

INSPECTION REPORT

**EVENWOOD CHURCH OF ENGLAND PRIMARY
SCHOOL**

Bishop Auckland

LEA area: Durham

Unique reference number: 114221

Headteacher: Mr J Hunt

Reporting inspector: Mrs Joan Boden

12301

Dates of inspection: 14th – 16th October 2002

Inspection number: 247436

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	New Road Evenwood Bishop Auckland County Durham
Postcode:	DL14 9QZ
Telephone number:	01388 832047
Fax number:	01388 832177
Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend G Liddle
Date of previous inspection:	October 1997

© Crown copyright 2002

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

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

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12301	Mrs J Boden	Registered inspector	Science Geography History Music Physical education Religious education Educational inclusion Special educational needs	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
9952	Mrs L Brock	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
4295	Mr D Dodds	Team inspector	Mathematics Information and communication technology Art and design Design and technology	Quality and range of opportunities for learning
27337	Mrs S Oultram	Team inspector	The Foundation Stage English	

The inspection contractor was:

Primary Associates Limited
Suite 13
West Lancashire Technology Management Centre
Moss Lane View
Skelmersdale
WN8 9TN

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	5
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	7
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	9
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	11
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	12
HOW WELL IS THE SCHOOL LED AND MANAGED?	13
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Evenwood Church of England Primary School is smaller than most primary schools, with 117 pupils on roll. There are more boys than girls overall, and there is a significant gender imbalance in some year groups. At present 27 children attend the nursery on a part-time basis. Children join the nursery on their third birthday, and they are taught with reception age children in the Foundation Stage unit. The school serves an area of very high social deprivation. It has difficulty in recruiting governors, and this puts an extra burden on the headteacher. The proportion of pupils entitled to free school meals is well above average. Pupil numbers have risen steadily since 1997 and the school is over subscribed. All the pupils are of white UK origin and they all speak English as their first language. The proportion of pupils on the school's register of special educational needs is well above average, while the proportion with statements of special educational needs is average. Most of these pupils have moderate learning difficulties, but a small proportion have emotional and behavioural difficulties or difficulties with speech and communication. Children start in the nursery with very poor attainment, overall. The majority have poor speech and language skills, resulting in many receiving speech and language therapy. Many also have very poor social skills and behavioural difficulties.

HOW GOOD THE SCHOOL IS

Evenwood does well in challenging circumstances because it is good at recognising the barriers that many pupils have to learning, and helping them to overcome these. Standards are improving. In the latest tests, pupils in Key Stage 2 reached very high standards in English, mathematics and science in comparison with similar schools. The quality of teaching is enabling them to achieve at a steady rate, and at a faster rate in the Foundation Stage and Key Stage 1, where it is particularly effective. The quality of leadership and management is sound, with the potential to be very good, following the recent appointments to the school. There is a good team spirit amongst all the staff, including the support staff, and a strong commitment to raising standards. The school provides satisfactory value for money.

What the school does well

- The very good provision in the Foundation Stage gets the children off to a good start;
- The provision for pupils with special educational needs helps them to achieve well;
- All the adults in the school treat the pupils with respect and this fosters good behaviour;
- The pupils' moral development is supported well;
- Teachers and other adults care for the pupils well. As a result, the pupils feel secure.

What could be improved

- Higher attaining pupils in Key Stage 2 could achieve more in English, mathematics and science;
- The curriculum in Key Stages 1 and 2 needs to be more balanced;
- Pupils need to be encouraged to become more independent in their learning;
- Pupils are not prepared well enough for life in a multicultural society;
- The governors need more training to help them in their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a good rate since it was inspected in 1997 despite the difficulties with long-term staff absences. The quality of teaching has improved and pupils are now achieving better. Although standards in English, mathematics and science are not as high as those indicated in the last report, this has to be seen in the context of smaller than average year group sizes, which affects overall scores, and the increasing number of pupils with special educational needs. Standards are now rising. Pupils' poor behaviour has been tackled very effectively and there is now a good atmosphere for learning. The school now keeps a careful check on how well pupils are learning in English and mathematics. This is helping

to raise standards. Some subjects are not being done as well as they were. Staff absences and frequent changes in responsibilities have made it difficult for people to get to grips with managing their subjects. The school has not done enough to ensure that pupils are prepared for life in a multicultural society. Recent key appointments to the school have improved the effectiveness of the senior management team and the school is well placed to move forward.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	E	C	A	very high A* well above average A above average B average C below average D well below average E
mathematics	C	E	C	A	
science	C	D	A*	A*	

Children start in the nursery with very low levels of attainment, particularly in language and social skills. They achieve well in the Foundation Stage in all the areas of learning. Even so, by the time they start in Year 1, their attainments are still well below those expected except in creative development and some aspects of physical development. In Key Stage 1, they build effectively on this good start. However, despite their good achievement, their attainments at the end of Year 2 are still below average in English and mathematics and well below average in science. However, compared to similar schools, standards in mathematics are just below average.

Test results in English, mathematics and science at the end of Key Stage 2 show improvement over the past three years. The latest test results for 11-year-olds show that pupils reached average standards in English and mathematics when compared to all schools and well above average standards when compared to similar schools. In science, results within the top five per cent, both nationally and in comparison with similar schools. Inspection evidence shows that standards in English and mathematics of the pupils currently in Year 6 are below average. Pupils are developing an interest in books. However, few pupils can use their reading effectively to find information for themselves. This slows their learning in other subjects. Most pupils find it difficult to do sums in their heads and this makes it difficult for them to solve problems. Inspection evidence shows that standards in science are well below average. Pupils currently in Year 6 have limited knowledge and they depend heavily on teachers to carry out investigations. In all three subjects, higher attaining pupils could achieve more if they were given more opportunities to do so.

Standards in most other subjects are average in Key Stage 1. The exception is physical education where standards are below average. In Key Stage 2, standards in art and music are average. However, standards in geography, history, information and communication technology (ICT), physical education and religious education are below average.

The school does not identify gifted and talented pupils. The evidence is that higher attaining pupils in Key Stage 2 do not achieve as well as they might because they are not stretched.

The school set challenging targets for the number of pupils reaching the expected level for 11-year-olds in English and mathematics. Although it did not reach the target for mathematics, it exceeded the target for English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and they have sound attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils know what is expected of them and most live up to these expectations. They are polite and courteous to visitors.
Personal development and relationships	Satisfactory. Relationships are good. Pupils learn well from the good examples that are set by all the adults. Although pupils take on responsibility willingly, they do not have enough opportunities to take responsibility for their own learning.
Attendance	Satisfactory. Attendance has improved.

TEACHING AND LEARNING

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

Teaching has improved since the last inspection, especially in the Foundation Stage where it is very good. This is enabling the youngest children to achieve well and get a good start to their education. Pupils' past work indicates that teaching in Key Stages 1 and 2 has been unsatisfactory over recent years. This was because of the instability within the school, resulting in frequent changes of teacher and the general lack of support and guidance. Teaching in Key Stage 1 is now good and pupils achieve well. In Key Stage 2, it is satisfactory and most pupils achieve steadily. However, higher attaining pupils are not always stretched, so they do not always achieve as well as they should. The teaching of English is more effective now because teachers are confident in using the national literacy strategy. They teach reading well. The teaching of mathematics is satisfactory and pupils in both key stages achieve steadily. However, more could be done to develop pupils' mental skills.

