teaching and learning is minimal. As at the time of the last inspection there is still no policy to guide teachers in what the school expects them to do. The curriculum is based on the government guidelines, but the areas which teachers have selected to teach are repetitive and do not systematically develop pupils' skills as they move through the school. There is no monitoring of teachers' planning and no checks that what is planned is actually taught. There are few procedures for assessing pupils' skills or collecting samples of work to check what level has been achieved. For instance, Year 5/6 pupils are just beginning to use sketchbooks. Overall, the subject does not make a satisfactory contribution to pupils' cultural development.

DESIGN AND TECHNOLOGY

115. Pupil's attainment in design and technology at the end of both key stages is in line with national expectations. Pupils, including those with special educational needs and English as a second language, make satisfactory progress. The school has maintained the satisfactory standards identified at the last inspection.
116. Pupils in Key Stage 1 satisfactorily design and make moving pictures. They show appropriate cutting, sticking and sewing skills, and can describe how and when they may apply them. They experiment in order to find the best way of fastening materials together. For this they use paper clips, and brass paper fasteners and try different types of sewing as well as using staples and sticky tape. After testing all these methods pupils were able to evaluate which method would be the best choice to make 'Joseph's Coat,' which they had individually designed on the computer. The range of activities pupils experience is satisfactory, but their limited access to experimenting with a wide range of materials such as wood, plastics and other similar products limits their further progress.
117. In Key Stage 2, pupils satisfactorily develop and extend their skills in design and technology, but access to work benches, saws, files and other wood forming tools has been unsatisfactory and this element of their work is not so well developed. Nevertheless, they approach making things with care, diligence and imagination. For instance, some very good musical instruments were carefully designed and manufactured using a number of materials, such as wood, card and fishing lines in an inventive way. Two pupils made very good guitars. One of them had mechanisms for tuning and musical notes could be made. This was a result of his evaluation of his instrument, which was also improved by reinforcement of the neck. Other pupils have designed, made and played maracas, rainsticks and drums which they made. They

know about safety in food technology and the importance of hygiene. Their experience of producing work with mechanical means of propulsion, however, is lacking.

118. Pupils in both key stages, talked willingly and enthusiastically about their work. They show obvious pleasure from their products and enjoy celebrating their own achievements and those of others. Some pupils' enthusiasm has extended to bringing materials from home, such as 'Modroc,' or to seeking support from parents to saw difficult wooden shapes for them.
119. An appropriate amount of curriculum time is allocated to the subject and within the limitation of the absence of some materials it is broad enough to cover the approved programme of study. Because of the school's decision to concentrate on the development of core subjects, design and technology has been given a low profile. Subsequently, management of the subject is currently unsatisfactory. Although resources and access to them have recently been improved, they are still unsatisfactory. A scheme of work is being used, but there is not yet a long-term plan of how this is to be used to ensure steady progression and development of standards throughout the school. A date has been set for the publication of a policy, but there is no agreed system for the assessment of standards of work produced.

GEOGRAPHY

120. Standards of attainment at the end of both key stages are below the national expectations. Geography has not had a high priority recently in the school and pupils, including those with special educational needs and those for whom English is an additional language, are making unsatisfactory progress. This represent a fall in standards since the last inspection when standards of attainment were in line with national averages in both key stages.
121. Pupils in Key Stage 1 have too few geographical experiences to provide them with the knowledge, skills and understanding that would be expected of them. Pupils have a satisfactory knowledge of their own locality and can plot their way to school on a hand drawn map. However, they have little understanding of maps and plans or an awareness of localities beyond their own. More able pupils discuss places in their village that they pass on the way to school, such as bridges, shops and a church but have limited knowledge of how people can affect the environment or their likes and dislikes. Their geographical vocabulary is limited and the majority of pupils cannot describe physical and human features of places in their locality or further afield.
122. Pupils in Key Stage 2 are similarly limited in their experiences of geographical studies. They have a satisfactory knowledge of their local community and can describe some features in the locality that are discernible on large-scale maps. They have undertaken surveys, such as traffic surveys in the locality. However, even the more able pupils in Year 6 have a poor understanding of direction and scale on maps and have little idea of distance. Lines of latitude and longitude are not understood. More able pupils can name the countries of the United Kingdom but are not secure when naming European countries or continents of the world. Geographical skills associated with recording changes in the weather and other fieldwork techniques are underdeveloped. Pupils, even the more able in Year 6, have little knowledge of a less economically developed country and how climate affects people's lives. Pupils have a satisfactory knowledge of some local issues, such as local car parking problems, but little understanding of major environmental issues such as water or air pollution. Too little use is made of pupils'

information and communication technology skills to reinforce their learning and to extend their geographical enquiry skills.

