

INSPECTION REPORT

WILLOWBANK PRIMARY SCHOOL

Cullompton, Devon

LEA area: Devon

Unique reference number: 113119

Headteacher: Miss S Coles

Reporting inspector: Robin Wonnacott
2787

Dates of inspection: 30 June – 4 July 2003

Inspection number: 247305

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: 5 - 11

Gender of pupils: Mixed

School address: Manitoba Gardens
Cullompton
Devon

Postcode: EX15 1EZ

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Appropriate authority: Governing Body

Name of chair of governors: Mr Ian Gibson

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2787	Robin Wonnacott	Registered inspector	Science Information and communication technology	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
15522	Bernard Morgan	Lay inspector	Educational Inclusion	Pupils' attitudes, values and personal development.
18442	Glenda Walton	Team inspector	English Art and design Religious education Special educational needs English as an additional language	How good are the curricular and other opportunities offered to pupils?
20499	Patricia Brittain	Team inspector	Foundation Stage Geography History Physical education	
33017	Adrian Gough	Team inspector	Mathematics Design and technology Music	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Willowbank Primary School is situated in Cullompton, a town in Devon. There are 285 full-time pupils on roll, 146 boys and 139 girls, between the age of four and eleven years. This makes it a large school compared with primary schools nationally. Pupils are taught in ten classes. They come from families with a wide range of social and economic backgrounds. The percentage of pupils entitled to free school meals (8.3%) is below the national average. The percentage of pupils with special needs (17.2%), including those with statements of educational need, is broadly in line with the national average. Pupils have a range of special needs, the majority of these relate to learning difficulties. The percentage of pupils with statements of special educational needs (0.3%) is below the national average. The great majority of pupils are of white British heritage. The percentage of pupils whose home language is not English (0.8%) is low. When children join the school as four-year-olds, their levels of attainment are varied, but overall they are typical of those found nationally for the age group.

HOW GOOD THE SCHOOL IS

The school is providing a satisfactory standard of education. There is considerable scope for further improvement, particularly in raising standards in English. Leadership and management do not focus sufficiently on raising standards in key areas of pupils' learning.

Inspection evidence indicates that standards in English, mathematics and science have improved from the very low levels attained in the 2002 assessments for eleven-year-olds. However, the evidence does not indicate that the school will meet the targets it set for 2003.

Standards in other subjects are typical of those found nationally for the age group. Overall, the school meets the needs of all pupils satisfactorily. However, the highest attaining pupils are not consistently provided with work that challenges their thinking, and their use of skills. All pupils are provided with equal access to the school's provision.

The cost per pupil to run the school is close to the national average. Teaching in the school is at least satisfactory and often good. Pupils make satisfactory progress as they move through the school. Standards have improved in some subjects. When these factors are considered together, the school is judged to be providing satisfactory value for money.

What the school does well

- Standards attained by eleven-year-olds in mathematics and science are improving.
- Teachers throughout the school are enthusiastic and keen to develop their teaching skills.
- Good provision is made for the social and moral development of pupils.
- In lessons, pupils show good attitudes to their learning. Pupils' behaviour is good and bullying is very rare.
- Relationships between teachers and pupils are good.
- Opportunities for pupils to be involved in residential educational visits are good.

What could be improved

- Standards in English, particularly in writing, are too low.
- The headteacher's leadership and management is not sufficiently focussed on raising the standards attained by pupils, through improving the quality of teaching in the school.
- Work is not consistently matched to the needs of individual pupils, particularly the higher attaining pupils, who are not sufficiently challenged.
- Teachers' marking does not provide pupils with enough guidance about ways in which they could improve their work.
- The role of subject co-ordinators needs to be focussed on raising standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the number of pupils has increased so that the school is now a larger than average primary school. Although some efficient systems have been developed to support the management of the larger school, many of the systems are not effective. They do not focus sufficiently on gathering and analysing information in order to take actions to improve the standards attained by pupils.

All the issues identified in the last inspection report have been considered and the following improvements have occurred:

- standards in design and technology have improved so that they are in line with those found nationally;
- curriculum and teaching plans indicate what pupils are intended to learn;
- assessment data is recorded systematically. However, the data is not yet used consistently to plan the next stage of learning;
- an outdoor area dedicated to the under-fives is in place.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	E	E
Mathematics	C	C	E	E*
Science	C	C	E*	E*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
the lowest 5%	E*

The school's results in the 2002 tests for eleven-year-olds were low, overall. In science the results were in the lowest 5%. Compared with similar schools, Willowbank's results were well below the average in English. They were in the lowest 5% in mathematics and science. Results in national tests for seven-year-olds for the last three years show that the school's performance in reading and writing has been below the national average. In mathematics they have been in line with the national average. Performance in science had been in line with the national average.

Inspection evidence indicates that the school's results in the 2003 tests for English, mathematics and science, for eleven-year-olds, will be higher than those for 2002.

In work seen during the inspection, standards in Years 2 and 6 were typical of those seen nationally for mathematics and science. They were below in English, particularly in writing. Overall, pupils attain standards in information and communication technology that are typical of those seen nationally, for the age group. Inspection evidence indicates that standards in other subjects are in line with those typically seen nationally.

In the Year 6 tests, boys attain higher standards than girls, this is particularly so in mathematics and science. Not enough action has been taken to raise the standards attained by girls.

Children enter the Reception class with standards that are in line with those found nationally. By the age of five, they are working at the level expected for this age group; they have made satisfactory progress. As they move through the school the majority of pupils make satisfactory progress. Higher attaining pupils do not consistently attain at the level that could be expected. They make slower than expected progress in learning.

(Inspection evidence was gathered by observing teaching and learning, holding discussions with pupils, staff and governors and through scrutinising a range of school documentation.)

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	In lessons, the pupils' attitudes to work are satisfactory. Pupils are interested in the activities and they want to succeed. Pupils respond well to teachers' use of praise.
Behaviour, in and out of classrooms	Behaviour in the school is good. In the playground space is limited; despite this pupils play together well.
Personal development and relationships	The personal development of pupils is good. Relationships in classrooms are good.
Attendance	Attendance levels are close to those found nationally for primary schools.

The good relationships between the teachers and pupils have a positive impact on the attitudes pupils show towards their work. Pupils are keen to take responsibility. When given the

opportunity, they show mature attitudes to the tasks set. The school has good procedures in place to tackle pupils' absence.

TEACHING AND LEARNING

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

Overall, the quality of teaching observed during the inspection was satisfactory. Fifty-seven lessons were observed. In six lessons teaching was judged to be very good, good in 19, satisfactory in 32. Inspection evidence indicates that the teaching observed during the inspection was typical of that found in the school at other times.

Where teaching was at its best it had a number of particular strengths. Lessons were well planned. Teachers used good questioning techniques and pupils were encouraged to explain why they provided different answers to questions. Pupils responded well to this approach. Where teaching was satisfactory, the work given to groups of pupils did not build on their past learning.

Teaching in English, where pupils were developing their literacy skills, was satisfactory. However, lessons often went at a slow pace and pupils did not make enough progress, resulting in low standards. Teaching in mathematics, where pupils were developing their numeracy skills, was good.

Teachers mark pupils' work regularly. However, the marking does not provide pupils with enough guidance about ways in which they could improve their work. Although the school has a range of assessment data it is not sufficiently used to plan the next stage of learning for pupils. As a result, groups of pupils, particularly higher attainers, are not sufficiently challenged.

Pupils make satisfactory progress in their learning as they move through the school. The best progress occurs in lessons where the work takes into account the pupils' previous learning and builds on their understanding. The satisfactory, and at time good support provided by teaching assistants for pupils with special educational needs, enables this group to make satisfactory progress in their learning. The progress of higher attaining pupils is often restricted by the low level of challenge in the work they are set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory. At the time of the inspection there were aspects of some subjects that were not being given sufficient attention and time. Co-ordinators are not sufficiently engaged in evaluating the standards attained by pupils.
Provision for pupils with special educational needs	Overall, the provision is good. The member of staff responsible for developing this aspect of the school's work is clear about the way provision can be further enhanced. However, too often the support is provided away from the classroom.
Aspect (contd)	Comment

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' moral and social development. Although satisfactory provision is made for pupils to understand their own culture, not enough thought is given to ways in which pupils can be introduced to a range of other cultures. Provision for the pupils' spiritual development is unsatisfactory.
How well the school cares for its pupils	The school has good procedures in place for ensuring pupils' welfare. Procedures for child protection are good. The school has a policy for promoting race equality.

The school has recognised the need to raise standards in pupils' writing and it is a focus for development. Although standards in science have improved, not enough attention is given to developing pupils' scientific investigative skills. In lessons, very few opportunities are provided for pupils to reflect on the implications of what they have learnt.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, the leadership and management is satisfactory. However, the leadership and management of the headteacher is unsatisfactory. The headteacher does not give enough attention to raising standards by improving the quality of teaching. The work of the key stage co-ordinators is good. Teaching and non-teaching staff provide the headteacher with good support.
How well the governors fulfil their responsibilities	The work of the school governors is satisfactory. They are supportive of the school, and carry out their responsibilities effectively. Although some systems are in place to monitor the work of the school, data is not fully used to evaluate the school's performance.
The school's evaluation of its performance	Test results are not analysed in sufficient detail. When results are low, too much attention is given to finding reasons for the outcomes that are outside the school's influence. Not enough thought is given to identifying what the school can do to raise standards. Satisfactory procedures for setting overall school test targets are in place. Procedures for setting targets for individual pupils are not as well developed.
The strategic use of resources	Overall, the school uses the various specific grants provided to satisfactory effect. Good use has been made of money to support pupils with a range of learning difficulties; these pupils are making at least satisfactory progress in their learning.

Overall, the headteacher's leadership and management is unsatisfactory. Systems for monitoring and evaluating the school's performance lack the necessary rigour that would ensure the standards attained by pupils will improve. Members of staff who are responsible for managing key stage provision, and managing the support for pupils with special educational needs have a good grasp of

the strengths and weakness' within their differing areas of responsibility. However, they are not given sufficient and consistent guidance by the headteacher that enables them to move the school forward in a coherent way. The school governors have a range of efficient systems in place that enables them to fulfil their many statutory responsibilities. The systems do not yet allow them to evaluate the school's effectiveness. The governing body understand and are beginning to use the principles of best value when making decisions regarding expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are keen to come to school and learn. They like school. • The school encourages pupils to work hard. • The school encourages pupils to understand the difference between right and wrong. Behaviour is good. • Parents judge that the school is helping their children to mature. • The school is a caring place. 	<ul style="list-style-type: none"> • Parents are concerned about the way reading is taught. They consider that the range of reading materials available to pupils is limited. • Not enough opportunities are provided for pupils to be involved in competitive sport. • Homework is not given in a consistent way throughout the school.

Parents returned 74 questionnaires, many were accompanied with written statements. Sixteen parents attended the meeting with the registered inspector. The evidence gathered during the inspection supports the positive views identified by these parents. The evidence supports the concerns expressed by parents about reading, competitive sports and homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 *Evidence from the 2002 national assessments for seven-year-olds indicates that pupils' standards in reading were below the national average. In writing and mathematics standards were in line with the national average. Evidence from the 2002 national assessments in English, mathematics and science for eleven-year-olds shows the school's results to be well below the national average for English and mathematics and in the lowest 5% for science. Children enter the school as under-fives with standards that are typical of those found nationally for their age group. Children make satisfactory progress as they move through the under-fives stage of education to attain standards that are in line with those seen nationally for this age group. This progress is maintained as pupils move through the Key Stage 1 and 2 classes (Years 1 to 6 classes). Inspection evidence, in particular work in the books of Year 6 pupils, indicates that standards are improving, overall. Standards in pupils' writing are still too low. The standard of presentation of pupils' work is generally unsatisfactory.*
- 2 The national arrangement for assessing pupils' attainment is based on a scale with eight levels. The target for seven-year-olds is Level 2 of the scale; higher-attaining pupils should reach Level 3. The target for eleven-year-olds is Level 4; higher-attaining pupils should reach Level 5.
- 3 The school's results in the 2002 tests for eleven-year-olds were very low. They show a significant decline from those of 2001, when the school's results were in line with the national average.
- 4 As well as comparing the school's results with the national picture, it is possible to make comparisons with schools that are 'in a similar context', that is, schools that have a similar proportion of pupils entitled to free school meals. When the school's results in the 2002 tests for seven-year-olds are compared with this group of schools, the results for reading were well below the average. Results in writing were below the average. Results in mathematics were in line with the average for this group of schools.
- 5 When compared with similar schools, the 2002 tests for eleven-year-olds, shows the school's results in English were well below the average. Results in mathematics and science were in the lowest 5% for this group of schools. When the results for the last three years are taken together, the girls' results have been better than the boys' results in English, but lower in mathematics and science.
- 6 There are no tests for science at age seven. In this subject the class teachers make an assessment of pupils' attainment as they reach the end of Year 2. The 2002 assessments indicate that the percentage of pupils attaining the expected level was in line with the national

- average. The seven-year-olds assessments for the last three years show boys to be attaining at a higher level than girls.
- 7 In the tests for seven-year-olds the school's results have remained below, or close to the national average for the last three years. The exception being in the 2001 tests for mathematics, when the school's results were above the national average. The results for eleven-year-olds have been in line with the national average, until 2002 when they showed a significant decline.
- 8 Work from the pupils' books was scrutinised and used to make overall judgements about the standards currently being attained by pupils. The work in the present Year 6 pupils' books for English indicates an improvement in standards but they are still below those found nationally, especially in pupils' writing. Work in the mathematics books shows an improvement with evidence that more pupils than last year are on track to attain the nationally expected standard. A similar picture is provided from the science books where there is good coverage of the nationally prescribed programme of work. In addition, discussion with the Year 6 pupils indicates that standards in mathematics and science have improved from the low level of 2002. The standard of presentation of work in the books is unsatisfactory. Work in the books of the highest attaining Year 6 pupils is not of the quality found nationally for this group of pupils.
- 9 Although the school has undertaken some analysis of test results, this has not been detailed enough. Co-ordinators for the important subjects of English, mathematics and science have not been given sight of the nationally produced statistical data relating to the 2002 tests; this is a significant weakness in the school's management. As a result, there are no detailed plans to address the issues identified in the data. For example, there are no clear strategies to develop teaching and learning that helps girls to improve their performance in national tests.
- 10 Inspection evidence indicates that in other subjects pupils are attaining broadly average standards. Insufficient evidence was gathered to make a secure judgment about standards in music. Since the last inspection, there has been an improvement in the standards pupils attain in design and technology. Inspection evidence indicates that standards in information and communication technology are improving. At the time of the inspection, the impact of the newly constructed computer suite was limited. Pupils are provided with a good range of opportunities to develop skills outside the classroom. These are having a positive impact on many aspects of the pupils' development. For example, the annual residential visits help pupils to take initiative and develop their confidence.
- 11 ***In reading the majority of pupils make satisfactory progress. In writing progress is unsatisfactory. The school has recognised this and it is a central element of the school's immediate development. Progress in mathematics is more secure. Children enter the school with average skills in number work. By the age of eleven many pupils are on track to attain the nationally expected standard in mathematics.***
- 12 Standards in the important skills of literacy and numeracy show variation. Standards in

- speaking and listening are in line with the national average. Standards in writing, and in some aspects of reading, are lower than those found nationally. Standards in numeracy skills are in line with those found nationally. The higher standards in numeracy reflect the higher standards of teaching observed in mathematics lessons than that in English lessons.
- 13 The teachers are making satisfactory use of the national guidance for teaching reading, writing and number work. The approach is having a positive impact on the pupils' standards of attainment in mathematics. The impact is less obvious in English. English lessons do not consistently go with a swing, too often pupils are spending too much time listening to the teacher.
- 14 Pupils with special educational needs achieve standards appropriate to their age and ability. They make satisfactory progress in developing skills in reading and number work. A good level of provision is made for this group of pupils. However, the support is not always deployed in the most effective way. Inspection evidence indicates that when teaching assistants are in lessons with pupils, sitting alongside them and helping them with the work, then pupils' progress is good. On the other hand, when pupils are withdrawn from lessons the progress is limited. Pupils are not able to be fully involved in the lesson. In addition, it is not clear how the work undertaken in the withdrawal groups relates to the work in the classroom. Higher attaining pupils are not always sufficiently challenged. This group of pupils is often expected to complete the same work as average attaining pupils before they are provided with 'harder' work. All pupils are involved in all aspects of the school's work.
- 15 Although the school is beginning to make use of a range of assessment data to set targets for improvement, the information is not yet being used in a consistent way to plan lessons that builds on pupils' past learning. Although pupils' work is regularly marked, the teachers' comments do not provide pupils with guidance about ways in which their work could be improved.
- 16 These judgements represent a decline in standards from those reported following the last inspection. Since then, the number of pupils in the school has increased significantly. Management structures, particularly systematic procedures for monitoring standards, are not sufficiently developed.