Teachers capture pupils' interest at the start of lessons by adopting a lively approach. They use questions well to check on learning and develop pupils' understanding. A weakness is that marking does not always indicate to pupils how to make improvements. Sometimes work is not marked and pupils keep making the same mistakes.

The teaching of pupils with special educational needs is good. Pupils make good progress and achieve well. Their individual learning plans have clear targets. All teachers have good relationships with the pupils. This creates a good atmosphere for learning because the pupils feel confident.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in the Foundation Stage, but unsatisfactory in the rest of the school. Some subjects are not given enough time.
Provision for pupils with special educational needs	Very good in the Foundation Stage and good in Key Stages 1 and 2. Pupils' targets in their individual plans are specific and manageable. The pupils make good progress because they are building on success. A careful check is kept on their learning.

Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' moral development and satisfactory provision overall, for their spiritual, social and cultural development. However, provision for multicultural education is unsatisfactory. Although pupils take on responsibilities around the school, they do not have enough opportunities to work independently.
How well the school cares for its pupils	Good overall. The school has good systems for checking on pupils' progress in English and mathematics, although more needs to be done in science and other subjects. The positive encouragement to all pupils to behave well has a beneficial effect on learning and personal development. The school has not got a policy for racial equality.

Parents are pleased with what the school provides for their children. The school tries hard to involve parents in the life of the school but very few choose to become actively involved. However, they raise a considerable amount of money and this benefits the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has been on extended sick leave for most of the past year and consequently has not been in a position to give the school the necessary steer. However, there is good potential for improvement because of the recent appointments to the senior management team.
How well the governors fulfil their responsibilities	Unsatisfactory. The governors have a very heavy workload because there are only half the number there should be. Although they work very hard and support the school in a pastoral sense, they need more training so that they can be more effective in holding the school to account.
The school's evaluation of its performance	Satisfactory. The school knows its strengths and where it needs to improve. It takes suitable action to address the weaker areas.
The strategic use of resources	Satisfactory. Spending is linked to the priorities for improvement. The school makes effective use of its resources and ensures that it obtains best value for the money it spends.

There are sufficient teachers and support staff and these are deployed efficiently. The accommodation is satisfactory but there are shortages of resources in some subjects that affect learning in English, mathematics, science, design and technology and geography.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school; • The staff are approachable; • The school works closely with parents; • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • Children do not get the right amount of homework.

Inspectors agree with the positive comments. They believe that the amount of homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When pupils start in the nursery, their overall attainment is very low compared to children of a similar age. They have particularly poor language and social skills that create barriers to learning, and they have very limited knowledge and understanding of the world around them. As a result of the rich experiences and the very good teaching in the Foundation Stage, they achieve well. Despite this, by the time they enter Key Stage 1, the attainments of the vast majority in most of the areas of learning are still well below those expected. The exception is in creative development, but attainment here is still below average. Listening and speaking skills are particularly weak.
2. In Key Stage 1, there has been a downward trend over the past three years in reading, writing and mathematics. However, test results have to be treated with caution because of the small numbers of pupils involved. In 2002, for example, there were only ten pupils in the year group, so each one represented 10 per cent of the total. It is not valid to compare the performance of boys and girls because of the small numbers. In reading and writing, standards were well below average compared to all schools and below average compared with similar schools. No pupils reached the higher Level 3. Teacher assessments in science indicate well below average standards. While all the pupils reached Level 2, putting them into the top five per cent in the country, again no pupils reached the higher level.
3. High quality teaching means that the pupils currently in Year 2 are making better progress than they have made in the past. However, they are on course to reach below average standards overall in all subjects because of the very high proportion of pupils with learning and behaviour difficulties.
4. Over the past three years test results in Key Stage 2 show an overall improvement in English and science and a more static picture in mathematics. In 2002, standards in English and mathematics were in line with the national average, but well above average when compared with similar schools. In science, standards were in the top five per cent, both nationally and in comparison with similar schools. An average percentage of pupils reached the higher level in English and mathematics, while in science the percentage reaching the higher level was in the top five per cent in the country. Inspection evidence shows that in all three subjects the high standards reached in the latest tests are not reflected in the work of the pupils currently in Year 6.
5. Most pupils achieve at a satisfactory rate in English. Higher attaining pupils are on course to reach average standards in reading. They read from a good range of texts and appreciate the styles of different authors. Most pupils still do not use their reading skills to good effect, for example, to find information for themselves. This is due mainly to the fact that teachers previously did not encourage them to do so. Although teaching has now improved in this respect, this lack of confidence holds back pupils' learning in other subjects. Standards in writing are on course to be below average. The teaching is now good but the pupils have a lot of ground to make up. Past work shows that they have not had enough opportunities to develop their writing skills through other subjects. The pupils are on course to achieve the school's target of 71 per cent reaching Level 4, but only a very small minority are on course to reach the higher level.

6. The numeracy strategy was not implemented until very recently and teachers did not pay enough attention to developing pupils' mental skills. Although this weakness has now been addressed and most pupils are now achieving at a satisfactory rate, they still have a lot of ground to make up. The majority have still have difficulty doing mental calculations and this hampers their learning in other areas, such as problem solving and measuring. Higher attaining pupils are not making sufficient progress because often the work is not challenging enough for them. As with English, pupils are on course to achieve the school's target of 71 per cent reaching Level 4.
7. Standards in science of the pupils currently in Year 6 are well below average. An examination of pupils' past work shows that most of it consisted of completing past test questions or class copying exercises describing experiments that the teacher had demonstrated. Discussion with pupils reveals that they did not have any opportunities to plan and carry out their own investigations. Although some pupils have a basic knowledge of some scientific facts, many have forgotten what they learnt. The lack of opportunities to work independently and carry out their own investigations means that these skills are weak.
8. Standards in ICT are average in Key Stage 1 but below average in Key Stage 2. Pupils throughout the school are now achieving well because of the action taken by the newly appointed co-ordinator. Pupils in Key Stage 2 have a lot of ground to make up to reach the expected standards. Until recently, pupils did not have enough access to computers to develop their skills sufficiently.
9. Pupils with special educational needs are supported well. As a result, they make good progress against their earlier levels of attainment. The school has not identified gifted or talented pupils. The evidence of the inspection is that higher attaining pupils do not achieve as well as they might because they are not challenged sufficiently.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to learning and their personal development are satisfactory and their behaviour is good. Relationships across the school are good. Attendance levels have fluctuated since the last inspection but they have improved and now compare satisfactorily with those found nationally.
11. Children in the Foundation Stage need time to become accustomed to the routines of school life and some find this difficult. They are now benefiting from an ordered environment and are developing satisfactory attitudes to learning. They are learning to relate to others in the school community and understand the standards of behaviour expected of them.
12. Most pupils are enthusiastic about school and enjoy attending. Their attitudes to learning are satisfactory and sometimes good, but the majority of pupils have difficulty concentrating on their lessons. They cannot sustain their concentration even for short periods of time and as a result, they do not always retain the information needed to complete the practical work. Attitudes to learning were good in a geography lesson in the Year 1/2 class, when pupils studied the main features of the school and its buildings. They made good progress in preparing an information leaflet, which will attract visitors to the school. Pupils in the Year 3/4 class worked hard and happily as they sorted and matched parts of a sentence in a literacy lesson. Occasionally, pupils become restless when they are expected to sit and listen for too long, and as a result they lose concentration and stop learning.