123. In discussion pupils show good attitudes towards the subject and are enthusiastic about visits they have undertaken. However, they often require considerable prompting to remember what they have done and cannot recall aspects of geographical interest. Work in pupils' books is limited and poorly presented and demonstrates a substantial amount of low quality work, such as filling in work sheets and shading. Too little of the work shows good literacy skills and marking does not indicate how improvements could be made and standards raised.
124. The quality of teaching and learning over time is unsatisfactory. Pupils' work indicates a lack of breadth in teachers' knowledge and understanding of the subject and unsatisfactory coverage of the geography syllabus, for example the study of an economically developed country. Insufficient attention is given to developing pupils' geographical skills. Expectations are too low and the more able pupils in particular, are not sufficiently challenged.
125. The co-ordinator has not satisfactorily monitored the teaching and learning nor the curriculum and her influence over the development of the subject and ensuring satisfactory standards has been unsatisfactory. While the school has given considerable time to developing pupils' literacy and numeracy, geography has not been given sufficient attention.

HISTORY

126. Standards are in line with national expectations at the end of both key stages as they were at the time of the last inspection. Most pupils make satisfactory progress in both key stages as they proceed through the school but higher attaining pupils, particularly in Key Stage 2 could achieve more. Pupils with special educational needs and those for whom English is an additional language, also make satisfactory progress.
127. Pupils in Key Stage 1 have a satisfactory understanding of chronology and of the differences between their own life styles and those from the past. The more able pupils can clearly recall their own experiences at different times when they were younger and how life has changed in the village since when their grandparents were young. They have some knowledge of famous people in history, such as Florence Nightingale, though they did not know a great deal about her work. The older and more able pupils in Key Stage 1 have a satisfactory understanding of different periods in history and understand the causes of some important historical events. These pupils talk vividly about the Great Fire of London and how housing conditions at the time were instrumental in the fire spreading quickly to other areas. Pupils' understanding that the past can be divided into different periods of time is less well developed as is their knowledge of any important dates from the past. Pupils in Year 2 know that Remembrance Day is a special day commemorating people who died in the World Wars and the significance of poppies.
128. By the end of Key Stage 2, pupils have a satisfactory understanding of time and they know that the past is divided into different periods of time. Their recall of important dates from the past is underdeveloped and they are unsure of the chronological order of past periods, such as the Roman and Viking periods. Most pupils have a good understanding of the Victorian period and can compare the life style of the Victorians with their own. They understand how the daily lives of the rich and poor differed and can

describe the life style of children, such as chimney sweeps and mill workers during that period in history. They can compare the lives of Victorian children with their own, as for example experiences of school life. Their understanding of the concept of change is well developed in relation to their own village through the use of photographs. Pupils' local knowledge is well used and, having first hand knowledge of their village, this brings the subject alive for them. Pupils know some important figures from the past and their historical significance – they know of Queen Boudicca and King Alfred. In more recent times they have studied the work of Dr Barnardo and his missionary work in China, followed up by homes for needy children in Great Britain. However, overall, pupils' understanding of historical change could be better and while they can describe features from past periods and societies, their ability to give reasons for change and make links between events is limited. Their skills of evaluating information and selecting that which is useful for a purpose is underdeveloped, as is their ability to make appropriate use of historical vocabulary.

129. The teaching and learning of history are satisfactory overall at both key stages. Most teachers have a satisfactory knowledge and understanding of the topics they teach but the teaching focuses insufficiently on developing pupils' historical skills. Teachers use questioning techniques well to lead discussions, but tasks are not sufficiently varied in order to meet pupils' individual needs and abilities. Overall, pupils have insufficient opportunities to undertake individual investigations incorporating a range of sources, including the Internet and consequently their ability to select and organise historical information is limited. Tasks, too often, involve copying facts into books or onto work sheets and this results in lack of challenge, particularly for the more able pupils. Pupils' writing skills are underdeveloped in history and teachers' marking seldom suggests how improvements could be made in content or presentation.
130. In the main, pupils enjoy their lessons. They listen well and older and more able pupils contribute well to discussions. The majority work diligently at their tasks. Overall, however, sessions are too long and the tasks rather menial with the result that pupils lose interest and motivation.
131. The curriculum is not effectively planned. While topics to be studied are identified there is no clear progression for the teaching of historical skills. Similarly, in the mixed age classes too little attention is given to ensuring that the work is suitably matched to pupils' ability and prior attainment. Leadership and management of the subject is unsatisfactory. The quality of the curriculum is not sufficiently monitored nor are pupils' achievements adequately assessed. The school resources do not fully meet the needs of the National Curriculum in that library book resources are limited.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. The standards in information and communication technology are in line with national expectations at the end of both key stages. This a good improvement since the previous inspection when standards were below expectations at the end of Key Stage 2 and the pupils were making unsatisfactory progress. Pupils, including those with special educational needs and those who are learning English as an additional language, are now making good progress throughout the school. The improvement is due to better teacher expertise, regular teaching of skills and considerably improved resources.
133. By the end of Key Stage 1, the pupils attain satisfactory standards in using, exploring and examining equipment, communicating and handling information and controlling and