Pupils' attitudes, values and personal development

- 17 *In the lessons observed during the inspection, pupils' attitudes to learning were good throughout the school. Behaviour in lessons and around the school was good. The pupils know what is expected of them and respond well to the encouragement and opportunities provided for them. Relationships between teachers and their pupils are good. Attendance levels are broadly similar to those seen in primary schools nationally.*
- 18 Pupils' attitudes to learning are good. They enjoy coming to school and are keen to learn, even when the work they are asked to do lacks sufficient challenge. Pupils of all ages and abilities respond in a positive way to their teachers. They concentrate well and try hard to complete their work in the allotted time. They are enthusiastic about the opportunities that

are offered to them outside the classroom. For example, they talk enthusiastically about the visits they make to places of interest.

- 19 Children who are under five have a good range of opportunities for personal, social and emotional development. The teachers and classroom assistants ensure that there is a wide range of activities to develop these aspects of the children's learning. As a result, the children are able to take a satisfactory level of responsibility for their actions. They listen to others and learn the importance of sharing and taking turns.
- 20 Pupils' behaviour is good. The school has high expectations for pupils' behaviour and promotes good behaviour well. The school has a system of rewards for good behaviour and effort. Pupils appreciate this, they are motivated by the praise they receive. The system of sanctions is operated in a consistent and positive way throughout the school. Examples of very good behaviour were seen in lessons throughout the school. In a Year 3/4 mathematics lesson pupils were seen working on division, they were excited by the activities, tried very hard to achieve high standards and made good progress. However, in a number of lessons a small number of pupils did not listen sufficiently carefully to instructions so that they were not clear about the task set and became frustrated in not completing the task.
- 21 Behaviour in and around the school is good. Pupils are polite and friendly. They are willing to engage adults in conversation. Pupils play well together at breaks and lunchtimes. This behaviour is particularly notable as the outside play area is small for the numbers of pupils using it. In the dining room pupils behave well, talking sensibly with friends and helping to clear away. No evidence of sexist or racist behaviour was seen. There is no evidence of bullying in the school.
- 22 Relationships between teachers and pupils and between pupils throughout the school are good. Staff have good knowledge of their pupils. They use this knowledge to good effect to support individual pupils.
- 23 The personal development of pupils of all abilities is good. Pupils have opportunities to take responsibility, in class, during assemblies and around the school. They also have the opportunity to serve as class representatives on the school council. They are clear about the nature of these duties and take the responsibility entailed seriously. When they are given the chance, pupils enjoy taking responsibility for their own learning. In particular, they enjoy working in pairs and small groups and do so sensibly. However, opportunities for them to undertake research and to work collaboratively on tasks are limited. Overall, too few opportunities are provided for pupils to work independently. In particular, the higher attaining pupils in Years 3 to 6 are not provided with enough challenging work that would help them develop independent skills in their learning.
- 24 Levels of attendance have improved recently and are satisfactory; they are similar to those typically found in primary schools nationally. Levels of unauthorised absence are also in line with those seen in similar schools. Almost all pupils are punctual, and sessions and lessons begin on time. Pupils and parents are aware of the school's requirements in this area.

- 25 These judgements are similar to those reported in the last report. Parents are clear that these standards are the result of the way in which the school tackles issues of behaviour, including dealing promptly and appropriately with any bullying.

HOW WELL ARE PUPILS TAUGHT?

- 26 ***Overall, the teaching observed during the inspection was of a satisfactory standard. Evidence collected from the teachers' planning records and from the pupils' books indicates that the teaching observed during the inspection is typical of that usually found in the school. The relatively high percentage of satisfactory teaching (56%) is having a negative impact on the standards attained by pupils. More of the teaching needs to be good or better. Since the last inspection the school has grown significantly, there has not been the necessary development in teaching to meet the new situation. Management structures, particularly systematic procedures for monitoring the quality of teaching and learning, are not sufficiently developed.***
- 27 There are ten classes in the school. Two classes provide education for a mixture of four-year-olds (reception children) and Year 1 pupils. One class provides education for pupils in Years 1, 2 and 3. One class provides education for Year 2 pupils. Three classes provide education for pupils in Years 3 and 4. Three classes provide education for pupils in Years 5 and 6. All these classes have mixed age groups. Although teachers teach the majority of subjects to their own class, the arrangements for teaching English and mathematics in Years 3 to 6 are different. In Years 3 and 4 pupils are taught in groups based on their prior attainment in the two subjects. Similar arrangements are in place for pupils in Year 5 and 6.
- 28 During the inspection, 57 lessons or part lessons were observed. In total this amounted to just over 37 hours of teaching and learning. Teaching was judged to be very good in six lessons, good in 19 lessons and satisfactory in the remaining 32 lessons. No unsatisfactory teaching was observed. Overall, this is a similar picture to that reported following the last inspection. The proportion of good teaching is slightly lower; but some unsatisfactory teaching was reported at that time.
- 29 The relatively high percentage of satisfactory teaching (56%) does not fit easily with the headteacher's more positive view of the quality of teaching. However, inspection evidence indicates that the headteacher's assessment is based on a very small number of observations. The headteacher does not have a regular, systematic and rigorous programme to monitor and develop the quality of teaching in the school.
- 30 Common strengths where teaching was at its best were:
- the high quality of the teachers' planning;
 - the way teachers used questions to help pupils develop their ideas;
 - the time teachers provided for pupils to discuss ideas;
 - the teachers' understanding and knowledge of the subject.
- These strengths played a major part in the good progress made by the pupils.

- 31 In lessons where teaching was judged as satisfactory, there were common weaknesses.
- Time was not used to best effect, with pupils sitting and listening to the teacher for too long. As a result the progress made in learning was only satisfactory.
 - The work given to pupils did not take account of their past learning. This often meant that higher-attaining pupils were not sufficiently challenged. In addition, lower attaining pupils were removed from lessons to receive help with reading; they were therefore not able to develop a full range of skills.
- 32 The contrast in teaching approach was evident in English lessons where pupils were developing their writing skills. For example, in a Year 5 and 6 lesson where pupils were developing their skills in asking questions about building a swimming pool in the town, the teacher ensured that pupils were fully engaged in the activity. He encouraged pupils to think about the type of information that they would need to help make a case for building the pool. The teacher's questions were very searching and pupils soon realised that it was facts that would help them with their case, not opinions. The lesson went with a swing. In comparison, in a Year 2 lesson where pupils were developing their knowledge of the difference between 'factual and fiction books' the pace was too slow. The lesson started in an appropriate way and pupils were interested in the work. However, they were expected to sit and listen for too long and they became restless. The work did not take enough account of pupils' past learning and the higher attaining pupils were not challenged.
- 33 Overall, the quality of the teachers' planning was of a good standard. However, the planning was not consistently used to such good effect. Although the planning generally indicated what provision was being made for groups of pupils with different levels of attainment, the way lessons were structured did not provide higher attaining pupils with the opportunity to move to more challenging work. In too many lessons higher attaining pupils had to complete work that was really too easy before they were challenged with harder tasks.
- 34 Although the provision for pupils with special educational needs is good, it is not always being used to best effect. When teaching assistants are employed sitting alongside pupils in the classroom, their work is very effective. They intervene in an appropriate way when pupils become restless. However, too much of the teaching assistants' time is spent in withdrawing pupils from the classroom, often to help pupils with their reading. The result is that pupils often miss important aspects of work in other subjects. For example, pupils were withdrawn from an information and communication technology just as the teacher explained an important new skill to the pupils. It was not clear how these pupils would access these skills.
- 35 Teachers' mark pupils' books regularly, often the marking is no more than a tick. There are few examples of teachers' comments that would help pupils understand how they could improve their work. As a result, pupils are not provided with clear guidance about their understanding of the different subjects in the school's curriculum. Although subject leaders are starting to collect assessment data across the school, the information is not being analysed and then used sufficiently to help staff plan lessons that build on pupils' past learning. As a result pupils, in particular the highest attaining group, are not sufficiently challenged in lessons. Inspection evidence indicates that homework is not being set in a

consistent way, across the school. It is not clear how homework is used to support pupils' learning from the classroom.

36 ***Teaching for the under-fives was satisfactory.***

37 Eight lessons were observed where under-fives were being taught. Teaching was very good in one lesson, good in three lessons and satisfactory in the remainder.

38 The teachers' planning for lessons provided a clear picture of the way children's learning would progress. The teacher's questions enabled children to respond with their own suggestions. Where the teaching was at its best, the teacher insisted that children listened with care to instructions. This approach is giving children the necessary disciplines that will enable them to cope with the more formal learning in the Year 1 class.

39 ***In the classes where Year 1 and 2 pupils are taught teaching was satisfactory, overall.***

40 Eleven lessons were observed where this age group were being taught. Teaching was very good in two lessons, good in three lessons and satisfactory in the remaining six lessons.

41 The very good teaching occurred in an English lesson and a mathematics lesson. In these lessons the teachers used very effective questioning techniques to help pupils develop their skills and understanding of the work set. For example in a Year 1 mathematics lesson where pupils were making three-dimensional models, the teacher used the correct mathematical language and encouraged pupils to do the same. Her questioning helped pupils of all levels of attainment to understand the way in which the different shapes were 'the same or different'. By the end of the lesson the pupils had developed a good understanding of the different shapes that had been introduced; they could name them.

42 The satisfactory teaching occurred in a number of subjects, including English, mathematics and information and communication technology. A common weakness in these lessons was the slow pace at which pupils learnt. The lessons were well planned. However, too often the teacher did not set time limits for the completion of a task; this meant that pupils did not attack the task with vigour.

43 ***In the Years 3 to 6 classes teaching was satisfactory, overall.***

44 Thirty-eight lessons were observed in the classes where Year 3 to 6 pupils were being taught. Very good teaching was observed in three lessons, good teaching in 12 lessons and satisfactory teaching in the remaining 23 lessons.

45 Very good teaching occurred in a lesson where pupils were being taught English, mathematics and science. In these lessons the teachers used very good strategies to help pupils evaluate and develop their own learning. The pupils responded well to this approach and were clear about the ways in which their work could be improved.

- 46 Good teaching was observed in lessons where pupils were developing their skills and understanding in English, mathematics, physical education and geography. The lessons were well planned and a range of resources were used to good effect. Although the majority of pupils made good progress, the higher attaining pupils were not sufficiently challenged and the pace of their learning was slow.
- 47 In the lessons where teaching was satisfactory the lesson did not go with the necessary swing. Too often the teacher took too long explaining to pupils what the purpose of the lesson was. Not enough thought was given to ensuring that the work challenged all pupils, particularly the higher attaining pupils.
- 48 ***The teaching observed in English lessons, where pupils were developing their literacy skills, was satisfactory.***
- 49 Thirteen lessons were observed. Teaching was very good in two lessons, good in three lessons and satisfactory in the remaining eight. The very good teaching was characterised by the way teachers used the national guidance for literacy to provide a structure to the lesson, without being totally dogmatic about time slots. For example, in a lesson where Year 1 pupils were developing their knowledge of vowels and consonants, the very good subject knowledge of the teacher helped her to develop the understanding of pupils who were less sure about the idea. Time was well used and pupils were expected to work at a good pace. In the many lessons where teaching was satisfactory, the pace at which work was completed was slower than it might have been, and pupils made only satisfactory progress in learning.
- 50 ***The teaching observed in mathematics lessons, where pupils were developing their numeracy skills, was good.***
- 51 Fourteen lessons were observed. Teaching was very good in two lessons, good in six and satisfactory in the remaining lessons. Very good teaching was observed in both key stages. These lessons were well planned and made very effective use of the nationally provided advice and guidance given for numeracy. In a Year 5 and 6 lesson, the teacher used good questioning techniques to ensure that pupils could explain the way they had arrived at answers. The pupils learnt at a very good rate. In the lessons where teaching was judged as satisfactory, not enough thought was given to the way in which the highest attaining pupils could be challenged. This group of pupils often had to complete work that was too easy before they were given work that challenged their thinking.
- 52 ***Overall, in all the other subjects of the curriculum, the teaching observed was judged to be satisfactory. Teaching ranged from very good to satisfactory. Very good teaching was observed in a science lesson. Good teaching was observed in a number of subjects including geography, information and communication technology and physical education. Satisfactory teaching was observed in a range of subjects.***

- 53 Five lessons were observed where science was being taught. Teaching was very good in one, good in one, and satisfactory in the remainder.
- 54 Good teaching was observed in a number of other subjects including physical education, information and communication technology and geography. In all these lessons the teachers' planning was detailed and the planning was used to good effect to enable the lesson to proceed at a swift pace. By the end of the lesson it was clear that pupils had made good progress in their learning.
- 55 An examination of pupils' books showed that work was marked on a regular basis. However, too often the work was just ticked; there was little or no evidence to show that pupils were being given constructive advice about their work so that they would know how to improve their next piece of work.
- 56 ***The progress made by pupils as they move through the school is satisfactory.***
- 57 Children make good progress in the Reception class, so that they enter the Year 1 class with standards that are close to those found nationally for the age group. In the Year 1 and 2 classes the rate of progress is maintained. Inspection evidence indicates that many of the Year 2 pupils are on track to attain the nationally expected Level 2 in the national tests.
- 58 Progress in the Year 3 to 6 classes is satisfactory. The results from the 2002 national tests for eleven-year-olds indicate that this group of pupils did not make the progress expected. The school argues that this was due to staff changes and difficulties with individual pupils in the group. The evidence provided by the school does not provide a compelling argument; it is not sufficiently well documented.
- 59 The differing rates of progress made by pupils are largely a reflection of the varying quality of teaching. Where teaching was at its very best the pupils made high levels of progress in the lesson. On the other hand, when teaching was only satisfactory the progress was much slower. This relatively slow rate of progress is a significant factor in determining the school's results in national tests.
- 60 Pupils who have been identified as having special educational needs make satisfactory progress, as they move through the school. Pupils are well supported by enthusiastic and caring teaching assistants. In the best lessons, pupils are provided with structured opportunities that enable them to build on their past learning; they are provided with support in the lesson. During the inspection too many situations were observed where special educational needs pupils were taken out of a lesson just as the teacher was about to introduce a new idea, and it was not clear how the pupils would catch up on this learning. Although higher attaining pupils make satisfactory progress in lessons, their progress is too often limited as they are expected to complete work that is too easy, before they can move on to the more challenging tasks that extend their learning.