13. There is a civilised and orderly environment in the school and this reflects the good standards of behaviour found there. This is a significant improvement since the last inspection. In class, the behaviour of the majority of pupils is rarely less than good but there are a small number of pupils whose behaviour is not as good as the school would like. Teachers manage behaviour well and are able to minimise disruption to lessons. When behaviour is particularly challenging, effective use is made of the school's disciplinary procedures. The orderly behaviour that predominates makes a good contribution to learning in the classroom. During a whole school assembly, pupils waited patiently for others to arrive and behaved well throughout. When not in lessons, most pupils play purposefully and sensibly and have a good range of play resources to keep them occupied. Their behaviour in the dining hall is very good and lunchtimes are a pleasant, social occasion. Incidents of bullying are dealt with well when reported. Pupils value the 'privilege' time allowed for good behaviour and understand the system of rewards and sanctions. There was only one exclusion in the year prior to the inspection.
14. Relationships between all members of the school community are good. Pupils learn much from the example of adults who work together harmoniously and constructively. Pupils take responsibility for their actions and recognise that their actions affect others. Pupils with special educational needs are fully included in all lessons and supported well by their classmates and teachers. There are some opportunities provided for pupils to take on positions of responsibility. Older pupils, for example, act as prefects and help to look after younger pupils at playtimes and lunchtimes. However, this does not extend to learning in the classroom. There are only a few opportunities for pupils to work independently and they have proved by their good behaviour that they are capable of more.
15. Attendance has improved and is now in line with schools nationally. The school works hard to encourage the regular attendance of pupils from a few families who do not always appreciate the effect that poor attendance has on their children's learning. Records show that a significant number of families take their children on holiday in term time and this is affecting attendance particularly, in the autumn term. Most pupils arrive on time, thus enabling lessons to start punctually.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching has improved since the last inspection. There have been significant staff changes and there is now stability within the school. Teachers now have more guidance in planning their lessons and this has led to increased confidence. Comparison of pupils' past work with what they do now shows that they are achieving more and standards are rising. All the lessons seen during the inspection were at least satisfactory and most were good or better. The teaching now enables pupils to achieve at a satisfactory rate. Very good teaching was seen in all key stages, but the best and most consistently very good lessons were seen in the Foundation Stage. This is largely because there is a very favourable ratio of adults to children in this key stage, which means that children are taught in much smaller groups.
17. In the Foundation Unit, children learn at a good pace. The staff, led by the teacher and the senior nursery nurse, understand well the particular needs of the children, especially bearing in mind their very poor language and social skills. They provide a rich and stimulating environment, with well thought out activities to develop all the areas of learning. They keep a careful check on how well each child is doing and

match work accurately to their needs. While recognising that many of the children find it difficult to behave well, they take a firm but friendly approach to managing this. As a result, the children adapt quickly to school routines and they are ready to learn.

18. Teaching of literacy is very good in the Foundation Stage, good in Key Stage 1 and satisfactory in Key Stage 2. Teachers throughout the school give pupils particularly good opportunities to develop their listening and speaking skills through well focused questions and group discussions. This is beginning to pay off in relation to speaking, but most pupils find it very hard to listen. Despite the best efforts of the teachers, the pace of lessons slows sometimes because instructions have to be repeated. This was seen in a dance lesson with the Year 1/2 class. Pupils found it very difficult to listen to the teacher's instructions or to the music. As a result, they did not know what they were supposed to be doing. A further example of this was seen in a science lesson in the Year 5/6 class. In subjects such as geography and history, teachers present pupils with good opportunities to develop different writing styles. However, in Key Stage 2 they do not expect enough of the higher attaining pupils. They do the same work as the rest of the class when clearly they are capable of more. Although teachers emphasise the need for correct spelling and punctuation, and focus on it appropriately in their marking, they do not always follow it through. Pupils, therefore, do not attach much importance to marking. The inability of many pupils to concentrate means that they often copy words incorrectly. In a geography lesson in Year 3/4, for example, the teacher wrote the word 'degrees' on the board. A higher attaining pupil, who appeared to be concentrating, wrote this as 'digreece'. The teacher did not pick this up.
19. The quality of teaching in numeracy is good in the Foundation Stage and satisfactory in Key Stages 1 and 2. Until recently, it was unsatisfactory, partly because of instability in staffing, but also as the result of ineffective leadership and guidance. Although the quality of teaching has improved, teachers are still not paying enough attention to developing pupils' mental skills. They do not provide enough opportunities in other subjects for pupils to practise and consolidate what they have learnt. As with English, teachers do not expect enough of higher attaining pupils. As a result, they do not achieve as well as they should. Marking of pupils' work is unsatisfactory overall and this affects learning. An examination of pupils' books shows that some work is not marked. This is not helpful to pupils because they keep making the same mistakes. When work is marked, teachers generally do not indicate to pupils how they can improve.
20. Although the teaching is sharper in Key Stage 1 than in Key Stage 2, there are good features present in both key stages. Teachers always adopt a lively approach that captures pupils' interest from the start. This sets a good tone for lessons and makes pupils want to learn. They plan and organise their lessons well, so no teaching time is lost. They explain clearly to pupils what they are going to learn and make frequent references to the learning objectives to keep the pupils focused on what is relevant. They are very good at using questions to make the pupils think and develop their understanding further. In a religious education lesson in Year 5/6, the teacher probed pupils' understanding through phrases such as, 'Tell me more', 'Yes, but what does He tell you?' As a result, answers became more detailed and explanations more thorough, so that the moral was understood by all.
21. Teaching for pupils with special educational needs is very good in the Foundation Stage and good in Key Stages 1 and 2. Teachers make good use of classroom assistants to support pupils in lessons, helping them to concentrate and join in with discussions. Teachers are particularly good at targeting suitably adapted questions at

these pupils. This boosts their confidence and spurs them on to try harder. This was seen in most lessons, but it was particularly notable in the history lesson in the Year 1/2 class. Individual education plans are well thought out with clear manageable targets to take learning forward in small steps. As a result, these pupils achieve well.

22. All the teachers have good relationships with the pupils. This creates a good atmosphere for learning. Teachers have a very clear understanding of the problems that many pupils have that affect their learning. They and the classroom assistants manage these pupils' needs sensitively without letting them affect the learning of others. As a result, pupils know and accept the boundaries. The pupils' overall good behaviour is a reflection of the good examples that teachers and other adults set for them in treating everybody with respect.