modelling. The pupils understand how to log on to computers using passwords and are confident when locating and saving files. They are assured when using the mouse and keyboard and confidently write and change text using appropriate keys. They use a good range of tools, particularly when drawing pictures. There are good links with subjects such as science and mathematics. For example, in a good Year 2 lesson on the life cycle of a butterfly, the pupils developed their skills in 'dragging and dropping' pieces of text, whilst reinforcing their scientific knowledge.

134. By the end of Key Stage 2, most pupils are achieving broadly average standards, although there is evidence that the systematic teaching of skills is now enabling a good number of pupils to achieve above average standards in some aspects of the curriculum. Word processing skills are developed well, building effectively on the skills the pupils learn in Key Stage 1. Older pupils produce a good school newspaper, using desktop publishing software and demonstrate secure skills in changing fonts, incorporating pictures and moving text around to make the document more attractive. There are particularly good links with mathematics, the pupils throughout in Years 5 and 6 use the computer suite regularly for numeracy lessons and the analysis of work shows that a good number of pupils have above average skills in using spread sheets. For example, in a very good Year 5 and 6 lesson, more able pupils achieved above average standards in using a spreadsheet to plan a party, checking supermarket prices on the Internet to determine the best process and using formulae to work out the overall costs of a variety of products. Most pupils showed a clear understanding of *how* the spreadsheet could be used and the most able demonstrated good skills in *using* the program and utilising formulae to speed up the process of calculations. The school is at an early stage of using technology to monitor events using sensors and the pupils' skills in this area are below national expectations. However, the pupils demonstrate good skills in putting together a series of pictures and text to present information using computers. They have a good understanding of how to title their work, integrate pictures and information they have 'downloaded' from the Internet and how to modify the time the screens are displayed to ensure their presentation is more easily read.
135. The quality of teaching is good in both key stages and the pupils are learning well. The lack of regular and systematic teaching in the past is the reason why most pupils are not achieving better standards. The teachers' subject knowledge has improved significantly since the previous inspection and the quality of teaching and learning is enhanced through the support given to the teachers by a knowledgeable technology assistant. The support enables teachers to check on areas in which they are less confident and is used to provide pupils with guidance during lessons. In addition, the technology assistant has been responsible for co-ordinating computer clubs each lunchtime and after school, significantly improving the pupils' skills and confidence. Parents have also had the opportunity to learn alongside their children during Family Learning classes that have operated for a number of weeks. The teachers are making very good use of the new computer suite and lesson planning shows a clear structure for developing the pupils' skills. In the best lessons, the teachers' knowledge enables them to answer the pupils' questions with confidence and ensures the lessons move along at a brisk pace. There are good links with some areas of the curriculum, mathematics and science for example, but the teachers do not plan sufficiently to make use of information and communication technology in subjects such as geography and literacy. They are beginning to make very good use of the Internet for research purposes. The teachers make very good use of a wireless keyboard and projection screen to give whole class demonstrations. This is particularly effective in ensuring all pupils can see the computer screen. The teachers also make good use of techniques used in literacy and numeracy lessons to assess what the pupils have learned during end of lesson discussions. Pupils who need additional support, including those with

special educational needs are provided with sufficient help to enable them to make progress in line with their classmates.

136. The co-ordinator is providing very good leadership and management for the subject. Together with senior staff, she has worked hard to improve the school's information and communication technology provision and the quality of teaching and learning. Considerable success has been achieved in improving the provision although the unreliability of the computers has been a considerable source of frustration for the staff. Improved teacher confidence is helping to raise the quality of teaching and learning.