- 61 Overall, these judgements are similar to those reported following the last inspection. Although the proportion of good or better teaching has fallen, no unsatisfactory teaching was reported from this inspection.

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

- 62 *The curriculum provided by the school is satisfactory, overall. It is broad, balanced and relevant to the needs of the pupils. The work set for pupils is not always sufficiently matched to their prior levels of attainments. There is a good range of out-of-school clubs and activities, which contribute positively to pupils' development. The school has appropriately prioritised the development of basic skills in literacy and numeracy. Although the provision for pupils with special educational needs is good, too often individual pupils are removed from lessons to be given help with reading; they miss important aspects of other subjects. The time allocated to teaching is appropriate. All the statutory requirements for the curriculum are fulfilled.*
- 63 The curriculum for three to five-year-olds is good and successfully meets the requirements of the national guidance for this age group. The school is providing the youngest children with a stimulating set of experiences. Work in this class is carefully planned and makes good use of the nationally set out programme of work for young children. The planning uses the nationally produced guidance to provide learning in small but accessible steps. As a result, children make good progress and, by the end of the Foundation Stage, their attainment is in line with the national expectations for their age. This is an improvement since the last inspection where lack of provision for creative and physical development was identified.
- 64 The school has recognised the need to prioritise the teaching of basic skills in literacy and numeracy. For example, there are setting arrangements in Years 3, 4, 5 and 6 in order that pupils of different abilities can concentrate on developing literacy and numeracy skills. These skills are taught within literacy and numeracy lessons. Approaches for teaching the basic skills in numeracy are good. In literacy, they are satisfactory, although the teaching of reading is under-emphasised throughout the school.
- 65 Overall, teachers' planning takes satisfactory account of the guidance offered in the National Literacy and Numeracy Strategies. In numeracy, throughout the school, the planning makes a satisfactory impact on teaching and learning. In the Year 3 to 6 classes, planning in literacy is less effective because activities are not always well matched to the needs of all the pupils. As a result, more able pupils are insufficiently challenged and the pace of some lessons is too slow.
- 66 The school has satisfactory policies that cover most subjects and aspects of the curriculum, including religious education, sex education, drug education, citizenship, race relations and personal, social and health education. The school is fulfilling its statutory responsibilities regarding these aspects of its work. This is an improvement since the last inspection, when many documents were still in draft form. In most subjects, the school has made suitable use

of national guidance to develop schemes of work. This has provided an appropriate framework for teaching and learning. Subject co-ordinators take a leading role in evaluating this guidance and recognise the need to revise and amend some policies to meet more fully the needs of all pupils.

- 67 Teachers look for links across subjects and ensure that pupils apply their literacy skills in other curriculum areas, for example in history and geography lessons. However, they rarely take the opportunity to develop the pupils' skills further, for example, by providing comments in marking that would help pupils understand how their work could be improved.
- 68 The school is effectively implementing the new Code of Practice for special educational needs. The provision for pupils who have special educational needs, including those with statements, is good. This is an improvement since the last inspection. Nevertheless, during the inspection too many instances occurred when pupils were withdrawn from lessons to receive extra help with their reading. This meant that this group of pupils missed out on developing a range of skills across a number of subjects. The special educational needs co-ordinator provides good leadership and works in partnership with outside agencies. Pupils have a broad range of needs within the school. The individual education plans for pupils with special educational needs are used well to plan, monitor and evaluate the progress pupils make.
- 69 The school offers a sound range of out of school activities. These include a French club, instrumental, netball, tag rugby, gardening, singing, computer and maypole and country dancing. Pupils clearly gain from these experiences and photographs and descriptions of the activities in some of the clubs are well displayed in the school.
- 70 Good use is made of the local environment to support learning. For example, pupils visit St Andrew's Church to celebrate the Harvest Festival and to take part in the Christmas carol service. Children in the Foundation Stage made a visit to the fire station to extend their knowledge and understanding of the world. The residential visits, most recently to Beaford Arts Centre, Paignton Zoo and Stratford-Upon-Avon are a strength of the school and have a very positive impact on pupils' development.
- 71 Good provision is made for pupils' personal, social and health education. The school raises awareness of health issues and promotes healthy eating. Pupils in Year 6 participate in a 'life skills' course where, by meeting representative speakers, they gain insights into the work of the community, including road safety, the police and the coastguard service. Class assemblies and small group discussions provide opportunities for personal and social education. The school recognises that opportunities to develop pupils' independence are under emphasised.
- 72 A school council has been established and is beginning to provide pupils with the opportunity to contribute to the decision-making process in school. Pupils wrote letters making a case for their suitability as council members. These letters were well argued. The impact of the school council is limited by the fact that they meet with a class teacher rather than the headteacher and senior management team.

- 73 The local community makes a satisfactory contribution to pupils' learning. Various visitors come to the school to support different areas of the curriculum. For example, the local curate talked to the pupils in Year 5 and 6 about Easter. A potter came to familiarise teachers and pupils with the process of making clay objects before the Year 5 and 6 pupils embarked on their work on pottery.
- 74 ***Provision for pupils' moral and social development is good. Provision for their cultural development is satisfactory. Provision for the pupils' spiritual development is unsatisfactory.***
- 75 The school cares for pupils' personal development well when it guides their behaviour and sense of right and wrong. Pupil's social development is fostered in school and on residential visits. There are more opportunities to learn about their own culture than the culture of others. Their spiritual development is mainly limited to moments of reflection in assemblies and religious education lessons.
- 76 Pupils' spiritual development is unsatisfactory. Assemblies and acts of worship are appropriately planned and meet statutory requirements. Where observed, they provide satisfactory opportunities for pupils to pray and reflect on personal thoughts and beliefs. For example, pupils thought about their own and others' special talents in an assembly. However, the school does little to raise pupils' awareness of the world around them in a more informal way and to encourage a sense of wonder at what they find. Very few instances were observed in lessons where pupils were encouraged to reflect on what they were learning.
- 77 The school makes good provision for pupils' moral development. Pupils have a good sense of right and wrong. They are able to think through the consequences of their own and others' actions very well. As a result they are very considerate towards each other both in classrooms and in the playground
- 78 There is good provision for the pupils' social development. The school council is providing pupils with a valuable opportunity to develop a range of social skills. Teachers expect pupils to get on well in group and class activities. For example, pupils were observed helping each other to plan a piece of writing which they did well. Relationships in lessons are very good. Pupils respond very positively to each other and to their teachers. This leads to a very positive but purposeful working atmosphere. The residential visits provide further opportunities for pupils to get on well together. This is a strength of the school's provision. The school's sponsorship of a child in Andhra Pradesh shows that pupils are learning to take responsibility for the well-being of others.
- 79 Opportunities for cultural development are satisfactory. Within the curriculum there are opportunities for pupils to learn about their own culture in a range of subjects. In geography, the youngest pupils learn about the immediate area, whilst older pupils develop their knowledge and understanding of the wider world. Before their visit to Stratford, the Year 5 and 6 pupils were introduced to the works of William Shakespeare. The French

club raises pupils' awareness of European culture. However, the use of multi-cultural texts, artefacts, art and music is more limited and pupils have limited opportunities to appreciate the lives and traditions of people of different cultures.

80 These judgements are similar to the findings of the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

81 ***Overall the school provides a good level of care for its pupils. Teachers and support staff are accessible and caring. However, procedures for monitoring and supporting pupils' academic progress are unsatisfactory. Teachers do not make sufficient use of the information gained from assessments when planning the next stage of learning for pupils.***

82 The arrangements for ensuring the welfare of pupils are good. The good quality of relationships throughout the school helps to ensure that all members of staff know the pupils well. This promotes a good standard of care for every pupil. The governors are aware of the need to provide access for all pupils, and the recent rebuilding and extension work has had appropriate regard to enabling access for all pupils. Policies are in place to promote race equality and to ensure that all pupils have equality of access to all the activities provided by the school. Activities occur in an atmosphere free from bullying and other forms of harassment.

83 The procedures for child protection are good. The headteacher is the designated person responsible for child protection, she has received appropriate training; this is regularly updated. The school staff are aware of the school's arrangements. The school's health and safety policy is thorough. Teachers pay good attention to health and safety issues in lessons and when pupils go on school visits. Regular checks relating to health and safety matters are carried out by the governors. Any concerns are acted upon quickly. There are regular fire drills when equipment is tested. Good procedures are in place for any pupil who becomes ill in school. First aid is well organised. Although the school does not have a separate medical room, pupils who are unwell during the school day receive good care. There is a clear policy, and set of procedures, to protect pupils from unsuitable websites when they are using the Internet to gain information.

84 Throughout the school there is good level of support for pupils with special educational needs. Their needs are identified at an early stage and appropriate individual support provided. Individual education plans are clear and well focussed so that pupils are able to make good progress. Teaching assistants provide sensitive help in the classroom for this group of pupils, this approach is effective. On the other hand, pupils are often removed from lessons to be provided with help with their reading. When this happens then pupils miss important parts of the lessons. During the inspection this occurred on a number of occasions, including lessons in mathematics and information and communication technology.

85 The school has good systems in place to encourage high quality behaviour from the pupils. It promotes a positive approach to behaviour, rewarding success. The result is that

behaviour in and around the school and in lessons is good. All staff use the system of sanctions in a consistent way. Teachers ensure that pupils of all ages understand what is expected of them, and teachers help pupils to take responsibility for their own behaviour. The positive approach taken by the school over bullying is successful. There is no evidence to indicate that there is any sexism or racism in the school.

- 86 Good policies and procedures are in place to monitor and promote the pupils' personal development. The programme of personal, social and health education is well developed and has an appropriate place in the curriculum. Pupils' experiences are enhanced by opportunities to take part in educational visits, including attending residential visits throughout their time in school. The school also makes good use of external agencies to support development. For example, Year 6 pupils attend a life skills day organised by a range of agencies such as the police. This is part of their learning linked to personal, social and health education. Other specialists such as the school nurse also contribute to work in this area. Pupils have a range of opportunities to take responsibility around the school, acting as monitors and prefects. The school council meets regularly with the teacher governor. The council discuss matters that have been raised during discussions within classes.
- 87 The school's arrangements for recording and promoting attendance are successful. Registers are maintained efficiently and action taken promptly to follow up any unexplained absence. When necessary the education welfare service is involved to follow up any cases that give the school concern. Parents are aware of the school's requirements to report any absence; the majority of parents comply. The school has worked hard to bring about improvements recently and now has levels of attendance that are broadly in line with the national average. Levels of unauthorised absence are typical of those found in primary schools.
- 88 The school's overall use of assessment data is unsatisfactory. The school collects data from a number of sources including the national assessment tests for seven and eleven-year-olds. Targets are set for the school's results in the tests for eleven-year-olds. Inspection evidence indicates that these targets are not seen as clear goals which the school should try to attain. The school blames the local educational authority for setting targets that are perceived by the school as being too high. As a result the targets are not met. Insufficient attention is given to the monitoring of progress towards these targets and little action is taken when targets are not met. For example, in the 2002 tests for eleven-year-olds the school's results were some 20% below its targets. The school's response centred on the '*difficult nature of the group of pupils*'. The inspection evidence does not support this view. Assessment information is not used in a consistent way, across the school to plan teaching and learning. As a result, pupils are too often asked to complete work that does not build on their past learning, this is particularly the case for higher attaining pupils. For example, in many lessons observed during the inspection all pupils were given the same work at the start of the lesson. It was only when higher attaining pupils had completed this work that they were provided with more challenging work. Although teachers mark work regularly, there are very few teacher comments in the pupils' books that would help pupils understand how they could improve their work.

- 89 Overall, these judgements show that the school has maintained the standards reported following the last inspection. However, the school needs to review and improve its use of assessment data and procedures so as to raise the academic standards achieved by pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 90 *Arrangements for the induction of pupils are good; parents are fully involved in this process. The prospectus provides parents with useful information about the school and its organisation. It is clearly written and meets all the necessary statutory requirements. The annual governors' report to parents meets all the requirements and it is also well produced. Information is presented in an easily accessible way and provides a clear picture of the school's life and work. A good quality school newsletter is produced weekly. As well as routine administrative matters, it contains a wide range of information about forthcoming school events including reminders about such things as homework. Information is given to parents about the work their children will be doing each term.*
- 91 The quality of annual written reports to parents about their children's progress and attainment is satisfactory overall; they meet the statutory requirements. However, the reports show some inconsistency in their quality and do not always give a sufficiently clear picture about how children have improved. Information about personal development and attendance is included. Parents have the opportunity to discuss their child's progress with his or her teacher in the autumn and spring terms, and after the reports are issued in the summer. Those parents who do not attend the meetings are contacted by letter or telephone. The reports do not give sufficient information about what pupils need to do to make further improvements.
- 92 The parents who returned the questionnaire or attended the parents' meeting were generally supportive of the school. Parents are clear that children enjoy life in school and that they are keen to work hard. They view the school as a caring place. Parents believe that the school helps their children to understand the difference between right and wrong and that it achieves good standards of behaviour. They have no concerns about bullying and are confident that their children are well cared for at school.
- 93 Most parents consider staff to be approachable and many take the opportunity to discuss matters on an informal basis at the start and end of the school day. Parents of pupils with special educational needs are involved in reviews of their children's progress. They are offered advice as to how their children can be supported to make further progress. Parents of pupils with statements of special educational needs are also fully involved in formal reviews of progress.
- 94 Despite the positive responses from parents, a number of parents indicated that they have concerns. The number of parents who wrote to the lead inspector about their concerns was higher than that usually found for a school of this size. Parents have concerns about the way in which reading is taught. They consider that their children are not provided with enough

opportunities to be involved in competitive sport. Parents also expressed concerns about the inconsistent way homework is set, across the school.