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

23. The curriculum for the Foundation Stage is very good. The staff plan exciting and interesting activities, which motivate the children well. There is a good balance between adult directed and child chosen activities. Sometimes the reception children are taught in groups that are too large and for too long a period of time during numeracy and literacy sessions. When this happens they 'switch off' because they lose concentration.
24. The curriculum in the rest of the school is unsatisfactory. Although all the required subjects are taught, there is a lack of balance between the times spent on subjects. For example, the long sessions for numeracy and literacy, which block most of every morning, are inappropriate. They do not lead to increased learning because the pupils cannot concentrate for such long periods. Because of these long sessions, there is not enough time for pupils to have worthwhile learning opportunities in other subjects such as art and design, design and technology, history and geography. In some subjects, not enough work is covered. This means that pupils do not have the opportunity to achieve as well as they might. An examination of pupils past work shows, for example, that last year pupils in Years 5 and 6 did only three pieces of work in history and a similar amount in geography. There is also an imbalance within subjects. Pupils have poor scientific skills because they are not encouraged to plan and carry out their own investigations. Similarly, they do not have enough opportunities to apply what they learn in mathematics to everyday situations.
25. The provision for personal, social and health education curriculum is not planned sufficiently. Physical education is given insufficient time. Craft activities within the art and design curriculum have been moved to 'Privilege Time' for pupils to select as a reward for good behaviour. This is inappropriate, as it does not ensure that all pupils get the full coverage of the art scheme of work. This is one of two instances where the principle of inclusion has not been applied, the other being that the school has not yet put in place a system for identifying gifted and talented pupils.
26. The school has only recently implemented the national literacy and numeracy strategies. The strategies for developing pupils' literacy and numeracy skills through other subjects are not yet effective. Although literacy is being taught well now, opportunities to apply and practise literacy skills across the curriculum are variable between classes. Because marking is not rigorous enough in other subjects, pupils do not make the connection between set exercises and other writing. Pupils are given too much information rather than being expected to find it for themselves from books

or CD-ROM. There are very few opportunities for pupils to practise their numeracy skills in other subjects.

27. An appropriate range of out of school activities supplements the curriculum, and the school employs some outside expertise to extend the learning. Coaching is provided for rugby, and some Newcastle United staff support the soccer programme. Sporting activities and competitions are arranged within the school's local area. There is also a chess club and a drama group. The school's links with the church are used to good effect to support spiritual provision and religious education.
28. Provision for pupils with special educational needs is very good in the Foundation Stage and satisfactory in the rest of the school. Although they receive good support in lessons, they still follow the same curriculum as the rest of the pupils. The overlong literacy and numeracy sessions are particularly inappropriate, as they have more difficulty than most in concentrating for long periods.
29. The personal, social and health education curriculum is not yet covered systematically. While one class has timetabled lessons the others incorporate aspects into other subjects. The school has a sex education policy in place, aspects of which are delivered by the school nurse. Drugs awareness is taught in conjunction with outside agencies. However, the lack of a structured personal, social and health education programme means pupils miss valuable opportunities to participate in moral and social discussions that have a bearing on life in our modern society. The pupils are mature and are more than ready to cope with such discussions.
30. The school maintains satisfactory links with local primary and secondary schools. The nearest secondary school arranges three days in the summer term for Year 6 pupils to visit before they transfer to secondary school and another secondary school issues a general invitation. These links help pupils to feel confident about moving to a much larger school. There are no firm curriculum links in place yet. There is also a link with a college of further education. The school provides opportunities for nursery assistants to complete some of their training on the premises. Through these links, the school benefits from extra adult support and keeps up to date with current developments.
31. Spiritual development is satisfactory. However, there are some good aspects. Children are given good opportunities for reflection. For example, a cross and a candle are used as a focus for them to reflect upon aspects of religion and their daily lives. Occasionally visitors of other faiths are invited to share their beliefs with the pupils, but the school does not make the most of the opportunities it has to visit places of worship. Pupils are reminded to think of those less fortunate than themselves through the work of particular charities, but more could be done in this area. Pupils in Year 6 go to Durham Cathedral to join in a Leavers' Service with several thousand others from across the county. The school has provided a document to help teachers identify opportunities for spiritual development in all the curriculum areas but this is not done consistently. Good opportunities are planned in the Foundation Stage. For example, a mother brought her baby into the nursery to show how she bathed the child. The children whispered their comments and questions so as not to frighten the baby!
32. The school makes good provision for moral development and takes this aspect very seriously. There is a clear code for behaviour, which is applied consistently by all staff. There are positive rewards for good behaviour, which the pupils enjoy earning. Good behaviour entitles children to select an activity in their 'Privilege Time', but this

provision needs to be more focused to ensure clearer educational objectives. The school has clear school rules and the classes create their own classroom rules. For example, the Year 3/4 children have created a list of things they can do if they get 'stuck' on their work. Teachers manage the pupils' behaviour very well in lessons and there is a consistent approach. There is quiet but firm discipline and children are taught right from wrong. Classroom assistants support behaviour management very well. The school has identified the need to create a more positive attitude to playtimes and has provided games and seating areas funded through the parents' and community's help. The oldest pupils have the opportunity to be prefects and to be 'buddies' to the younger children. They are shown how to intervene when children 'fall out' and are taught the rules of games that they can then introduce during playtimes. The school has an anti-bullying code and any infringement receives swift and close attention.

33. The provision for social development is satisfactory. The pupils are given opportunities to work in small groups in lessons and they are learning to co-operate well. Through the 'buddy' system the oldest pupils develop a sense of responsibility. The children are involved in annual fund raising events for a specific charity, and participate in such activities as Red Nose Day. A representative from the selected charity visits the school to keep the children informed on the activities of that organisation and how their money will be spent. Further opportunities for social development could be provided. For example, although the pupils enjoy singing, there is no school choir. A small number of pupils are learning to play brass instruments, but they are not called upon to perform for the rest of the school. There is no school council although pupils behave well and could manage this responsibility.
34. The provision for the pupils' knowledge of their own culture is sound. The children are provided with a suitable range of opportunities to learn about their immediate environment. Visits to art galleries, museums or other locations for learning are used to support learning in the curriculum. During the inspection a local historian worked with the pupils in Year 6 to develop their understanding of how the area had changed. However, the school makes insufficient provision for the pupils to develop an awareness of the other cultures that make up modern Britain. This aspect is still unsatisfactory, as it was at the time of the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school continues to provide the safe and supportive environment noted at the time of the last inspection. There is good provision for the welfare, health and safety of pupils. Effective child protection procedures are in place; the designated teacher keeps his training up to date and shares his expertise with staff. The overall quality of educational support and guidance is satisfactory. Teachers are sensitive to the needs of children in their charge and work hard to ensure their welfare. The trusting relationships that pupils enjoy with all adults in the school give them the confidence to cope with the problems that arise in everyday life. Pupils with learning or behavioural difficulties are fully included in all aspects of lessons.
36. The school has a responsible attitude to health and safety matters. There is a clear and detailed policy with appropriate systems in place for regular, documented risk assessments and for the routine maintenance of fire and electrical equipment. While most members of staff have completed a one-day emergency first aid course, nobody at the school is fully qualified to give first aid. Personal, social and sex education is embedded in the curriculum but there is no whole school programme of activities to monitor progress from one year to the next. There is, therefore, no

assurance that all the pupils will cover the required programme. Older pupils work with the school nurse on aspects of growing up. The staff are conscious of the special needs of pupils with medical problems, and they work closely and sympathetically with parents, carers and support agencies in the community. As a result, these pupils are supported well.