MUSIC

137. The standards at the end of Year 6 are well above national expectations in all aspects of music and progress is very good. At the end of Year 2, standards are in line with expected levels in all elements of music and progress is satisfactory. At the last inspection similar judgements were made, but there were some weaknesses in appraisal in Key Stage 1. Provision in this area has now improved with better planning and teaching.
138. Music continues to be a significant strength of the school at Key Stage 2, because of the outstanding quality of specialist teaching by the co-ordinator and the enrichment of the curriculum through clubs and productions. At Key Stage 1, music lessons are planned and taught by the class teachers themselves. In the past there has been very little opportunity for the co-ordinator to provide training or support for the teachers in Key Stage 1. While teaching is satisfactory, some staff are not confident enough in their subject knowledge to challenge the pupils sufficiently in their learning. Therefore, pupils have not made the same substantial gains in the development of their musical skills as they have in Key Stage 2. However planned changes in the organisation and staffing at Key Stage 2 will shortly give the co-ordinator more opportunities to support the staff in Key Stage 1 and to extend his specialist teaching commitments to the younger pupils in the school.
139. By the end of Year 2, pupils listen to a wider range of music from different times and countries than they did in the past and this makes a good contribution to developing their cultural awareness. In lessons they have recently explored a variety of sounds from around the world and these have ranged from African music to compositions depicting calm and stormy weather. They are also beginning to suggest some ways of improving their own work, especially when they occasionally compose together in a group. Teachers are keen for the pupils to learn the correct vocabulary and so when they appraise different pieces of music a few of the more able pupils use terms such as pitch, volume and duration. As well as listening to music in assemblies, there is also the regular playing of the school orchestra and this provides additional opportunities for the pupils to hear live music. The pupils' singing is generally tuneful and clear, although in assemblies there is a tendency for a few pupils to shout when they know the song well and this spoils the tone at times. There is not enough focus in the lessons on extending the quality of singing, so that pupils sing with expression and have some awareness of phrasing. Satisfactory opportunities are made for the pupils to develop their skills in composition. They often use tuned percussion to add an accompaniment to songs and use their voices imaginatively to make the sound effects for stories and poems. There are fewer opportunities for pupils to plan their own compositions in groups and so their skills in creating interesting sounds for effect on different instruments are not as well developed as it could be. Pupils are also not at the stage of combining sounds together and using them expressively.

140. By the end of Year 6, the qualities of pupils' musical skills are high. The pupils are introduced to a very wide and impressive range of musical experiences in their singing, playing and appraisal. The singing is very good, with well-developed expression, phrasing and dynamics. Round and two-part singing are a regular feature of many lessons in Key Stage 2 where there is a very good focus in the teaching on helping the pupils to achieve a very good balance and tone. The songs chosen are very challenging and give the pupils the opportunity to gain greater rhythmic complexity in their singing. Pupils perform with very good levels of confidence and an awareness of style at concerts, musicals, assemblies and church services. The wide variety of songs chosen range from madrigals to music hall and from jazz to 'The Beatles'. Pupils recently made up their own lyrics and melody for a song after studying the structure of a variety of popular songs. Pupils' skills in composition are also very good. Many of them read notation and their work on adding a harmony to the song 'You are my sunshine' using tuned percussion, recorders and orchestral instruments was outstanding in its accuracy and effect. Pupils learning orchestral and other instruments regularly play as part of the lesson and this helps them to develop their skills further and gives other pupils in the class regular opportunities to hear live music. The lesson often starts with listening to a piece of music such as 'The Planets', so that pupils can explore its structure. They then work on their own instruments, deciding on suitable chords and changes in volume and pitch and then compose their own pieces, such as 'Journey into Space'. All of the performances demonstrate a very good awareness of playing together and refining their musical ideas. The excellent teaching helps pupils to perform their compositions often to an exceptional standard. Pupils are very skilled at using the correct vocabulary when appraising their own and other music they hear. Words such as staccato and legato are used to discuss the effect of different approaches to singing. They regularly appraise a very wide range of music and are very knowledgeable about the form and structure of different music and styles. Recent appraisal has included a discussion of the contrasting music and dance movements of Madonna and Fred Astaire.
141. In Key Stage 2, music sessions provide a good balance between instruction and valuing and using the pupils' own ideas. This approach gives the pupils a lot of opportunity to show initiative and take responsibility for their own learning. They do this with confidence and pleasure and with very high levels of motivation and commitment to succeed. The pupils enjoy the opportunities to play and sing together and their behaviour is excellent.
142. The quality of teaching in Key Stage 2 is excellent, while it is satisfactory in Key Stage 1. The outstanding musical skills and expertise in the specialist teaching, which inspires and challenges the pupils significantly, is the reason for the high standards and very good gains in learning at Key Stage 2. In Key Stage 1, because teachers lack some confidence and subject knowledge, their expectations of what can be achieved are lower and pupils have not been taught the skills they need to move on to the higher levels of learning of which they are capable. Because of other priorities in the school, the co-ordinator has not been in the position to influence and improve the quality of teaching and learning in Key Stage 1. Few opportunities have been made so far to introduce computers into the music curriculum across the school in order to widen research and compositional skills. Some good links are made with drama through the regular productions that take place in the school such as 'Tom Sawyer' and 'Charlie and the Chocolate factory'. Approximately one in four of the pupils in Key Stage 2 are learning a musical instrument and they benefit significantly from the teaching skills of the co-ordinator and visiting musicians. All pupils in Key Stage 2 receive a rich and challenging curriculum. This not only improves their attainment but it considerably