- 95 Inspection evidence supports the positive comments made by parents. The evidence also support the concerns parents expressed about reading and homework. Although the evidence does support the parents' concerns about the opportunities provided for pupils to be involved in competitive sports, the school does lack a suitable field for such activities. The school governors are aware of the difficulties and some progress has been made to resolve the situation.
- 96 The school has a policy for homework. Pupils are set homework by teachers and the majority complete the tasks set. Discussions with pupils indicate that they are clear about the school's requirements. However, inspection evidence shows that there is some inconsistency in the way homework is set and marked. Too often the homework is not linked to the work set in lessons. There is no rigorous system for monitoring the provision of homework across the school.
- 97 The school receives good support from parents. A number of parents help in the classrooms and around the school. They are well informed about the lessons and other duties, so that they make a valuable contribution. Parents also support staff on educational visits. A home school agreement is in place. The school has an active parent teacher and friends association. This group receives very good support from parents when they arrange social and other events. The 'friends' have also provided significant financial support to the school for items such as playground games. Pupils gain much from these fund raising activities.
- 98 This aspect of the school's work received favourable comment in the last report. Whilst there are a number of areas where high standards of communication have been maintained, there are issues raised by parents that the inspection evidence supports.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 99 ***Although the overall management of the school is satisfactory, the management and leadership of the headteacher are unsatisfactory. School governors are fulfilling their statutory responsibilities. Monitoring of the school's provision is unsatisfactory. Resources, including the range and number of staff, are good.***
- 100 The staff and governors are working hard to develop the school within the constraints set by the unsatisfactory leadership and management of the headteacher. Inspection evidence indicates that relationships between the headteacher and a significant number of staff are strained. Too many staff have low levels of trust in the headteacher. Communication between the headteacher and staff and the headteacher and governors is not sufficiently developed.
- 101 The school has not developed appropriate systems for monitoring important aspects of the school's work, since the time of the last inspection. In particular, inspection evidence

indicates that the present systems for the headteacher to monitor the quality of teaching and learning are inadequate. Too few lessons have been observed by the headteacher, as a result there is no clear strategy to raise the quality of teaching. On the few occasions when observations have occurred the written records do not indicate how teaching could be improved.

- 102 When the headteacher has carried out some very limited monitoring and evaluation of teaching in the school, the criteria used is not rigorous enough. The amount of monitoring falls well below what would be expected in a primary school of this size. Strengths in teaching are not described clearly and weaknesses are seldom identified. Necessary improvements are therefore not agreed and opportunities to celebrate and share effective practice are also missed. The feedback given to teachers does not clarify strengths in the teaching or areas that need to be improved. As a result this aspect of the headteacher's leadership and management is having little impact on the quality of education provided by the school.
- 103 The headteacher has established some efficient management structures through which the members of the senior management team contribute well to the development and day-to-day running of the school. Their work is of a good standard. The purpose of the team is seen as being a channel for exchange of information and forward planning. The individual members of the team are very committed to their role. Some have taken part in initial management training. Records show that the group have only met irregularly and agendas and minutes of meetings are not rigorous in their detail. As a result it is difficult to trace how decisions made by this group impact on school improvement.
- 104 Much of the school documentation emphasises teamwork. However, the headteacher's vision for the school has not been effectively communicated to all those connected with the management of the school.
- 105 The work of the key stage co-ordinators is good. They hold regular meetings with their teams. Team members feel well supported by co-ordinators and there is evidence to indicate that this structure is beginning to address some of the issues of communication. Nevertheless, there is no clear over-arching system covering the whole school. Subject co-ordinators provide satisfactory leadership and management of their subjects. They have a delegated role and are playing an increasingly important part in the management of the school. They take their responsibilities seriously. The National Literacy and Numeracy Strategies are firmly in place within the school curriculum. The successful delivery of these strategies is having a positive impact on pupils' attainment. The relatively high turnover of staff over recent years means that the role of subject co-ordinators has had to be continually changed and developed. There are no clear systems in place that enables the headteacher to evaluate the work of co-ordinators.
- 106 Too much responsibility is delegated to some staff with no system to evaluate the effectiveness of the delegation.

- 107 The deputy headteacher has been on secondment as an acting headteacher. Inspection evidence indicates that many of the initiatives the deputy headteacher had started have come to a halt.
- 108 The work of the school governors is satisfactory. The chairman of the governing body is aware of the need for the governing body to become the school's critical friend. Governors are linked to specific curriculum areas. Link governors visit school and consult closely with co-ordinators, reporting back to the governing body with their findings; this is an effective development. Governors have the full range of committees that deal with grounds and buildings, health and safety, curriculum, finance and personnel. The committee structure is both efficient and effective.
- 109 Because the information provided for the governing body has been too limited, they have not yet developed a detailed knowledge of the school's main strengths and weaknesses. As a result, it is difficult for them to have a longer term plan for the school's development. The governors have been involved in writing the plan for the school's development. The present plan does not focus in a sufficient way on raising the standards attained by pupils.
- 110 The governing body complies fully with statutory requirements. For example, the school is implementing the required processes for performance management, and annual performance targets are set for the headteacher and teaching staff.
- 111 Inspection evidence indicates that the school has yet to make a satisfactory start on designing a programme of self evaluation that identifies what needs to be done and how it is to be achieved. The governors have a number of different documents relating to the school's development, there is no common theme to connect these documents.
- 112 The co-ordinator for special educational needs, appointed to the school in September 2001, is providing good leadership. She works closely with staff to ensure that this group of pupils is safe, secure and progressing well. The area of special educational needs has a high profile in the school. The school has pupils with a wide range of special educational needs and the co-ordinator has worked hard to ensure that they are catered for as effectively as possible. Currently, much of the support work with pupils is undertaken away from the pupils' classrooms. It is not clear how closely this work relates to work in the classroom.
- 113 The school governors do not rigorously consider the targets that eleven-year-olds should reach in national tests. The local education authority set high targets for 2002 and 2003. The governors considered these to be unattainable. However, insufficient detailed information was available to them for a secure argument to be sustained to lower the targets.
- 114 The new government requirements for pupils with special educational needs are being implemented. The governing body has agreed a whole-school approach to special educational needs and to the Disability Act, and training and development of aspects of the curriculum are fully integrated into the school improvement plan.
- 115 Satisfactory use is made of income that is designated for a particular purpose. The money identified to support pupils with special educational needs is targeted. Other specific grants

have been used effectively, particularly those relating to staff professional development and the implementation of the national strategies for literacy and numeracy.

- 116 Good systems are in place for the administration and day-to-day management of the school's financial affairs. The school secretary is very effective and has access to an appropriate range of technology to support her work.
- 117 All statutory systems pertaining to the performance management of the headteacher and teachers are in place. Financial control of the budget by the governors is effective and the principles of best value are applied to financial decisions.
- 118 ***Teaching staff have a good range of qualifications and experience. The quality and size of the accommodation are good overall; however, the outside provision is unsatisfactory. Generally, learning resources are satisfactory in terms of their range and quality.***
- 119 Staff are hard working and generous with their time. Although staff have opportunities for professional development they are not always clearly linked to the school's priorities for development. The significant number of staff changes in a short period of time has had a negative impact on the overall developments in the school.
- 120 The school accommodation is well maintained and very clean. Attractive displays enhance the school environment, but not enough of the displays show how pupils have responded to teaching. Classrooms are generally of a good size. The hall is used effectively; a good range of physical education equipment is a feature of the hall. At the time of the inspection the climbing equipment was not used as the local authority's advisory staff had suggested it was not appropriate.
- 121 During the week of the inspection, the cleaners kept the building very clean and the site free from litter. Their work adds considerably to the overall school environment. The governors have been active in keeping the building well maintained. Governors have all aspects of health and safety procedures in place.
- 122 The school's learning resources are satisfactory across the curriculum. Resources are used well in lessons. The recently developed computer room provides pupils with good opportunities to develop their computer skills. The school library does not provide pupils with sufficient opportunities to carry out their own research; it is limited in its impact on teaching and learning.
- 123 The last inspection judged the schools' leadership and management to be good. There has been a serious decline in the effectiveness of the headteacher's leadership and management. This is having a negative impact on the standards attained by pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

124 The school governors, in conjunction with the headteacher and staff, should take the following actions to raise standards in the school.

(1) Raise standards in pupils' English, particularly in writing, by:

- reviewing the way the time given to developing the pupils' writing skills is being used;
- making more effective use of the time given to developing writing skills;
- ensuring that pupils are encouraged to use different forms of writing and are provided with opportunities to apply the skills in different contexts;
- providing staff with the opportunity to review the way that pupils' writing is developing so that further improvements become integrated into the process.

The school has identified writing as an issue in its development plan.

(2) Develop the headteacher's management and leadership role by;

- improving the communication systems between the headteacher and staff and the headteacher and governors, so that there are increased levels of trust, confidence and respect between all parties;
- reviewing the delegation of responsibilities to staff with management roles, to ensure that the level of delegation is appropriate.
- developing management systems that enable the headteacher and governors to evaluate the effectiveness of the delegated responsibilities;
- establishing an agreed set of criteria with the teaching staff that focuses on the impact of teaching on pupils' learning;
- introducing a regular and systematic programme of observations of teaching, by the headteacher, which more effectively establishes the strengths and weaknesses of teaching in the school;
- analysing the outcomes from these observations so that teachers can be provided with constructive support that enables them to improve their teaching;
- providing the school governors with regular detailed reports on the impact of the observations on the quality of teaching;
- using an outside agency to provide the governors with an overview of the impact of the monitoring programme on the standards pupils attain.

(3) Provide work for pupils that is more consistently matched to their differing levels of attainment by:

- using assessment data more effectively, to establish the present level of attainment of individual pupils;
- designing learning opportunities that take pupils on to the next stage of learning from this current position;
- ensuring that the work provided for the highest attaining pupils always provides them with the necessary level of challenge.

- (4) Develop a consistent approach to marking pupils' work that helps them understand how they can improve by:
- reviewing the school's differing approaches to marking work;
 - agreeing an approach to marking pupils' work that is used in a consistent way in all classes;
 - ensuring that teachers' marking comments relate to the purpose of the lessons and identify how work can be improved;
 - reviewing, on a regular basis, a sample of pupils' work to evaluate the use and impact of the new procedures.
- (5) Further develop the role of subject co-ordinators by:
- developing the monitoring role so that they use the range of data available to evaluate the school's overall performance in the different subjects of the curriculum.

[1, 4, 8, 9, 11, 12, 13, 14, 15, 16, 23, 29, 32, 33, 35, 47, 55, 60, 62, 67, 88, 94, 99, 100, 101, 102, 103, 104, 105, 106, 109, 154, 156, 158, 159, 166, 167, 176, 180, 185, 194, 200, 202, 211, 224, 248, 253, 257, 262, 277]

The numbers in brackets relate to the main paragraphs of this report where these issues are mentioned.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

57

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

19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	19	32	0	0	0
Percentage	0	11	33	56	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. 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)	--	285
Number of full-time pupils known to be eligible for free school meals	--	18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	--	2
Number of pupils on the school's special educational needs register	--	23

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	5

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	19	21	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	18
	Girls	17	20	21
	Total	32	36	39
Percentage of pupils at NC level 2 or above	School	80 (81)	90 (77)	98 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	16
	Girls	20	20	20
	Total	36	38	36
Percentage of pupils at NC level 2 or above	School	90 (81)	95 (94)	90 (100)
	National	85 (85)	89 (89)	89 (89)

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
	2002	22	22	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	13	10	12
	Total	23	22	25
Percentage of pupils at NC level 4 or above	School	52 (75)	50 (70)	57 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	13	11
	Girls	11	12	11
	Total	20	25	22
Percentage of pupils at NC level 4 or above	School	45 (55)	57 (72)	50 (70)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	0	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Financial information****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	25
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	146

Financial year	2002/3
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	£
Total income	642,919
Total expenditure	539,031
Expenditure per pupil	1,925
Balance brought forward from previous year	-19,000
Balance carried forward to next year	-23,626

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	285
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	54	7	1	0
My child is making good progress in school.	37	47	12	1	3
Behaviour in the school is good.	35	49	3	7	7
My child gets the right amount of work to do at home.	22	43	25	10	0
The teaching is good.	42	45	8	1	4
I am kept well informed about how my child is getting on.	40	38	15	4	3
I would feel comfortable about approaching the school with questions or a problem.	61	23	12	1	3
The school expects my child to work hard and achieve his or her best.	45	40	8	3	4
The school works closely with parents.	28	47	21	3	1
The school is well led and managed.	30	53	8	7	3
The school is helping my child become mature and responsible.	38	55	3	3	1
The school provides an interesting range of activities outside lessons.	34	42	19	4	1

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

- 125 *The provision made for the children in the Foundation Stage (under-fives) is good. The majority of children are on course to meet, or have already met, the expected levels for five year olds, in the six areas of learning identified in the national guidance.*
- 126 Children start as full time members in the Reception class in two entry groups in September and January. Before pupils attend full time, the school offers a supportive induction programme of home visits and half-day sessions. At the time of inspection there were 38 full time pupils in two classes. One of these classes is a mixed age class of Reception and Year 1 pupils.
- 127 The school has links with local nursery providers and offers workshop events for parents to help them to take part in and understand the work of the school for the benefit of their children. The teachers receive records from the private and voluntary groups when the pupils enter school and organise some further assessments to aid their understanding of the pupils' learning needs. The ability range of pupils on entry to school is wide but broadly average overall.
- 128 All the teaching observed in the Foundation Stage was at least satisfactory with half being good or very good. Teaching was most effective when children took active part in well planned, lively sessions which moved at a good pace engaging all the pupils. Teaching was less successful on those occasions when the teacher asked simple questions requiring only one word answers which did not encourage children to give extended replies, or when children had to sit too long before entering into the activities.
- 129 Teachers' work is based on thorough and detailed plans taking national guidance documentation for reception children into account. The needs of pupils in the mixed age class are met by the clear planning. Focus groups are formed across the two classes for some sessions of mathematical development and communication, language and literacy to take closer account of pupils' needs. Teachers prepare children well for the changes in the curriculum organisation and expectations of the literacy and numeracy sessions in Key Stage 1. Numeracy sessions in Reception were particularly effective; for instance where children took active part in a lesson on ordinal numbers by ordering soft toy animals in a bus queue and showing which was first second third, and so on, to tenth. The good teaching and exciting context enabled them to work at a higher level than is expected for the end of Foundation Stage children.
- 130 The support given by teaching assistants is good. The relatively new key stage co-ordinator has established good systems to ensure all Foundation Stage staff, teachers and support assistants know what their role is in each session. She has ensured that communications are good and observations on children are recorded so that the information is available to all

staff working in the Foundation Stage. She wishes to streamline these systems further to ensure they work even more effectively and so that observations can feed into the Foundation Stage profile on each child. She fulfils her duties as well as possible given the wide range of whole school responsibilities she currently holds.