37. The school's very good procedures for monitoring and supporting behaviour are seen in the impact that they have on pupils. The strength of the procedures lies in the consistency of their application and the support that teachers receive from each other. Pupils have a clear idea of the standards expected of them and know that bullying or any form of harassment will not be tolerated. They appreciate the system of rewards and understand the sanctions for poor behaviour. Any incidents of misbehaviour that do occur are dealt with promptly and effectively. Through the questionnaire, the parents who responded felt that behaviour in the school is good.
38. The school has sound procedures to encourage regular attendance. Records of attendance are analysed and evaluated each week and prompt action is taken to investigate any unauthorised or unexplained absence. This has resulted in improved attendance during the year prior to the inspection.
39. At the time of the last inspection assessment was unsatisfactory with 'Procedures not yet fully developed or implemented.' The school responded to the report by setting up appropriate systems and systematically collecting data on pupils' performance.
40. The school now has satisfactory systems for assessing attainment in English and mathematics. However, the information gained is not always used to pinpoint exactly what pupils need to do in order to improve. The result of this is that work is not always matched well enough to pupils' needs. This is particularly so for higher attaining pupils who do not achieve as well as they might because they are not stretched.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents have indicated that generally, they are well satisfied with what the school provides for their children, although some of the parents who responded do not appear to know about essential aspects of school life. Most view the school as a good school which their children enjoy attending. The school's documentation is satisfactory overall and together with the opportunities for personal contact with teachers, ensures that parents are given information about events and developments at the school and about the progress their children are making. The school's links with parents make a satisfactory contribution to pupils' learning. Parents of children with special educational needs are invited to review meetings about their children's progress and most take advantage of the opportunity.
42. Parents raised significant sums of money to pay for a classroom assistant when the school budget could not support this and have also helped to buy playground resources. They are no longer wary of the school as noted at the time of the last inspection and most feel able to come into school to talk to staff if they have a concern. Most parents are actively involved in supporting their children's learning at home and work in partnership with the school in dealing with behavioural problems. There has been good improvement in the impact of parents' involvement in the work of the school.
43. The information that parents receive is satisfactory. Parent consultation evenings are held each term and are successful in attracting a significant number of parents. There

are induction meetings for parents of children new to the school and also an attractive information booklet. Annual reports to parents on children's progress are satisfactory. They give clear information about the progress made in subjects but do not always say what children need to do to improve. Targets are set with some of them being more specific than others. There are sensitive personal and social comments, which show that teachers know pupils well. There is a weekly newsletter, which keeps parents up to date with events in the school and features the birthdays of individual children. There are some important items missing from the annual report of the governing body and details of pupils' absence in the prospectus. The school does not provide specific information on what pupils will learn each term, so parents are not encouraged to become involved, for example, by collecting relevant resources.

44. The school opens its doors to parents. For example, courses for parents have been held in the school and the headteacher is looking at new ways to involve parents. Meetings have been held to inform parents about aspects of the curriculum but these are not usually well attended. Concerts and events, such as the recent colouring competition, are well supported. The school reaches out to parents by providing a satisfactory range of opportunities for them to be involved in the life of the school but it has yet to persuade more parents to take advantage of them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher was seconded and then appointed permanently to the school shortly before the last inspection. This was because the local education authority had serious concerns about the school. It is clear from the last report that there were many weaknesses in the school that he had to address and that by the time of the inspection he had made a good start in tackling the unacceptable behaviour. Since the last inspection, there has been considerable instability, brought about by prolonged staff absences. This meant that the headteacher spent most of his time teaching in classes, often at short notice. While this gave him good opportunities to check on teaching and learning, his ability to manage the school effectively and take it forward was diminished. For the past five years he has effectively been without a deputy to share management responsibilities. He was on extended sick leave for most of the past year. It is to the staffs credit that they kept going during this time and responded positively to the changes implemented by the seconded acting headteacher.
46. Although there have been weaknesses in leadership and management for some years, the recent appointments of the deputy and another member of the senior management team have re-energised the school. Leadership and management are now sound, with the potential to improve further. There is a clear sense of purpose and a determination to push up standards. Staff now accept that the improved behaviour of the pupils gives them a secure starting point for raising the tempo of their teaching.
47. The headteacher provides satisfactory leadership. He has welcomed the new senior management team, who were appointed in his absence, and values the contributions they make. There is a good team spirit amongst all the staff. The deputy has developed good systems for checking how well pupils are doing in English and mathematics and for tracking their progress through the school. This has proved valuable in helping the school to evaluate its performance in relation to other schools and for checking that pupils of all abilities achieve as well as they should.

48. Teachers with responsibilities for leading subjects work very hard and manage their subjects to the best of their abilities. However, the quality of their leadership and management is unsatisfactory overall because they do not have enough influence in raising standards. Most are just getting to grips with new areas of responsibility either because they are new to the school or as a result of changes in subject leadership made by the acting headteacher. The deputy has made a good start to managing English and mathematics, and her efforts are beginning to bear fruit. Likewise, provision for ICT is much better organised and this is beginning to have an impact.
49. Provision for children in the Foundation Stage is led and managed very well. The teacher and the nursery nurses work very well together. As a result, these children make a good start to their education.
50. The management of provision for pupils with special educational needs is good. There are good procedures for identifying special needs at an early stage and for monitoring pupils' progress. The school makes good use of outside specialist support. The co-ordinator supports teachers well in devising individual learning plans and the targets are focused clearly on what pupils need to do next to improve. In Key Stages 1 and 2, targets need to be reviewed more frequently and evaluation needs to be recorded so that progress can be accelerated.
51. Pupils are not automatically included fully in all aspects of the curriculum. In some subjects, for example art and design, pupils miss out on some aspects because they have to earn the right to 'Privilege Time' when these are developed. Gifted and talented pupils are not identified, so there is no assurance that these pupils receive an appropriate curriculum. Support staff make a significant contribution to the learning of pupils with special educational needs. They help them, for example, to concentrate in lessons and keep up with the rest of the class. This boosts the pupils' confidence and social skills.
52. The development of staff is satisfactory overall. Teachers' identified training needs are addressed effectively. For example, the teacher currently in the Year 3/4 class was, until this term, in the nursery. As a result, she lacked confidence in teaching literacy and numeracy. The school responded positively to this by employing the services of the local authority's consultants to support her. Performance management has been implemented, but the headteacher's absence has led to a delay in the review. All staff have objectives in relation to local authority initiatives. However, they have not been observed teaching, so there is no record of how well they are meeting these initiatives and there has been a limited impact on the quality of teaching.
53. The governors' involvement in running the school is unsatisfactory. The school has difficulty in attracting governors. Currently there are six vacancies out of a quota of 13. They support the school very well in a pastoral sense, but they rely heavily on the headteacher to keep them informed and do not question closely enough to hold the school to account. There has not been a regular review of the school's action plan following the last inspection and some specific weaknesses, such as the unsatisfactory provision for multicultural education, have not been addressed. The school has yet to produce a racial integration policy. The school development plan is satisfactory overall but it is not sharp enough in identifying exactly what needs to be done to raise standards.
54. Management of the school's budget is satisfactory overall. The recommendations of the last audit report have been acted upon. Specific grants are used appropriately. There are, however, shortages of resources in some subjects that affect pupils'

learning. For example, there are not enough dictionaries in Key Stages 1 and 2, and there is a shortage of sets of guided reading books in Key Stage 2. The clerical staff give good support in the day-to-day running of the school and satisfactory use is made of ICT.