enhances their personal, spiritual and cultural development. Leadership and management of the subject are good and the capacity for improvement in Key Stage 1 is good, with planned support to begin shortly.

PHYSICAL EDUCATION

143. Standards are above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. Standards in Key Stage 1 have improved since the last inspection and have remained broadly the same in Key Stage 2. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Pupils' performance in games is a particular strength of the school and the good range of extra curricular activities available to pupils in Key Stage 2, provides them with additional opportunities to develop their skills and to participate in a wide range of sporting activities, including football, netball and other athletic activities. Such activities also provide pupils with experience of teamwork and helps to develop their understanding of rules and fair play.
144. By the end of Key Stage 1 pupils have a good understanding of the value of warm-up exercise before they engage in strenuous physical activities. They know some of the effects of exercise on the body such as increasing the rate of breathing and heartbeat. Most pupils demonstrate good co-ordination and control in their work as they perform a series of movements in response to a poem that has been read to them. Individual movements are linked together to form sequences and rhythmical movements match the beat. Movements include stretching and bending, forwards, backwards and sideways depicting movements of animals from 'The Sea' poem. Pupils make good use of space being sensitive to the needs of others. By the end of Key Stage 1, pupils work well in small groups to prepare and perform a series of linked movements. They respond well to their teacher's prompting and practice to improve performance. Overall, these pupils demonstrate good control, agility and confidence in their work. During the course of the year, pupils experience a full range of activities.
145. Pupils in Year 6 have a good understanding of the importance of exercise and how it contributes to a healthy life style. They know that the rate of heart beat returns to normal after exercise and that oxygen, required by muscles, is carried in the blood. They are aware that warm-down activities help to relax muscles after exercise. In gymnastics pupils perform well-managed sequences of movements linked to music and are able to link a series of movements together in a sequence. Dance movements are well co-ordinated with rhythm. Overall, pupils show satisfactory levels of skills. The school reports that virtually all pupils learn to swim and most do so above the expected minimum for pupils of this age. Pupils also have opportunities towards the end of the key stage to engage in physical activities at residential venues.
146. The overall quality of teaching and learning is good in Key Stage 1 and satisfactory in Key Stage 2. The best teaching is characterised by clear explanations from teachers and high levels of challenge that ensure that pupils achieve of their best. In these lessons, pupils respond well to their teacher's prompting. However, in both key stages, more emphasis needs to be given to encourage pupils to become self-critical and to evaluate their own work and that of others in order to improve their performance.
147. Pupils enjoy the activities in physical education. They are highly motivated, behave well and are keen and enthusiastic to participate in activities. Virtually all pupils wear appropriate clothing.

148. The subject has not been given a high priority in the school recently but plans are in place to review the current scheme of work, provide support for the staff and monitor progress. The co-ordinator is enthusiastic and providing good leadership and management. This has ensured that the process of improving standards has begun as is evident in Key Stage 1. However, current documentation is not sufficiently detailed so as to enable pupils' knowledge and skills to be developed progressively across both key stages. The curriculum co-ordinator has not had time to monitor the taught curriculum and no formal assessment procedures are in place.
149. The multi-purpose school hall has some equipment that is unsuitable, particularly for the younger pupils. Ropes and rope ladders and beams suspended from the ceiling are not appropriate for the younger children and the cross members on the wall bars are too far apart. While the school has recently acquired a range of small play equipment, and resources are satisfactory overall, other necessary equipment such as floor mats are limited. Outside play equipment has recently been made available in the yard and the school has an adjacent field for games and athletic activities.