Personal, social and emotional development

- 131 In this area teaching and learning are good, this is an improvement on that reported after the last inspection. Adults explain clearly, carefully and consistently how to behave and act they as good role models. They are caring and thoughtful about the children who follow this good example. An example of this was when children were forming a queue by the door in a mathematics session to demonstrate first, second, third and so on. The teacher asked a child to *'push in'* so they would all have to re-order their queue and show their understanding of position. The children, without prompting, explained it was rude to *'push in'* and they would have to do it carefully without using their elbows so that no-one was hurt. The children are given a lot of positive reinforcement and appropriate praise and encouragement. This approach has a positive impact. Classroom routines are well established and all adults and children are aware of them. Provision for children with special educational needs is good and they are well supported.
- 132 Inspection evidence shows children are on track to attain the expected standards for children by the end of the Foundation Stage. During the inspection children demonstrated very positive attitudes to learning. Relationships are good. They are keen to learn and enjoy their learning. They initiate conversations confidently with adults.
- 133 Children show themselves capable of taking some independence and responsibility, for instance when putting their name on the board for lunches, or doing the tally chart of numbers present at registration.

Communication, language and literacy

- 134 Teaching and learning in this area are satisfactory. Most children are on course to attain the standard expected nationally for their age group, by the end of the Reception Year.
- 135 During the inspection children worked in focussed groups for guided writing sessions. Children were writing about their visit to the fire station, this acted as a good stimulus. Their ideas were written on small whiteboards by the teacher while they watched the letter formation and then wrote in their own books. The teacher asked questions which showed children had a fair degree of knowledge of letter sounds and initial sounds as they tried to write or spell some words themselves. These are effective strategies to promote early writing skills. Children showed they could recognise some initial sounds of words and some whole words in reading books. They all showed sustained interest in stories when being read to either in a group or as a class.
- 136 There are adequate resources for promoting reading. There are useful booklets for parents to help them to help their children with reading. Teaching assistants change books with

children and sometimes read with them too. The co-ordinator has recently supplemented reading resources with story bags. There are also sound bags and other engaging resources for teachers to use. However, during the inspection, children were rarely seen to spontaneously choose to look at a book. The co-ordinator has already identified the need for reading and books to have a higher focus, and plans to have more regular and frequent teaching to develop reading.

- 137 Children's spoken contributions are valued by teachers and staff, all children are confident to speak out in a group. Children showed they can sustain active listening for some time, for instance while watching a video to do with their theme of transport. The teacher stopped the video frequently to pose questions and allow children to give their views. All comments and replies were valid and pertinent and in line with the standard expected nationally. However, sometimes the adult led sessions were too long and do not give enough time for children to reply at length.
- 138 There are good links with other subject areas such as singing, rhyming and mathematics when children were singing and working on '*This Old Man*'.

Mathematical development

- 139 Good teaching and learning was observed in this area of the children's development. Teachers use a wide range of opportunities and resources to reinforce number skills; including counting children at registration, tally charts for lunches, rhymes and songs. One group of children listened carefully to a tape of '*This Old Man*' matching the items from the song to the pockets on a large scale toy wearing dungarees with numbered pockets and a chart drawn by the teacher with similarly numbered pockets. This led the children to match and count on a number of occasions. Another connected activity led to children finding plastic numbers hidden in the sand tray and making number sentences with them. The classroom has a good range of resources to support mathematical development. Tasks were well structured requiring children to think carefully. Teaching assistants supported children well ensuring all took part in whole class sessions and when working individually or in small groups.
- 140 Children can sing, clap, say and recognise numbers to ten. They can show how they use their fingers to help them to show numbers during whole class sessions. Most can order numbers to ten. All can recognise simple shapes such as triangle, circle and square and use them when drawing shapes for their futuristic car designs.
- 141 Most are on track to achieve the nationally expected standard by the end of the Foundation Stage. They make good progress in their lessons. Children's attitude to mathematics is good and they make good use of mathematical language which is modelled well by the teachers.
- 142 Good links are made to other subject areas; such as music where children counted beats with the teacher and when they used their shakers and other percussion instruments.

Knowledge and understanding of the world

- 143 Teaching and learning in this area are satisfactory. The majority of children are on course to meet the expected standard for this area of their development by the end of the Foundation Stage. Overall they make satisfactory progress in relation to their attainment on entry to school.
- 144 Children have explored the school grounds and the surrounding area and made simple maps on paper showing some of the features they noted as important. They could describe what they had seen. They have used the computer to type their addresses and make labels for their plan. They could speak confidently about the differences in the methods of transport used by children to get to school seen on a video; they can explain how they get to school themselves. Children can imagine and design cars of the future using features from vehicles they have seen. They can make models of vehicles and use large and small construction equipment individually and co-operatively in groups. They show great pleasure explaining their group vehicle to the whole class. Their ideas were valued by the teachers and children alike.
- 145 Children show respect and the ability to reflect on the lives of others during a story about the Buddha. They put together group pictures of what they felt was going to happen next in the story, showing their understanding of the important features of the Buddha's life and his feelings when he saw the suffering of others. They showed sensitivity when discussing their own and others' talents in a class assembly.
- 146 Teachers provide a good range of experiences clearly linked so that children can appreciate why they are doing them. They made cakes for a picnic linked to their work on journeys and travel.

Physical development

- 147 Teaching and learning in this area are good which is an improvement since the last inspection. Children achieve well and most are on track to attain the expected standard by the end of their Reception Year. There is a dedicated outdoor space to extend the opportunities for physical development as well as times in the weekly programme of work when pupils have access to the school hall. Children have regular access to the outdoor area and it is used well to support their development.
- 148 Children move safely and with confidence taking care not to bump into each other, even when travelling on the bicycles in a relatively tight space with other groups building with large-scale blocks or using the sand tray. They set themselves suitable challenges, such as setting out blocks to travel over and making the distances between them larger each time. They show good awareness of their own body movements at these times, travelling round,

over and through their trail. They use large body movements at these times and also when doing the actions to the many songs which punctuate the day.

- 149 Children followed instructions closely in a music session. They showed that they could control their movements to a fine degree to start and stop at given signals. They showed the ability to make different sounds on the same percussion instruments by controlling a beater or their hands and body. Many showed good hand to eye co-ordination during the music session and also when taking part in cooking. They are given ample opportunities to use small tools, such as spoons for mixing, and can undertake quite delicate movements when dropping an amount of mixture into a cake case or putting on a cherry. Health and safety issues are clearly attended to by all adults. They use pencils with a fair amount of control and many show they are able to use a computer mouse to control movements on the screen.

Creative development

- 150 Teaching and learning in this area are good overall which is an improvement since the last inspection. The children make good progress and teachers plan a wide range of experiences for them over time. Many opportunities are used throughout the day for developing creative skills such as singing registration. All children responded to the teacher confidently in song when she calls the register and when taking the dinner register. There are relevant and exciting role-play areas which are regularly added to, to both interest and challenge children. During the inspection, the teacher and support staff successfully introduced new materials to the role-play areas by using the materials in a short exercise. Children designed their own futuristic vehicles and noted what they would need to make them. They used pencils, glue and glitter with care. They attain standards that are expected for this age group nationally.
- 151 Provision is good with a stimulating outside area. Large and small construction equipment is used well showing the increasing dexterity and ingenuity of the children. They co-operate well such as when creating a joint drama in the play tent or when devising a joint vehicle with large blocks.
- 152 Children are given the opportunity to explore their own ideas as well as being taught skills. In music for example, they showed standards above those expected for this age because the teaching was well planned, well prepared and objectives clearly explained to children. The teacher has high expectations of concentration and gave opportunities to practise, evaluate and improve performance. Children followed instructions carefully and were able to watch and follow commands and were able to start and stop at the right time. Consequently the work was of a high standard. The children enjoyed the success they had and the singing at the end of the session was of a good quality.
- 153 ***Management of this aspect of the school's work is good.***
- 154 The newly appointed co-ordinator has a good understanding of the strengths and weaknesses in this aspect of the school's work. In a short time she has made a positive impact on the provision. However, at the time of the inspection she was also responsible for

co-ordinating provision in Key Stage 1 and responsible for literacy provision throughout the school. The allocation of such a wide set of responsibilities indicates a weakness in the overall management and leadership of the school. No systematic procedures are in place to monitor the level of work this requires from one teacher.

155 These judgements represent an improvement on those reported after the last inspection.

ENGLISH

156 *In the 2002 tests for eleven-year-olds, the school's results in English were well below the national average and well below the average for similar schools. In the tests for seven-year-olds the school's results were below the national average in reading. In writing, the results were in line with the national average. Over the period of the last three years, the school's results in tests for seven-year-olds have declined from close to the national average to below average. In the last two years, the results of tests for eleven-year-olds dropped sharply from average levels to levels well below the national average. Teaching in English is satisfactory overall.*

157 The outcomes of the national tests for seven-year-olds in 2002 show that the school's results were below the national average for reading and close to the national average in writing. When compared to similar schools standards were well below the average for reading and, in writing, standards were below the average. At the time of the inspection, the results of the unvalidated national tests had just become available. Overall, the results indicate that the school's results will be below the national average. Inspection evidence, in particular, an examination of pupils' books, indicates lower levels of attainment in writing than those expected nationally for this age group. Standards in reading are in line with those found nationally for seven-year-olds. Discussion with pupils indicates that standards in speaking and listening are typical of those found nationally for the age group.

158 Last year there was a decline in the school's test results for eleven-year-olds, including those attaining at the higher level. The overall lower standards in English are largely a result of low standards in writing, at all levels. However, standards in reading and speaking and listening are in line with those expected nationally for eleven-year-olds. Inspection evidence indicates that the school is on track to improve on its low results of 2002 but will not meet its target for the percentage of pupils reaching the nationally expected Level 4. Unvalidated information of test scores received during the inspection week confirmed these findings.

159 Work in the books of the present Year 6 pupils show standards that vary in quality. Overall, they are significantly lower than those typically seen for the age group. In particular, the development of pupils' writing skills is unsatisfactory. Although pupils are given regular opportunities to write in a number of different forms and styles, there are many examples of work, including that of the more able pupils, which are incomplete. Standards in handwriting and presentation are poor and there is little evidence that pupils take a pride in their work.

160 Pupils' progress in the lessons observed during the inspection was mainly satisfactory. The rate of progress was only satisfactory, mainly due to activities that lacked challenge,

particularly for the higher attaining pupils. Pupils in Year 1 make good progress. In Year 2, pupils' work shows that the rate of progress since the start of the year slows. The slower than expected progress for pupils in Years 2 to 6 is having a negative effect on the standards that pupils attain. Pupils with special educational needs make satisfactory progress.

- 161 Throughout the school, pupils are confident speakers, showing levels of attainment that are sometimes higher than that expected for their age. In English lessons, pupils listen attentively, and respond clearly to the teacher's questions. They use well-developed vocabulary and often share their ideas and observations with each other, particularly when they talk in pairs and small groups to rehearse their responses. In the most effective lessons, good use is made of 'thinking time' before pupils share their suggestions with the class. During the week of the inspection there were some good examples of small group and whole class discussion and collaborative work. For example, in a Year 6 whole-class activity on letter-writing, pupils discussed how to put effective questions to the local council about the building of a new swimming pool. This deepened their understanding of how to frame questions. Good use was made of the last part of the lesson session when pupils in Year 3 and 4 read aloud 'nonsense sentences' based on their reading of *'The Hodgeheg'*. The teacher helped them to understand the importance of word order in sentence structure. Pupils in Year 5 and 6 enjoyed discussing their work with the inspection team. However, they struggled to identify examples which they consider to be successful or to describe what makes an effective piece of writing. Lower-attaining pupils, and those with special educational needs, benefit from the support offered in the lessons by teaching assistants, who ensure they have understood the teacher's questions, and encourage pupils' responses.
- 162 In Year 1 attainment in reading is in line with the national expectation for the age group. The use of the national 'early literacy support' programme has made a good contribution to standards in reading in Year 1. In Year 2, attainment in reading is below average. Higher-attaining pupils read with reasonable fluency and expression. However, they are hesitant when asked to pick out the main points in a story or to explain why a character behaves in a certain way. Pupils of average attainment are usually accurate and make a good attempt to read unfamiliar words, using a range of appropriate strategies. They lack confidence when asked to predict what might happen next or talk about the events in the book. Only a few pupils in Year 2 can name a favourite author or talk about what they read at home. Most pupils know the difference between fiction and non-fiction books and how to find the contents page and index. Some more able pupils know how to find the answers to their questions and use their knowledge of the alphabet to find information. In one Year 2 literacy lesson, pupils enjoyed organising books into fiction and non-fiction and were able to explain the difference. The recent introduction of literacy homework books, where pupils write their responses to the books they read, are in the very early stages of development and have yet to impact on raising standards in reading.
- 163 In Year 6, attainment in reading is below that found nationally. Higher attaining pupils are expressive and fluent readers, who talk confidently about the kinds of book they enjoy, although their preferences are limited to the more popular children's authors such as JK Rowling, Terry Deary and Michael Morpurgo. They are reluctant to explain in any depth the reasons for their preferences, other than they enjoy mystery, horror or adventure stories.

Average readers also make their own choices of books and their reading is mainly accurate. Their own taste in reading is limited and they struggle to identify favourite books besides Harry Potter and books by Roald Dahl. Many pupils in Year 5 and 6 prefer to read non-fiction at home and express interest in researching their hobbies by reading magazines, or using the internet. The reading of lower-attaining pupils is less fluent but is generally accurate. They use different strategies to read text, usually correctly, but do not always understand what they have read.