55. The school applies the principles of best value in a satisfactory way overall. It compares its performance in tests with other schools and sets appropriate targets. The headteacher uses the knowledge and expertise of local authority personnel when buying expensive equipment, and tenders are invited before decisions are made on where money should be spent. However, it has not evaluated the effectiveness of teaching time. Pupils spend excessive amounts of time on literacy and numeracy but this has not necessarily led to gains in learning because the pupils cannot concentrate for long periods. On the other hand, pupils do not always have enough time for worthwhile experiences in other subjects. The school recognises this as an area for improvement.
56. The turnover of staff and the instability of the senior management team have affected the rate of progress that the school has been able to make. Nevertheless, most of the weaknesses have been addressed and the school has made good improvement. Recent staff changes have led to improved teaching and children are achieving more. Pupils now behave well and the staff are determined to build on this to raise standards. Given the clear educational direction provided by the headteacher and the senior management team and the clear systems for measuring progress, the school is in a good position to move forward. It gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to raise standards further, the headteacher, staff and governors should

a) Raise standards in English, mathematics and science, particularly for higher attaining pupils in Key Stage 2 by:

- Improving the quality of marking, so that pupils know what they have to do to improve;
- Pinpointing more accurately what pupils already know and can do;
- Using this information more effectively to plan further work;
- Providing more opportunities for pupils to think for themselves and develop their ideas through experimenting, investigating and problem solving;
- Improving the leadership and management in science.

(Paragraphs 4,6,18,19, 24, 26, 40, 78, 80, 86, 94, 97, 98)

b) Raise standards in physical education at both key stages and in geography and history at Key Stage 2 by:

- Ensuring that sufficient time is given to these subjects to allow them to be taught in sufficient depth;
- Paying more attention to developing pupils' skills;
- Improving leadership and management in geography and history.

(Paragraphs 24, 112, 113)

c) Encourage pupils to become more responsible for their own learning by:

- Developing pupils' strategies for independent learning;
- Giving pupils more opportunities for independent study and encouraging them to use the skills they have to find things out for themselves.

(Paragraphs 18, 80, 83, 87, 98)

d) Ensure that pupils have a greater awareness of other cultures and are prepared effectively for life in a multicultural society by:

- Planning across the curriculum to teach the pupils about the customs, traditions and beliefs of different ethnic minorities, and inculcating in them respect for other cultures.

(Paragraphs 34, 101, 123, 132)

e) Improve the effectiveness of the governing body by:

- Ensuring that they receive more training that will help them to understand better their responsibilities;
- Ensuring that the annual report to parents and the school prospectus contain all the relevant information.

(Paragraphs 43, 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	13	3	0	0	0
Percentage	4	26	57	13	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 four percentage points.

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)	14	103
Number of full-time pupils known to be eligible for free school meals		57

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	48

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	7.4

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	5	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School			
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School			
	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	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	9	14
Percentage of pupils at NC level 4 or above	School	71 (59)	64 (41)	100 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			

	Total	8	7	12
Percentage of pupils at NC level 4 or above	School	57 (59)	50 (41)	86 (76)
	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	134	1	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: Y1 – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	20.5
Average class size	27

Financial year	2001/02
----------------	---------

Education support staff: Y1 – Y6

Total number of education support staff	1.5
Total aggregate hours worked per week	81.25

	£
Total income	392,615
Total expenditure	376,479
Expenditure per pupil	2,852
Balance brought forward from previous year	24,599
Balance carried forward to next year	40,735

Qualified teachers and support staff: foundation unit

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35
Total number of education support staff	3
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	8.75
--------------------------------	------

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	140
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	5	0	0
My child is making good progress in school.	25	60	5	0	10
Behaviour in the school is good.	30	40	5	5	20
My child gets the right amount of work to do at home.	10	35	10	10	35
The teaching is good.	45	35	5	0	15
I am kept well informed about how my child is getting on.	30	50	10	0	10
I would feel comfortable about approaching the school with questions or a problem.	55	45	0	0	0
The school expects my child to work hard and achieve his or her best.	50	35	0	0	15
The school works closely with parents.	30	60	0	0	10
The school is well led and managed.	50	35	0	0	15
The school is helping my child become mature and responsible.	40	50	0	0	10
The school provides an interesting range of activities outside lessons.	25	40	0	0	35

Percentages are rounded to the nearest integer and may not total 100.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Provision for children in the Foundation Stage has improved since the last inspection and is now very good
59. In September, the school established an Early Years Unit in which all reception and nursery children are taught. Children begin school on their third birthday and attend for half-a-day until they reach reception age when they attend full time. When they start, their attainments are very poor in all the areas of learning. By the end of their reception year, standards are well below average in most of the areas of learning. The exception is creative development where standards are below average.
60. The Foundation Stage curriculum meets the needs of pupils very well. The staff have worked very hard to establish a high quality learning environment in which the children feel secure and happy. They settle quickly into the daily routines. All aspects of the curriculum are carefully planned and learning opportunities are organised very well. The curriculum includes a very good balance of adult directed activities as well as opportunities for children to choose what to do as part of their investigative play. Sometimes, however, in literacy and numeracy, the reception children are taught in too large a group and some sessions are too long. As a result, children lose concentration and do not make the progress they should.
61. Children with special educational needs achieve well because they receive good support, which enables them to take a full and active part in all the activities. For many of the children, their difficulties are related to poor speaking skills and underdeveloped social skills. There is a strong commitment to improving all the children's personal, social and emotional development, and to engaging them in conversation to develop their speaking skills. This helps the children with special educational needs to gain confidence in speaking and to form trusting relationships with adults and get on with other children.
62. The quality of teaching is mostly very good in all the areas of learning. The teacher and support staff have a good understanding of the Foundation Stage curriculum and plan interesting and exciting experiences that help the children to learn. Through regular team discussions children's progress is noted and further activities are planned to take learning forward. The carefully matched activities, based on their very good knowledge of the children's needs, are the main reason why the children achieve well.
63. The relationships between staff and parents are good. Parents are happy with what the Foundation Stage provides for their children. They appreciate the fact that they are made to feel welcome to discuss their children's progress or any concerns they might have. Currently, staff do not visit children at home prior to them starting in the nursery. This is an area for development.
64. The unit is led and managed well because of the very good relationships between all the staff. The teacher is new to this age group, but the senior nursery nurse, who is more experienced in working with very young children, gives excellent support. All the staff have opportunities to lead learning in all the different areas. This not only gets the children used to talking to more people, it develops the expertise of the staff. The

favourable ratio of adults to children means that an adult is always available to help and guide children with activities.