RELIGIOUS EDUCATION

150. Inspection findings indicate that standards in religious education are in line with the Locally Agreed Syllabus at the end of both key stages and are similar to the last inspection. Progress since the last inspection has been satisfactory. The school still benefits from a good range of visits and visitors. The range of resources has improved and helps to extend cultural awareness. Satisfactory contributions are made to spiritual, moral, social and cultural education. Teachers have received training on religious education and thinking skills. There are opportunities for assessment at the end of units although these are not used systematically across the school. Pupils make satisfactory progress across both key stages. Pupils with special educational needs and English as an additional language also make satisfactory progress and there is no significant difference in the attainment of boys and girls. Pupils make good progress in individual lessons and respond well to good teaching, particularly by the co-ordinator and visitors. There is little recorded work in pupils' books but discussion with pupils indicates progress overall is satisfactory.
151. Standards are average by the end of Key Stage 1. Pupils are aware of how people can worship and what people might do to help them concentrate on prayer. They are able to make a personal response to music and make appropriate choices about the suitability for specific events, for example assembly. Year 2 pupils are aware of the special features of a church as well as recognising some religious symbols. Pupils are aware of welcoming ceremonies. Pupils make good, thoughtful responses to the parable of the Good Samaritan.
152. Pupils have a satisfactory understanding of celebrations and festivals. A 'wedding' attended by all Year 3 and 4 pupils related well to prior work in class on Landmarks in Life and gave pupils the opportunity to see a celebration in action. Pupils have a growing awareness of what a wedding means to a Christian and are developing their understanding of symbolism within Christianity. They are able to relate their personal experience of special foods and occasions to Purim. Pupils have an awareness of practice and customs of a Christian home around Easter. One pupil gave a good, written, account of a Bar Mitzvah. Pupils recall a Hindu visitor and can write about how Hindus worship. They are aware of the personal perspective of a Hindu believer.

153. By the end of Key Stage 2, pupils have a satisfactory knowledge of different religions and faiths. In Years 5 and 6 pupils become aware of what the Lords Prayer means to a believer. Pupils are able to write their own version of a modern Lords Prayer. They are aware of how position, place and pattern can support people who pray. Pupils respond very well to a regular Christian visitor to the school and they are happy to answer questions. Time is limited within the lessons for the pupils themselves to ask questions and to explore their own feelings and thoughts in depth. Work on display in a Year 5/6 classroom shows good personal responses to Life After Death and shows an awareness of the beliefs of different religious groups. Year 6 pupils are not very confident in talking about details of the main religions and major festivals. They are aware of aspects and symbolism in different religions but are not accurate and confuse the religions. For example, they cannot recall whether a previous visit was to a mosque or a temple. They are sensitive to religion being an important part in individual lives and talk respectfully. They enjoy class discussions in religious education.
154. Teaching is satisfactory in both key stages. In the better lessons, teachers make good use of artefacts to stimulate the pupils' enthusiasm for the subject. For example, in a Year 2 lesson the teacher gave a very good recap on prior work, using posters as a stimulus, on how people pray. Pupils concentrate and respond well to the teacher's approach. The teachers make good use of music to support lessons and this adds effectively to the pupils' cultural development. They make good use of the local church and the support offered by the Minister. For example, pupils in Years 3 and 4 clearly enjoyed participating in a wedding celebration in the church. Pupils were well motivated and watched and listened carefully. The celebration linked well to prior work in class. Teachers' planning indicates a wide range of topics for study touching on personal response, Christianity and other major religions. However, in both key stages there is a lack of consistency in standards and in how work is recorded. Pupils are encouraged to think and make personal responses. A visitor to Years 5 and 6 produced a good response from the pupils in talking about her personal response to the Lord's Prayer. The visitor used a range of stimuli to engage the pupils, including greeting each other in a variety of ways, such as listening to music and using vocabulary in the form of text messages. Pupils were interested in listening to a believer's personal response.
155. There is a clear, balanced two-year cycle of planning topics with appropriate reference to Christianity and other main religions. The co-ordinator has modified the scheme to suit the school. The scheme assists continuity and progression. The co-ordinator has a clear action plan based on prior monitoring of lessons and an audit of resources. She has effectively sought external funding to add to the school's bible resources. Following staff training on thinking skills the co-ordinator has developed questioning skills sheets although she has not yet had the opportunity to monitor their use. The co-ordinator provides good leadership and management. To improve standards further the co-ordinator's role needs to include a clearer monitoring role of standards across the school.