- 164 Overall, resources for non-fiction are satisfactory. However the provision of fiction, particularly to challenge the higher attaining pupils, is limited. The collection of stories from, and information books about, other cultures and traditions is also limited. The school has recognised the need to enhance provision and has recently targeted funding towards the acquisition of more fiction and non-fiction books, including sets of books for guided reading. Pupils have limited opportunities to use the library for choosing and exchanging books and there are very few books in the classrooms. Time spent reading with the teacher, for example, in guided reading sessions to improve reading skills, is infrequent and opportunities to develop pupils' understanding are under-emphasised.
- 165 Throughout the school, the recently introduced reading diaries are having a very limited effect on improving attainment in reading. The comments made by teachers on pupils' reading are positive but they do not often identify the next steps, so that pupils of different abilities know how to improve their reading.
- 166 By Year 2, pupils attain standards in writing that are below that typical for the age group. Very few higher attaining pupils attain standards above those typically found for seven-year-olds. By Year 6, attainment is also below that typically found for the age group. A significant proportion of pupils are not on track to attain the national average at Level 4 by the end of the school year. Similarly, attainment for the higher attaining pupils, at Level 5, is below average.
- 167 Throughout the school pupils write for a variety of purposes and audiences. In Years 1 and 2, pupils practise their spelling and punctuation skills through independent and guided writing. They make links with other curriculum areas including science and geography. For example, as part of their work on *'Living Things'* pupils in Year 1 kept *'Bean Diaries'* which they wrote and illustrated for a wall display. They wrote about their favourite part of a visit to the local police station. Their sentences are well-structured and are usually punctuated with full stops and capital letters. In Year 2, pupils write several kinds of stories, including a re-telling of Hansel and Gretel. These show some good sentence openings 'one dark night...' and interesting descriptive words. Year 6 pupils have covered an appropriate range of writing activities. However, although there is sound coverage, the activities do not always sufficiently build upon what the pupils already know and can do. As a result, lower-attaining pupils struggle to complete the work and higher-attaining pupils are not sufficiently challenged. Although there is some evidence of planning and re-drafting work in pupils' books, there are few examples of extended writing. Spelling is of a satisfactory standard, although pupils do not regularly proof read their writing to check errors of spelling or

- punctuation. The lack of a coherent and comprehensive approach for developing pupils' writing skills is a key factor in the low levels of attainment.
- 168 The school has recognised the need to improve standards in writing, although its current focus is limited to the development of a consistent handwriting style.
- 169 There is some use of information and communication technology in this subject but examples of work are limited. No computers were observed being used in literacy lessons during the inspection.
- 170 ***Overall, teaching seen in English was satisfactory. In the Key Stage 1 classes teaching was good overall. In the Key Stage 2 classes it was satisfactory.***
- 171 In total, thirteen lessons were observed during the inspection. In two lessons teaching was very good. In three lessons it was good. In the remaining lessons teaching was satisfactory. No unsatisfactory teaching was observed.
- 172 In the best lessons, teachers used the literacy hour to good effect, placing the right emphasis on text, sentence and word level activities, linking them effectively with the subsequent group tasks. Questioning was used well to ensure that all pupils were fully involved. These lessons emphasised whole class and group discussion to ensure that pupils understand the language demands of the work. Teachers have good subject knowledge and plan a range of interesting and motivating tasks which encourage pupils to think carefully about the texts they are reading or writing.
- 173 Teachers use a range of strategies to engage and enthuse pupils, particularly in the whole class session where, for example, pupils use individual whiteboards to try out their ideas before showing the teacher. The guided sessions for reading and writing are not always used to develop the skills of pupils of differing abilities, particularly the higher attaining pupils. Teachers make good use of the overhead projector to demonstrate the reading and writing that they share with pupils. Teachers know and manage their pupils very well. The last part of the lesson is used well to summarise what has been learned but less effectively to identify what different groups need to do next to improve their work.
- 174 In lessons where teaching was judged as satisfactory, the lesson often went at a slow pace and pupils spent too much time listening to the teacher. Some pupils became restless and lacked concentration. Pupils were not provided with enough opportunity to develop their own ideas and the progress they made in their learning was only satisfactory.
- 175 Teachers' planning varies in detail and it is not always clear how tasks for pupils of different abilities will be developed, or how the more able will be sufficiently challenged.
- 176 Overall teachers' marking of pupils' work is unsatisfactory. In some cases, work is left unmarked and many errors remain unchecked. When comments are written in pupils' books, they are often positive and summarise what has been achieved. There is little evidence of marking that provides pupils with clear guidance about ways in which they could improve the quality of their writing. The approach to providing pupils with homework

- shows too much variation across classes. The homework does not always build on the learning that has occurred in lessons.
- 177 Overall, the strategies for teaching literacy skills are satisfactory. Pupils behave very well, get on well together and can also work on their own. They persevere with tasks and are often enthusiastic about their reading and writing activities.
- 178 ***The leadership and management of English in the school by the co-ordinator is good.***
- 179 The new co-ordinator has made a good start and provides good leadership in the subject. She has attended training sessions on key aspects of literacy and has worked alongside the local authority's literacy consultant to observe teaching and prioritise areas for development. There has been considerable support from the local education authority in the development of literacy. The weaknesses in planning for the teaching of reading and writing and handwriting have been identified and a detailed action plan has been devised. Low overall levels of attainment in reading and writing have been identified and there are plans to improve the quality of guided reading.
- 180 At the time of the inspection the co-ordinator was also responsible for co-ordinating the Foundation Stage of education and Key Stage 1 provision. This level of delegation of responsibility to one member of staff makes it very difficult for her to fulfil any of the tasks to the high level she would set for herself.
- 181 There is a satisfactory range of resources to support teaching. A wider range of challenging fiction would increase the choices for the more able pupils. The use of information and communication technology to assist learning in literacy needs to be developed.
- 182 These judgements indicate that, overall there has been an unsatisfactory distinct level of improvement in the subject since the last inspection.

MATHEMATICS

- 183 ***Inspection evidence indicates that throughout the school, standards in mathematics are improving. There are more Year 6 pupils on track to attain the level expected nationally for that age group than there were last year. In the 2002 tests for eleven-year-olds, the school's results were well below those obtained by schools nationally and in the lowest 5% compared with for similar schools. In the 2002 national tests for seven-year-olds the school's results were in line with the national average, and in line with the average for similar schools. Pupils make satisfactory progress in mathematics as they move through the school. The quality of teaching is satisfactory overall. The management of the subject needs to be consolidated and strengthened. The provision for mathematics is generally good.***
- 184 Inspection evidence indicates that the overall standards in mathematics are satisfactory and in line with national expectations. The work seen in the Key Stage 1 classes indicates that seven-year-olds are on track to meet the expected standard for the age group. Inspection

evidence indicates that many of the Year 6 pupils are on track to reach the nationally expected standard for their age group.

- 185 In the Key Stage 1 classes pupils are grouped according to prior attainment for the main mathematical activity. In the Key Stage 2 classes the pupils are arranged in prior attainment groups. Year 3 and 4 pupils are set in groups, as are Year 5 and 6 pupils. This system is having a positive effect upon the quality of teaching and learning by narrowing the ability range within each set group. Throughout the school the lower achieving pupils are well provided for. However the higher attaining pupils are not being sufficiently challenged. In many of the lessons observed higher attaining pupils had to complete simple tasks before they were given work that challenged their thinking. This approach slowed down their learning.
- 186 The school's results in the national tests taken at the age of eleven indicate that girls underachieve when compared with boys. This does not seem to be widely known among the teaching staff and no positive action has been taken to address this issue.
- 187 A scrutiny of the work in Year 2 and Year 6 mathematics books indicated that the work covered is broadly in line with that expected for their respective age groups. The evidence in books also indicated that pupils of differing abilities are often being set the same problems, rather than work being more appropriately matched to their needs. Often pupils are copying out problems in sentences before working out to how to solve them. Year 5 pupils commented that this was an aspect they disliked about the work given to them.
- 188 Inspection evidence indicates that during their time in the school, pupils' progress in mathematics is satisfactory and sometimes good. Assessment information is recorded in a systematic way. However, the data needs to be evaluated in a more rigorous way to enable the school to further raise standards in mathematics. The assessment systems focus on what pupils have covered, it does not focus on what they have learnt and so what they should learn next. This means that the work the teachers set for pupils does not take enough account of each pupil's mathematical strengths and weaknesses. There is not a close enough link between the targets set by the school and the expected rates of progress. There is, however, a strong commitment within the school to raise standards further and to enable every pupil to achieve the best they can.
- 189 With the introduction of the elements of the National Numeracy Strategy, pupils are making good progress in mental calculations. Many pupils are exact and precise in articulating how they choose to solve a given problem expressed in words. Through regular and effective teaching of various strategies, their skills are increasing. The focus on verbal problems is enabling pupils to widen their understanding of number. They are improving their ability to use a number of strategies and methods to answer and solve challenges set in their number work.
- 190 In discussion, Year 6 pupils can explain the strategies they use to solve mathematical problems. Higher attaining pupils understand percentages of number quantities and know, for example, how to calculate 8% of £30 and 25% of £9.60. Lower-attaining pupils have a

good understanding of the way the position of the decimal point affects the value of a number. They can calculate simple percentages and are able to multiply two-digit numbers by a single-digit number. Average and higher-attaining pupils are very secure in their mental processes and are eager to explain a range of strategies, for example, rounding numbers when multiplying a two-digit number by another two-digit number. They are able to apply mental and oral skills in a confident, logical way when solving mathematical problems; they used their skills to good effect in lessons on ratio and proportion. At the time of the inspection the 2003 results for national tests for eleven-year-olds were not available. However, discussions with pupils and observations in lessons, confirmed that average and high attaining pupils are on track to attain the nationally expected Level 4 by the end of the school year. A small number of pupils are on track to attain the higher Level 5. This indicates an improvement on the 2002 results.

- 191 Evidence from classroom displays, books and folders of saved work indicate that pupils are beginning to use and apply their mathematical skills in practical and imaginative ways. In a Year 1 mathematics lesson pupils enthusiastically made vehicles based on three dimensional shapes. They had previously become familiar with these shapes. They then drew their models accurately on squared paper and were able to describe their model and the shapes they had used to their classmates using the correct mathematical language. Information and communication technology is being used in a satisfactory way to support work in mathematics. It was also effectively used in a Year 5/6 lesson to further develop pupils' understanding of degrees and the accurate measuring of angles. This successfully motivated and sustained their interest. In the Year 5/6 classrooms pupils were encouraged to add their own ideas to a class number problem sheet on display. In the design and technology programme of work pupils measure and calculate accurately in order to produce their own design to a given brief. The older pupils are confident in making estimates. For example, when calculating the area of irregular shapes Year 5 pupils displayed an increasing degree of accuracy. All these experiences are helping pupils to view mathematics in its wider context.
- 192 Pupils who have been identified as having special educational needs make satisfactory progress. Teaching assistants in the Key Stage 1 classes provide these pupils with valuable support by providing clear explanations and the use of effective questioning. This method allows pupils to succeed with the tasks set. Their progress would be further enhanced if the pupils were provided with simpler problems that allowed them to move on to solving the problems independently of an adult. In a number of lessons pupils were withdrawn from the lesson to be given help with their reading. This approach limited the progress they made in mathematics.
- 193 ***Overall the quality of teaching and learning observed during the inspection was good. Teaching was very good in two lessons, good in six and satisfactory in the remainder. The quality of teaching has improved since the last inspection.***
- 194 The quality of teaching observed in Key Stage 1 was satisfactory. Teaching was judged to be good in one lesson and satisfactory in the remainder. All lessons were well planned and effective use is made of the national guidance for the subject. Teachers keep records of units of work covered. However, assessment is not used effectively enough to guide individual

pupils' progress. This means that activities could be more challenging for pupils and help them to make more progress with their learning.

- 195 In Key Stage 2 the quality of teaching was good. Teaching was judged to be very good in one lesson, good in six lessons and satisfactory in the remainder. Teachers' planning shows in detail what they are expecting the pupils to learn. The plans are detailed and help the teachers structure lessons appropriately. Where the teaching was at it best, the teacher encouraged the pupils to evaluate the answers they had given to a problem. This approach enabled pupils to rethink their response and they frequently corrected themselves.
- 196 Teachers throughout the school are implementing the National Numeracy Strategy effectively. Each class has a daily mathematics lesson that focuses on developing the pupils' numeracy skills. Teachers' knowledge and understanding of the subject is good. There is consistency in the use of the recommended three sections for each lesson. Overall, the mental and oral elements in the introductions are good. In the main part of the lesson, learning is most effective when pupils are set tasks that are planned to match their varying abilities. The summing up period is used well to check gains in knowledge and understanding.
- 197 Resources are used well to support teaching and learning. For example, in a Year 1 lesson the teacher used large shapes to reinforce shape work. In a Year 5 and 6 lesson very effective use was made of an overhead projector to encourage pupils to estimate the area of irregular shapes. This required pupils to work together quickly and then communicate their answers.
- 198 Pupils are well managed and teaching is effective when there is a good pace to the lesson. For example in a Year 1 class the pupils were told: *'I'm going to stop you in two minutes and you will need to be able to explain your drawing to the classes'*. Lower-attaining pupils are encouraged to be confident about volunteering answers and explaining their mental strategies through a variety of strategies. For example, partners took it in turns to suggest a possible solution to how many handshakes it would take for the group to shake hands with everyone. All pupils gained from this open exchange of problem solving.
- 199 Throughout the school pupils showed good, and often very good, attitudes in mathematics lessons. They were well behaved. Pupils responded positively when challenged and were attentive and eager to contribute to lessons. They worked co-operatively when required and maintained their concentration. However, work was often untidy. Pupils do not take enough pride in their work.
- 200 Marking of pupils' books needs to be developed to ensure that teachers' comments relate to the purpose of the work, and help pupils understand how they could improve their performance. For example, marking seen during the inspection appeared to be limited to giving praise for effort but rarely gave pupils guidance on how they could improve their mathematical understanding. In addition, teachers do not make effective use of the available assessment data to plan teaching and learning. As a result work is not always matched to

the pupils' needs. This is particularly true for the higher attaining pupils who too often have to complete easy work before going on to do more challenging tasks.

- 201 ***Overall, management of mathematics is satisfactory. The co-ordinator is clear about the school's strengths and weaknesses in the subject.***
- 202 The mathematics co-ordinator is well supported by her colleagues. She meets with the numeracy governor to review progress. The mathematics scheme of work is based on the National Numeracy Strategy and related unit plans. These have been successfully incorporated into the teachers' weekly plans. Teachers highlight their medium term overview of pupils' learning to indicate whether pupils are secure in their understanding. This method is intended to remind staff, when they come to plan the following term's work, which objectives need to be taught again, reinforced, or extended. While this approach has led to improvements throughout the school, assessment information is not used to guide the teaching and learning.
- 203 A range of strategies has been introduced by the co-ordinator to support and develop the teaching of mathematics. These include the co-ordinator's scrutiny of pupils' books, monitoring of lessons and a consistent planning system. The analysis of data and the tracking of pupil's progress are not yet fully embedded in the work of the school.
- 204 Resources for mathematics throughout the school are satisfactory. In lessons pupils have access to a range of appropriate materials to support and enhance their learning.
- 205 Overall, these judgements are similar to those reported following the last inspection.

SCIENCE

- 206 ***In the 2002 national tests for eleven-year-olds, the school's results were well below the national average; they were in the lowest 5%. This was a significant drop from the previous two years when the results were in line with the national average. Inspection evidence indicates that in Year 2 and Year 6 standards in science are typical of those found nationally, for the respective age groups. The evidence indicates an improvement in standards over those of last year, for this year's eleven-year-olds. The school has made substantial efforts to widen the science curriculum for eleven-year-olds. Pupils now experience a good range of activities based on the national programme of work for science.***
- 207 The school's results in the 2002 national test for eleven-years-olds were very low and in the lowest 5%. Although the school considers that the particular group of pupils were generally low attainers. No substantive or convincing evidence was provided to support the claim.
- 208 In Year 2, the class teachers make assessments of seven-year-olds' science attainment. The 2002 assessments show that the percentage of pupils attaining at the expected Level 2 was in line with the national average. The assessments for 2003 show a similar picture.