Personal, social and emotional development

65. Children achieve well in this area of learning, although their attainment by the end of their reception year is on course to be well below average. Although most children play happily alongside one another when they first start in the nursery, their play is solitary and they often flit from one activity to another. They have a very short attention span and their very poor social skills mean that they do not respond readily to requests or instructions from adults. Very good teaching helps them to settle in quickly and understand the daily routines of school life. They learn very quickly the rules for good behaviour as they move around the school. This was very noticeable as they filed into the hall in silence for a whole-school assembly. Although one or two became a bit restless, the majority were very well behaved throughout. Teachers understand well that most of the children have difficulty in relating to other children and to adults. They make a point of joining in play activities and guide them gently to accept basic rules about sharing and taking turns. This gradually builds up their confidence and by the time they are reception age the more confident and mature children play cooperatively together and concentrate on a task for a short length of time. However, the majority still find concentration and cooperation difficult. This affects their progress in all the areas of learning.
66. The children's independence and social skills are developed well through a wide range of useful activities. For example, when it is time for their snack, they find their name card, which has their photograph on the back of it and place it in the basket to show that they are having their break. They choose a carton of drink or decide to pour their own from a jug. During the inspection the children were spreading their own jam onto a scone, choosing either strawberry or raspberry jam. They decide whether or not to try unknown foods such as celery or a slice of pear. They enjoyed tasting vegetable soup. They had cut all the ingredients into pieces on the previous day. Through positive encouragement they learn to say 'please' and 'thank you' and pass things around. This is an excellent opportunity for the children's development. The children choose what activities they will do and by the time they are reception age are learning to share resources. As they gain confidence they become more sociable and make friendly approaches both to one another and adults.

Communication, language and literacy

67. During their time in the Foundations Stage, good teaching enables children to achieve well from a very low starting point. However, standards are on course to be well below average by the end of their reception year. The staff provide a rich range of play opportunities where the children can learn to chat in a relaxed situation. Many of the children have very immature speech when they start in the nursery and say things like 'me want' and 'get dat'. It is very difficult for them to listen attentively even for short periods, but the staff work hard to lengthen their listening periods and to improve their concentration. The constant attention paid to engaging children in conversation during activity sessions, for example, by asking them to explain what they are doing, has a good impact on their speech development. By the time they reach reception age, they are beginning to speak more clearly but their lack of concentration means that they still cannot listen nearly as well as would be expected of children the same age.
68. Most children start in the nursery with little experience of books or of having stories read to them. As a result, many of the children do not respect books and treat them

roughly. They are introduced to books through story times and group reading sessions. They also have good opportunities to explore books for themselves, sometimes with another child or an adult alongside. Through these activities the younger children learn how books are organised. The older children learn to tell the story using the pictures. A small minority have learnt some initial sounds, but most have not yet mastered this. One higher attaining child told the story of a worm and noticed the 'k' on the page, saying 'my letter, my name'. Early writing skills are promoted effectively through an appropriate range of play activities, such as taking messages in the 'hospital' or writing orders in the 'greengrocer's shop'. Reception age children are taught how to write letters, but only a few are beginning to write their names. No one can yet write his or her own name independently.

Mathematical development

69. As with English, good teaching enables children to achieve well from a very low starting point. The staff provide a good range of practical and more formal opportunities to develop children's skills and understanding. Equipment and activities are freely available and the children can explore ideas. For example, when playing in the water, the children scoop water and pour it through a funnel to fill a range of different sized containers. While this is an enjoyable experience for all the children, reception children are encouraged to work more carefully, so that they can see the connection between the different sizes. Some activities are more structured particularly for the older children. For example, they learn to see patterns by threading different coloured beads on laces. They also learn to recognise patterns of spots on dice. This is built on effectively through activities that the children enjoy, such as pegging cloths with these spot patterns onto their washing line, matching each pattern to the relevant number. Few find this easy but they all try very hard.
70. Older children learn to count forwards and backwards. Activities are fun, and number rhymes such as 'Five Little Speckled Frogs' are used to help them to remember numerical order. In less structured activities, older children sort equipment into those with the same shape or length. The tasks offered to different groups of children are well matched to the different levels of understanding.

Knowledge and understanding of the world

71. Children have very poor general knowledge and understanding of the world when they start in the nursery. They achieve well although their attainment by the end of their reception year is on line to be well below average. The main reason for their good achievement is the very good teaching that provides a wide range of opportunities they have to investigate and explore. For most of them it is the first time that they have had such opportunities. They take great pleasure in exploring natural materials such as sand, water and clay. They plant seeds and watch them grow observing closely using a magnifying glass. Adults are good at engaging the children in conversation during these activities and developing their understanding through well focused questioning. Older children recognise the changes that take place as people grow. This was developed well during the inspection when a mother brought her young baby into the unit so that the children could watch her being bathed. She explained why the baby wore particular clothes and showed them how she undressed her and how she prepared the bath. They watched her apply soap, shampoo and dry her carefully. They laughed when the baby giggled as the talcum powder tickled her. They were captivated by the experience; all responded appropriately and listened attentively.

72. Children enjoy using the computer. Older children use the mouse, carefully clicking on the icons to play their games. Through well-planned activities from an early stage, children learn about the properties of some materials. They use a range of small tools, for example, a plastic saw to cut through the lump of play dough. They stick different papers together using glue and construct models using different sizes of cardboard boxes and plastic tops. Then they finish the model by painting it in an appropriate colour. Despite all of these rich experiences the children still need a great deal of help and guidance. The unit is organised well and teachers constantly encourage children to be independent. However, many find this too difficult and do not learn as much as they could if they got on by themselves.

Physical development

73. Good teaching enables children to achieve well. When children start in the nursery they have very poor physical skills, particularly in performing small movements such as those required in writing. The majority are on course to reach well below average standards in this area of their learning. Children join the nursery with satisfactory levels of agility. These are built on well through activities such as riding tricycles or climbing. Older children are quite proficient at these. They move around avoiding each other and are aware of what is going on in the space around them. Teachers provide very good opportunities for the children to practise their finer movements such as those needed to use tools and equipment like pencils, scissors and paint brushes. The younger children have great difficulty in holding pencils and manipulating jigsaw pieces or building blocks. The staff give good encouragement and skills improve through practice as the children get older. Older children build structures and take care not to knock them over. They cut up vegetables such as potatoes, carrots and cabbage. They still have difficulty taking the top off a glue stick and when cutting out using scissors. When colouring in, many find it extremely difficult to keep within the lines. Most have difficulty controlling their pencils and this affects their writing.