- 209 When the school's results for 2002 are compared to those of similar schools, the results for seven-year-olds were below the average; the results for eleven-year-olds were in the lowest 5%.
- 210 Although the boys did better than the girls in the national test for eleven-year-olds, both groups of pupils attained standards that were much lower than those expected for the age group. The school has acknowledged the need to improve the standards attained by girls. However, at the time of the inspection no detailed strategies were in place that would help girls develop their work in science.
- 211 The science co-ordinator has undertaken an analysis of the school's results in national tests. A start has been made in using the information gained to target areas of learning that are weakest. However, at the time of the inspection the evidence from assessments was not being used, in a consistent way, to plan learning for groups of pupils with differing levels of attainment. Although the pupils' work was marked, there was little evidence to indicate that teachers' comments would help pupils understand how their work could be improved.
- 212 Despite these weaknesses in the work given to pupils, evidence gathered from examining the pupils' books, and through discussion with pupils, indicates a recent steady improvement in standards. The standard of much of this work was in line with that seen nationally. Discussion with pupils supported this judgement. Year 6 pupils have a good understanding of what constitutes a fair test. They can make predictions, experiment, observe and draw conclusions. Their scientific knowledge is good across all aspects of the subject. For example, they have good understanding of the way particles change when materials are in a solid, liquid or gaseous state. They are clear about important organs in the human body and talk with confidence about the four chambers of the heart.
- 213 Work in Year 6 books shows that a good range of scientific ideas have been covered. However, the work is not well presented and this detracts from what has been achieved. In discussion Year 6 pupils demonstrated a far higher level of understanding than that gathered through looking at their books. Most pupils revealed that they had a good understanding of the need to control variables when making a scientific investigation, for example, when measuring the time it took to dissolve sugar in water with different temperatures. The higher-attaining pupils were able to use the term 'variable'; they understood the need to control all the variables but the one to be measured.
- 214 The range of work planned by teachers and undertaken by pupils covers the national programme for science, in a balanced manner. Planning of the topics to be taught has been updated and, along with a science policy, is having a positive impact upon the quality of the provision for science.
- 215 The co-ordinator has identified the need to provide pupils with more opportunities to undertake scientific investigations. A good start has been made in this area of science work. A science week provides all classes with the time to develop the pupils' understanding and use of scientific investigations.

- 216 Although the school has a range of equipment that can be directly linked to work in information and communication technology, no evidence of its use was available during the inspection week.
- 217 Pupils have good attitudes to learning in science. They thoroughly enjoy practical investigations and show that they can work together in co-operative and sensible ways. Pupils of all levels of attainment make satisfactory progress as they move through the school. Pupils with statements of educational need make satisfactory progress.
- 218 ***The quality of teaching in science lessons observed during the inspection varied from very good to satisfactory. Overall it was satisfactory.***
- 219 Five lessons were observed. Teaching was very good in one, good in one, and satisfactory in the remainder.
- 220 In the lesson where teaching was very good the teacher showed a very good understanding of the subject. His confidence was transmitted to the Year 5 and 6 pupils so that they were able to understand the difficult ideas about the way light travels. Throughout the lesson he used skilful questioning techniques to encourage pupils to think about their response. When it was clear that pupils were not sure about the answer then the teacher used questions to help pupils think again; this approach was most effective. The pupils were fully engaged in the activity and their very good behaviour added to the positive impact of the lesson.
- 221 In the lessons where teaching was satisfactory, a common weakness was the slow pace of the lessons. Too often the teacher spent long periods of time explaining ideas to pupils, rather than using questions to discover their understanding. For example, in a lesson where Year 3 and 4 pupils were developing ideas about habitats, too much time was spent going over work that pupils had completed, this limited the time available to introduce new ideas. Although the teacher involved a number of pupils through questioning, the boys tended to dominate the lesson and girls' levels of understanding were not fully investigated by the teacher.
- 222 The school is starting to develop its assessment arrangements. However, at the time of the inspection the processes were not being used to focus work in science to the different levels of understanding of groups of pupils. This meant that, in lessons, higher attaining pupils were given the same work as the lower attaining pupils. It was only when they had completed the easier tasks that they were provided with more challenging ideas; this approach slowed down their rate of progress.
- 223 ***The subject is well led and managed.***
- 224 The co-ordinator has good subject knowledge and has a very clear view about the development of the subject. This is a strength of the developments in science. Although the co-ordinator has only been in post for a short while, she has provided staff with good support. The co-ordinator is clear about the strengths and weaknesses in the subject. Because information about the school's performance in national tests has not been made

available to her, she has not been fully able to fully investigate what needs to be done to further raise standards in national tests.

- 225 The school has used national guidance for the subject in a sensible way, and it is enhanced by the school's own policy. Procedures for assessment and recording are developing but as yet are only satisfactory. Not enough attention is given to using assessment information to plan the next stage in learning for groups of pupils.
- 226 Overall improvements have taken place in science since the last inspection, although test results remain too low. In particular, there is a clearer understanding that there needs to be a systematic development of pupils' investigative skills, as they move through the school.

ART AND DESIGN

- 227 *Inspection evidence indicates that in art and design, pupils age seven and eleven attain standards that are typical of those seen nationally for the age groups. Pupils make satisfactory progress as they move through the school. Throughout the school, pupils have positive attitudes to the subject. They have maintained the satisfactory standards achieved at the last inspection.*
- 228 No art and design lessons were observed during the inspection and so no judgment is made about the quality of teaching. Other inspection evidence indicates that pupils are making satisfactory progress and are on track to attain the standards typically seen for pupils age seven and eleven. Throughout the school, pupils engage in a range of experiences demonstrating the use of a variety of techniques to communicate their ideas.
- 229 In Year 1, pupils observed and drew the beans they were growing for their work in science. Pupils in Years 1 and 2 created a colourful collage in some work linked with geography. They chose their own materials, shapes and colours and used paint and paint brushes effectively. They have also developed drawing skills when producing pencil sketches in preparation for a display of finished self-portraits as part of a whole school art exhibition. They made good use of water colour and mixed paints to produce their own shades. Photographic evidence, and the displays in the school, indicate that pupils are encouraged to explore many different ways of communicating ideas and work with a variety of media. Their work is often linked to themes or topics in other subjects. By the end of Year 2 they are beginning to identify how their work could be improved.
- 230 A range of work was seen from the Year 3 to 6 pupils indicating a satisfactory level of attainment. Pupils explored pattern and texture when they made Viking shields as part of their work in history. Observational drawings, patterns produced using printing blocks, landscapes in paint and ink, batik patterns and pottery containers featured in displays. All this work indicates progress and a developing understanding of the use of different media. Sketchbooks have been introduced in the Year 3 to 6 classes; these are at an early stage of development. Pupils have used these to practise their drawing skills, experimenting with different pencils to create depth of tone through shading. First ideas for Easter masks were

developed before selecting the materials, colours and shapes pupils would use. The work is of a satisfactory standard.

- 231 Pupils with special educational needs make satisfactory progress in developing their skills in art and design.
- 232 Although there is some evidence of pupils using computers to enhance work in art and design, for example digital cameras, systematic developments through the school are not yet in place. There is no evidence to indicate that the school's library is used in a systematic way to support learning in art and design.
- 233 ***The subject is well led and managed.***
- 234 The co-ordinator, who is acting on a temporary basis, has a good overview of the subject and its strengths and weaknesses across the school. She is aware of the need to develop the teachers' subject knowledge to gain a clearer understanding of the way art and design can be used in the school. Visitors to the school, including a potter and a weaver in willow, have made a positive contribution to the curriculum for art and design. In Year 2, the pupils who visit Beaford Arts Centre develop their creative skills through a range of art activities linked, for example, to drama.
- 235 Resources for art and design are satisfactory.
- 236 Overall, these judgements represent an improvement on those reported after the last inspection

DESIGN AND TECHNOLOGY

- 237 ***Inspection evidence indicates that Year 2 and Year 6 pupils are on track to attain the standards typically found nationally, for their respective age groups.***
- 238 Overall, standards in design and technology are in line with those typically found nationally. Pupils have a good grasp of what a design involves and can talk about design projects they have completed in the past. For example, pupils in Year 3 could talk about how they recently designed a pizza following a survey of favourite toppings. They were looking forward to making and eating their pizzas. In Year 6 pupils enjoyed talking about the toys they had designed. The toys had moving parts and pupils were able to explain how they had used different levers. They had then evaluated the outcomes and discussed ways in which they could have improved their models. Pupils are proud of these designs and those interviewed still had their models in pride of place at home.
- 239 The overall coverage of the subject is satisfactory. As pupils move through the school they are provided with a range of opportunities that enable them to develop the necessary skills in all aspects of design and technology. Inspection evidence does not indicate that information and communication technology, or the school library, are used in a systematic way to support learning in design and technology.

- 240 ***During the inspection one design and technology lesson was observed. Teaching was satisfactory. With this limited evidence, it is not possible to make a secure judgement about teaching overall.***
- 241 The lesson seen was thoroughly planned with clear indications of what the pupils would learn. Year 1 pupils were engaged in a project on the seaside and countryside. Some pupils were making cakes for a picnic while others were making ice cream with different flavours. Pupils were keen to talk about their work, and they were able to express their preferences for ice cream flavours. They made satisfactory progress during the lesson. Pupils with special educational needs were well supported and they too made satisfactory progress. The highest attaining pupils were not sufficiently challenged by the task.
- 242 ***Management and leadership of the subject are satisfactory.***
- 243 At the time of the inspection the school did not have a co-ordinator for design and technology. However, an examination of other evidence, including the school's policy documents and the teachers' planning records, it is clear that the nationally prescribed programme for design and technology is covered. Resources for design and technology are satisfactory.
- 244 These judgements indicate an improvement on those reported following the last inspection when raising standards in design and technology was considered to be a key issue for the school's development.

GEOGRAPHY

- 245 ***Inspection evidence indicates that Year 2 and Year 6 pupils are attaining standards that are typical of those found nationally, for their respective age groups. Pupils make satisfactory progress in developing geographical skills as they move through the school.***
- 246 An examination of pupils' books indicates that the present Year 2 pupils are covering the work expected of seven-year-olds nationally. For example, work currently on display in the classrooms shows that pupils can identify geographical features such as houses, roads and shops in the surrounding area. They are able to use fieldwork skills such as recording information on a plan of the school grounds, using symbols and a key, and can express their own views about people and places in their local environment. A class booklet on display in the Year 2 class of '*Holidays when gran was a girl*' shows a good link with history. Year 1 and 2 pupils had compiled a large collage showing the differences between seaside and countryside. Information and communication technology is being used to support work in geography. For example, there is evidence of pupils using a digital camera to support their learning. Pictures have been taken of plants around the school, prints of these have been mounted on a map of the school showing where they are to be found.
- 247 Pupils make satisfactory progress as they move through the school. Scrutiny of the books of the Year 6 pupils indicates that the majority of pupils are producing work of the standard

expected of eleven-year-olds pupils. For example, pupils show their understanding of the need for cold weather gear from their work on mountains. They have also explained reasons for the development of settlements in the valley areas.

- 248 There is little evidence in the pupils' books to indicate that higher attaining pupils are sufficiently challenged. Pupils with special educational needs make satisfactory progress in their learning.
- 249 Work in the books is often undated. Presentation of the work is of varying quality and shows little development of the use of increasingly complex geographical vocabulary. There is little evidence to indicate that the school's library is used in an effective way to support learning in geography.
- 250 Discussions with the co-ordinator revealed there is a broad and balanced approach to the subject. Fieldwork and trips to local places of geographical interest help pupils learn about landscapes and settlements at first hand.
- 251 ***Three lessons were observed during the inspection; one in Key Stage 1 and two in Key Stage 2. Overall, teaching in the three lessons observed was satisfactory. In one lesson it was good.***
- 252 In the one lesson where teaching was judged as good, Year 6 pupils were encouraged to use their knowledge of mathematics to analyse data as they reviewed responses from a local survey of householders around the school. The lesson was well planned. Good questioning enabled pupils to justify their views. Pupils showed that they could use a map to locate features in the locality of the school and label it to show where road signs should go to make motorists aware of the dangers of travelling at speed or parking carelessly. The pupils made good progress during the lesson.
- 253 Where teaching was judged as satisfactory, the teacher talked for too long and the questions asked did not require lengthy or reflective responses from the pupils. The standard of work produced in the lesson and the attitude of pupils were satisfactory. Although the work was carefully planned and well presented by the teacher, and pupils co-operated well with each other, the task was insufficiently challenging for the time allowed.
- 254 Although there is evidence of teachers marking pupils' work in geography, the marking does not help pupils to understand how they could improve their performance. The presentation of the work is not consistently of a high standard. Too often the work is untidy, and teachers appear to be prepared to accept the low quality of presentation.
- 255 The school's reference library is not used sufficiently to enable pupils to develop research skills in geography.
- 256 ***Leadership and management of geography are satisfactory.***
- 257 The co-ordinator is enthusiastic about the subject. She gives freely of her time to photograph geographical features for other teachers to use. Teachers' plans are monitored

by the co-ordinator to ensure coverage of the national programme and she supports teachers at the planning stage when asked. She carries out limited assessments of pupils' work by looking at books and asking pupils' questions. The co-ordinator has monitored some teaching and learning in line with the school programme. She has clear ideas of developments that need to be made to improve the subject across the school; for instance links with information and communication technology which are underdeveloped. The school has adopted the national schemes of work. Good quality resource boxes have been built up to support geographical work. There is a link governor who takes an interest in geography. Nevertheless, the role of the co-ordinator is underdeveloped. Not enough attention is being given to developing an understanding of how the monitoring that has been done can be evaluated and then used to raise standards in geography.

258 These judgements are similar to those reported following the last inspection.

HISTORY

259 *Inspection evidence indicates that by the age of seven and eleven, pupils attain standards in history that are in line with those found nationally for their respective age groups.*

260 Pupils in Year 2 are able to identify some people from the past who are famous. This enables them to answer questions about the past beyond living memory. They recognise similarities and differences in aspects of past lives and their own. For example in a discussion on Queen Victoria's time, pupils were able to show their understanding of how holidays have changed. They could talk briefly about the use of beach huts and the kind of swimwear used which covered all of the body. However, they had a limited understanding of why people acted as they did in those times. All pupils, including those who have special educational needs, could discuss how cumbersome the clothes worn by Victorians must have been.

261 Although no lessons were observed in Key Stage 1 work in the pupils' books shows that they have covered a range of history topics. Pupils showed they could distinguish between the past and the present with pictures of very old, old and new teddy bears. Some showed worksheets about famous people such as Florence Nightingale and Alexander G Bell with a sentence showing their historical contribution. However, many of the pictures in books were unidentified and on those occasions it is difficult to see how they related to what the pupils were intended to learn.

262 In Year 6, pupils compiled curriculum vitae for famous Greeks, such as Pythagoras, showing developing links with their work in literacy. There were some very carefully drawn pillars and drawings of architectural features. A few pieces of work required reflection; such as searching for possible reasons for the divorce of Henry VIII. However, the work varied greatly in the standard of presentation and some was unfinished. Often, the same tasks were set for pupils, regardless of attainment. This approach meant that the higher attaining pupils were not sufficiently challenged. Although some work was marked by the teacher, there were no comments on how to improve the standard of work.

- 263 The school's reference library, and the recently developed information and communication technology suite, are not used sufficiently to enable pupils to develop research skills in history.
- 264 Overall, pupils with special educational needs make satisfactory progress, as they move through the school.
- 265 ***Three history lessons were observed in the Key Stage 2 classes. The teaching in these lessons was satisfactory. A secure judgement regarding history teaching in the school is not possible with such limited evidence.***
- 266 The lessons were characterised by satisfactory planning. The teachers began by showing pictures of an historical figure. During the lesson, pupils discussed the pictures and were able to show their developing understanding of the past; they could justify their conclusions. For instance, one pupil remarked, '*He could be a king – he is carrying a sword and has a triumphant stance*'. The texts used for pupils to gain further information were within their reading capabilities and a simplified extract was provided for those pupils who needed this. However, the higher attaining pupils were not provided with any extra or different challenge such as a wider range of research material. Some of the questions asked by the teacher required little reflection and only simple, single word answers leading to only satisfactory progress during the lesson.
- 267 Pupils are enthusiastic and attentive in lessons for much of the time. However, their interest wanes when the whole class sessions become too long or are over directed by the teacher. Pupils show they have good attitudes to the subject, when discussing their work.
- 268 ***The leadership and management of history is satisfactory.***
- 269 The planning for history effectively identifies the topics to be covered within each year group. The school makes satisfactory use of local history and visitors to enhance pupils' historical knowledge and understanding. Teachers supplement the range of historical artefacts for pupils to ensure that they gain 'hands on' experience. For instance an archaeologist has visited with artefacts to discuss the Vikings with pupils. The school uses the nationally recommended scheme of work for their history programme. There is no consistent assessment or monitoring of individual pupils' progress within the subject. The co-ordinator, who is currently absent from school, has not used any assessment information available to evaluate ways in which standards in history can be raised. Resources are good. They are stored in well-labelled boxes to support teachers in the delivery of the units of work.
- 270 These judgements are similar to those reported following the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 271 ***By the ages of seven and eleven the pupils are attaining standards in information and communication technology (ICT) that are typical of those found nationally for these age groups. Pupils make satisfactory progress in developing their ICT skills.***
- 272 In Years 1 and 2 most pupils have an understanding of basic computer skills. Pupils are able to open their own folders on the computer and are aware of the need to close folders at the end of the session. Pupils are making at least satisfactory progress in developing appropriate skills in most areas connected with the nationally prescribed programme of work for ICT. Pupils' skills develop as they move through the school and by Year 6 many pupils can locate information, create a database and are beginning to interrogate information. They use ICT to present information in different forms and have used word processing to produce leaflets; they have also used the e-mail facility now available in the school.
- 273 Pupils have an exercise book in which they develop ideas that will be used in ICT. For example, there was evidence that pupils had planned a greetings card before using the computer to produce a finished card. At the time of the inspection it was difficult to relate the planning in the books to the finished article. No systematic storage for the final outcomes was in place. However, the co-ordinator has a portfolio of work and this does contain examples of work relating to different aspects of ICT. Discussion with older pupils indicated that they do have a secure knowledge of the range of computer programs available in the school. They were able to talk with confidence about programs which enabled them to control events, for example, in a simulated kitchen.
- 274 ***The teaching observed during the inspection was satisfactory.***
- 275 Three lessons were observed during the inspection. Teaching was judged to be good in one lesson and satisfactory in the remaining two. In all the lessons careful explanation by the teachers helped pupils to make satisfactory progress with their work. Teachers demonstrated that they were confident using the machines and that they had a secure knowledge of the different programs. In the lesson where teaching was judged as good, Year 3 and 4 pupils were using the e-mail facility; they were learning how to attach documents to the mail. The teacher's instructions were given in a detailed and clear way. The teacher was very quick to help individual pupils who were having difficulty. The lesson went at a good pace and pupils made good gains in their learning. In the two lessons where teaching was satisfactory, the pace of the lesson was slower and as a result the gains in the pupils' learning were satisfactory.
- 276 The progress made by pupils with special educational needs is too often interrupted when they are withdrawn from lessons to receive help with their reading. For example, in a lesson where Year 2 pupils were developing their knowledge and skills in using a spreadsheet, pupils were removed just as the teacher was about to introduce a new skill. There was no evidence to indicate that these pupils were given the opportunity to learn this skill, at a latter stage.

- 277 The higher attaining pupils are not provided with enough opportunities to develop their knowledge and skills. During the week of the inspection there was no evidence that Year 5 and 6 pupils could use the computer suite unattended to carry out their own research.
- 278 ***The leadership and management of the subject are satisfactory.***
- 279 The subject leader has a good understanding of the subject and has successfully undertaken the development of the new computer room. A good start has been made on an ICT action plan, which clearly details further developments. Many intended actions relate to technical developments; this needs to be extended to include actions to improve teaching and learning. Monitoring and evaluation are at an early stage of development. However, the subject leader is clear about the strengths and weaknesses in the subject throughout the school. She is aware of the need to improve the staff's confidence and to provide a more systematic approach to the way ICT is used to support pupils' learning in all subjects.
- 280 The computer suite has been completed too recently to have had a major impact on the pupils' knowledge and skills in ICT. There is some variation in levels of staff confidence and subject knowledge, but there are plans for all staff to undertake further training. Although some links between ICT and other subjects have been established, for example, during the inspection Year 5 and 6 pupils were using a spreadsheet to interrogate data in mathematics, the co-ordinator is aware of the danger that pupils will not be given opportunities to use ICT to support their work in other subjects. During the inspection week the computer room was underused.
- 281 These judgements represent an improvement on those reported following the last inspection. Thought now needs to be given to ways in which ICT can be used in all subjects.

MUSIC

- 282 ***Secure judgements regarding the standards attained by pupils in music are not possible, as only limited inspection evidence was available. However, singing standards are typical of those found in primary schools nationally.***
- 283 During the inspection two music lessons were observed. Pupils were also observed singing in assemblies. A small instrumental group, practising in the hall, was listened to and the music co-ordinator was interviewed. An examination of the scheme of work and discussion with pupils indicates that most aspects of the national programme of work are covered.
- 284 Pupils are beginning to be provided with opportunities to listen to, and evaluate, a range of music. The developing scheme of work shows when pupils are to be given opportunities to compose their own simple music. The co-ordinator recognises that this aspect of music is underdeveloped. In assemblies pupils sing with enthusiasm and they sing in tune. Evidence provided by the school, in the form of the co-ordinator's file, contains photographs, plans and production programmes. This supports the satisfactory judgement for singing.

- 285 ***The co-ordinator for music was appointed two years ago. His plans for the future development of music are thorough. He is enthusiastic and has a clear vision for the necessary development of this subject. While there is much to do, the leadership and management of music is satisfactory.***
- 286 The co-ordinator is clear about the need to develop all aspects of the subject. He appreciates the support of the link governor for music and has plans to develop the subject. The central plank of the action plan is to increase teacher confidence in the provision of the weekly music lesson within their classes, particularly the ability to introduce the simple reading of music. At the time of the inspection there was little evidence to indicate that this had occurred. The co-ordinator has monitored provision throughout the school and reported back to staff. An instrumental band is being developed and the number of pupils taking up the opportunity to learn a musical instrument has increased. There is a budget for music and this has been used to enhance the range and quality of instruments, including percussion. Resources for music are satisfactory, overall. There is now the range and number of musical instruments that would typically be found in primary schools nationally.
- 287 There is no evidence to indicate how information and communication technology is being used to enhance pupils' work in music.
- 288 There are a number of clubs and activities relating to music, such as a singing club and the school band. If they wish, pupils are provided with opportunities to learn to play the recorder. Productions include as many pupils as possible and an Arts Week is planned for the second week in July.
- 289 Overall, these judgements are similar to those reported after the last inspection. However, there would appear to have been a decline in standards.

PHYSICAL EDUCATION

- 290 ***Pupils' standards in physical education are in line with those typically found for pupils in this age range. The curriculum is broad and varied covering all areas of the nationally prescribed programme for pupils in a primary school.***
- 291 Inspection evidence indicates that most pupils in Years 2 and 6 are attaining the standard typically seen nationally for the age groups. A whole-school plan for the subject identifies the units to be covered as outlined in national guidance, and this has been supplemented by advice from the local authority. Pupils are provided with opportunities to develop their skills across the full range of physical education. During the inspection, pupils in Year 2 were observed in a gymnastics lesson at the end of a unit of work. They showed standards that are typically found for such young pupils. They demonstrated good levels of concentration and were encouraged to refine and improve on their sequences. In Year 6, during athletics, pupils showed standards typically expected for their age in the running challenges set which required precision as well as speed.

- 292 Discussion with the co-ordinator indicates that the majority of pupils have reached the nationally expected standard in swimming for eleven-year-olds, many exceed the requirements.
- 293 Pupils of all levels of attainment make good progress in their physical education lessons, including those with special educational needs. This is an improvement since the last inspection.
- 294 ***The teaching observed in the inspection was good overall. This is an improvement since the last inspection.***
- 295 Three lessons were observed during the inspection. Teaching was good in all lessons. The lessons were planned carefully and ran efficiently, enabling pupils to practise and develop their movements and techniques in gymnastics and athletics. Teachers encouraged pupils to reflect on their performance and think about ways in which it could be improved. Pupils of all abilities responded extremely well to the challenges set by the teacher.
- 296 All pupils explored and refined a range of movements with control and precision. The younger pupils improved their performance to create their own sequences and were well supported by the teacher and teaching assistant. Very good organisation by the teacher of the older pupils ensured that a whole class could undertake practice in sprinting on the outside playground, despite a very restricted sloping site surrounded in part by walls and steps. By the end of the lessons all pupils were engrossed in their sequences or their techniques to refine a sprinting start and were eager to perform their work for others, who showed appreciation. Pupils who have special education needs are fully integrated into physical education lessons; they make good progress.
- 297 Teachers pay due regard to pupils' health and safety. Pupils are dressed appropriately and change quickly so as not to waste any time. All lessons begin with a warm-up. Pupils were aware of the necessity for this and the effect of exercise on their bodies and of intensive work on their muscles. All lessons finished with an appropriate cool down which also allowed for pupils to reflect on their performance. Older pupils reflected on the performance of professional athletes using a video clip at the end of their games session as well as their own improved performances.
- 298 ***Leadership and management in the subject are good.***
- 299 The co-ordinator has a good understanding of the subject and has a clear idea of ways that standards can be further improved. His monitoring report is perceptive and focussed on improvement but due to the current management structure he has not been enabled to work on these areas for development with staff. No time has been allocated to this aspect of his role. There is a detailed policy and scheme of work in place giving guidance to teachers on a broad range of activities including what makes a good physical education lesson. The co-ordinator gives helpful written advice to teachers on how they might report to parents. He has initiated assessment books for pupils to complete at the end of a unit of work where pupils can, with the minimum of time, show what they have learned. There is a link governor

for the subject, this link is beginning to have a positive impact on the governing bodies understanding of the subject.

- 300 A range of clubs and activities, including tag rugby is in place to support pupils' physical development as well as their social skills. On residential visits, pupils in Key Stage 1 and 2 have the opportunity to take part in a variety of outdoor adventure and other social activities. Pupils expressed great enjoyment about the visits when talking with inspectors and appreciate the opportunities the residential visits give them.
- 301 Resources are good and include a range of small and large apparatus. The school hall is adequate in size but storage of equipment around the hall reduces the space for safe, whole class physical education. At the time of the inspection the large climbing apparatus was not in use because of advice given by the local education authority's staff. The hard surfaced play areas outside are small and restrict further development in physical education. Although there is some evidence that pupils are involved in some competitive sports, the range and amount is limited for a school of this size. The leasing of a school field from September 2003 will help to alleviate the small space available for outdoor physical education.
- 302 There has been good improvement in physical education provision since the time of the last inspection.

RELIGIOUS EDUCATION

- 303 *Attainment in religious education is in line with the standards set out in the locally agreed syllabus for pupils aged seven and eleven.*
- 304 Pupils in Year 1 can identify why some people are special and reflect on the qualities that make them special. For example, they have talked about St Francis of Assisi and his care of animals. They have learnt about people who inspire in the present, such as David Beckham, and what was inspiring about people in the past; for example, Buddha. The work seen in books indicates that by the end of Year 2 pupils know about the significance of the Bible to Christians and some of the stories it contains. Discussion with pupils in Year 2 reveals that they can identify parts of the church building and describe their purpose and talk about the altar, stained glass windows and the font. They retell stories from the Old Testament, for example, Noah's Ark and the New Testament, including the story of the Nativity. They have learnt about Hinduism and the Muslim festival of Id-ul-Fitr and looked at related artefacts.
- 305 The pupils in Year 3 have learnt about religious signs and symbols and are able to describe the significance of these. In Years 4 and 5 pupils can explain what it means to be a Christian and they have some knowledge of Judaism and Islam. They have a satisfactory knowledge of a range of festivals related to the different faiths. In discussion, Year 6 pupils demonstrated some understanding of different faiths and their related festivals. They compared the significance of a Christian pilgrimage, for example to Lourdes, to the Muslim Hajj to Mecca. The Year 6 pupils talked confidently about some aspects of Judaism and

some work they had done on the Shabbat. They identified the Torah as a special book and knew the differences between the Old and New Testament.

- 306 In the Year 1 and 2 classes, the pupils make satisfactory progress in developing an understanding of religious education. An examination of the books of pupils in Years 3 to 6, together with discussions with groups of pupils, indicates that the progress made in their learning is satisfactory.
- 307 ***There is insufficient evidence to make a secure judgement about the quality of teaching in religious education.***
- 308 Two religious education lessons were observed during the week of the inspection, in Year 1 and Year 6. The teaching in Year 1 was good and in Year 6 it was satisfactory. Other inspection evidence, in particular discussion with pupils, indicates that over a longer period of time teaching is at least satisfactory.
- 309 In both the lessons observed, the whole class discussion was well-planned to include all the pupils and to encourage them to make links with what they know already. Where the teaching was good, pupils had the opportunity to create a group picture of their ideas and to interpret this to others. In both the lessons pupils' attitude to their work was positive and behaviour was generally good. Assessment is at an early stage of development. The subject leader has observed some lessons to identify and evaluate aspects of teaching and learning in religious education.
- 310 Collective worship makes a positive contribution to the provision for religious education. For example, during the week of the inspection, the assembly theme was 'talents' and pupils were asked to reflect on where Christians might believe their talents come from.
- 311 ***The subject is led and managed well.***
- 312 The planning for the subject meets the requirements of the locally agreed syllabus. The new subject leader has begun to review the current whole-school plan for the subject in order to make further links with other subject areas such as art and design and science.
- 313 Resources for religious education are satisfactory, overall. However, there is a shortage of artefacts and videos to support teaching world faiths. The school has developed links with local churches and uses visiting speakers to talk to pupils about aspects of Christianity. There are currently no arrangements for representatives of other faiths to visit the school. As a result pupils do not have a detailed understanding the similarities and differences between Christianity and a range of other faiths.
- 314 These judgements are similar to those reported after the last inspection.