Creative development

74. This is the strongest area of children's achievement. Through very good teaching the majority of children are on course to reach below average standards at the end of their reception year. The staff plan good opportunities during role-play activities to talk to children and use a good range of vocabulary to help the children to extend their speaking skills and to develop their imaginations. While younger children tend to play alone, play becomes more purposeful and cooperative as they get older. This is the result of adults joining in. For example, the teacher became a patient at the 'hospital' and explained to the 'doctor' that she had fallen and hurt her leg. Through good questioning and observations, she encouraged more children to join in and think about what else they could do in the 'hospital'. Older children often copy adults even when they are playing alone. During the inspection an older, more able child pretended to be the teacher, he opened a big book and using the pointer retold the story rapidly using the pictures. He did this quite happily; other children nearby took no notice.
75. Children develop their painting skills by painting self-portraits having looked in a mirror beforehand. They have enjoyed learning how to print using geometric shapes as well as using different vegetables. Older children have developed a repertoire of songs that they know by heart and even the younger children know nursery rhymes like 'Hickory Dickory Dock'. They enjoy adding actions to their songs. Some older children know the names of primary colours but few know secondary colours.

ENGLISH

76. Standards at the end of Key Stage 1 are below average but pupils' achievement is good. This is in line with the findings of the last inspection. Achievement in Key Stage 2 is slower and they too attain standards, which are below average by the time they are eleven. This represents a decline in standards since the last inspection and does not reflect the average overall standards reached in the tests of 2002. Pupils with special educational needs make good progress throughout the school. They achieve well in relation to their abilities because of the individual learning plans and the good quality support they receive, both in class and in small groups.
77. Until very recently the subject was poorly led and managed. For example, the National Literacy strategy was only implemented fully during the last term. Leadership and management now are satisfactory. The present co-ordinator, who is also the deputy headteacher is newly appointed, but has made a good start in identifying what the school needs to do to raise standards. Pupils currently in Year 6 have had many different teachers during their time in the junior classes and this has affected their learning. Careful analysis of test results and an examination of pupils' progress has shown where the weaknesses lie. The co-ordinator has taken steps to deal with this and to ensure that teachers know exactly what skills need to be taught during each year.
78. Significant staff changes have led to improved teaching. The quality of teaching is now satisfactory overall with good features. A significant weakness in the teaching is that marking of work does not always indicate to pupils what they need to do next in order to improve. This needs to be addressed in order for standards to rise. The teachers are enthusiastic and this enthusiasm transmits itself to the pupils. They expect high standards in literacy lessons. However, they do not expect enough of higher attaining pupils in developing their skills through other subjects. These pupils do the same written exercises as the rest although they are capable of more. Pupils do not have enough opportunities to find information for themselves either from books or CD-ROM. When teachers mark work in other subjects, they are not rigorous enough in picking up spelling and punctuation errors. This means that pupils do not make the connection between what they learn in grammar lessons and other written work.
79. The school creates many good opportunities for pupils to develop their speaking and listening skills, but more emphasis needs to be placed on monitoring their progress. The children enter the nursery with very poor speaking and listening skills and there are a proportion of pupils in Year 6 who are still very immature listeners, although their speaking skills are slightly better. The co-ordinator has introduced the pupils to the idea of being 'talk' partners. They are learning to talk about their ideas before sharing them with the rest of the class. This is improving the quality of their spoken responses as well as heightening their ability to listen attentively. A good example of this was in a religious education lesson about forgiveness in Year 5 and 6. The pupils' responses were very sensitive and they had mature ideas about what to do if they upset people. More planned activities like this are needed if progress is to be accelerated.
80. Most pupils throughout the school enjoy reading. They have a satisfactory understanding of letter sounds that helps them when tackling new words. Reading skills are taught well through literacy lessons and guided reading sessions. When reading aloud, the teachers demonstrate reading well so that the children are developing an expressive tone in their own reading. As the pupils move through the school their fluency improves appropriately. By the time they are eleven many reach average standards. They have developed an appreciation of a range of books and are

able to talk about different styles and authors. Older pupils use their reading diaries well. They record their first impression of the book; consider whether the ending is as expected or could have been improved; and whether they would recommend the book to someone else. This is helping them to evaluate and analyse both fiction and non-fiction books. However, most do not use their reading skills to find information for themselves because they are not encouraged to do so. Older and higher attaining pupils use the contents, index and glossary information in non-fiction books effectively. Pupils have individual reading targets written on the back of their bookmarks. They can explain what these are and why they will improve their reading. This is a good initiative introduced by the co-ordinator. The reading skills of less able pupils and those with special educational needs are weaker, but they are supported well by carefully structured programmes and knowledgeable classroom assistants. A love of reading is being developed well and there is a good range of attractive books in each classroom. However, more sets of books to support the guided reading sessions are needed for older pupils. The library is spacious and well laid out. This could be used more regularly to support the development of the children's research skills.

81. Progress in developing writing skills is steady. The school provides good opportunities for pupils to write for a variety of purposes. For example, pupils become familiar with annotated diagrams, report writing and writing instructions; for example how to make a sandwich. The teachers make work interesting and this is a good motivator for the pupils as they write. For example, in small groups, the pupils in Years 1 and 2 were given a teddy bear to examine. They then wrote a story describing how they felt about losing a teddy bear. They showed a pride in their work and were keen and excited. In Years 3 and 4, pupils wrote a story plan before writing their 'exciting' story. They considered the setting for the story and made suggestions like, 'in a dark castle', 'in a haunted house' or 'in a broken-down shed'. Together they built up the atmosphere, suggesting phrases like 'a cold frosty night', 'a car skid' or 'owls hooting'. They use an increasingly interesting range of vocabulary to enliven their stories. Work is consistently well presented showing the pupils' good attitudes to their work. Older pupils have writing targets in the front of their books, to which they refer. This helps when developing their own knowledge of what they need to learn next. They understand the conventions for writing play scripts and are beginning to adapt stories into plays. In doing this they realise that people often speak in short simple sentences as opposed to the complex sentences used in story writing. Although there is good provision of dictionaries for more able pupils, these are unsuitable for the rest of the classes. To develop the pupils' skills in using dictionaries as an aid to spelling the school needs to provide a wider range as a matter of urgency.

MATHEMATICS

82. Standards are not as high as they were at the last inspection. Attainment is below average by the end of both key stages. With relatively small cohorts the level of attainment has been influenced by pupils with special education needs, and the balance in the number of boys and girls. Current standards are not as high as those reached in the 2002 tests.
83. Until recently leadership and management of the subject was poor. An examination of pupils' work and lesson observations indicate that the numeracy strategy has not been taught consistently and that mental skills have not been sufficiently developed. Leadership and management are now satisfactory. The recently appointed co-ordinator has analysed past performance to assess the weaknesses in the teaching programme and to acquaint colleagues with those areas of mathematics and the

numeracy strategy that require attention. Her findings are supported by inspection evidence. Pupils have become too dependent on their teachers and have not developed strategies for working independently.

84. As with English, significant staff changes have led to improved teaching. Although the teaching seen in lessons was good, and sometimes very good, it is judged to be satisfactory overall. This is because although there are many strengths in the teaching, there are weaknesses that affect pupils' learning. In particular the marking of work could be improved. Sometimes a considerable amount of work remains unchecked and at times there is insufficient intervention. In consequence the pupils are repeating errors or continuing with a task long after they have shown understanding.
85. There is some good practice in evaluating the outcomes of lessons and modifying the teaching programme to match the needs of the pupils. For instance the Year 5/6 teacher recognised that the pupils were not making sufficient progress in using partitioning as a strategy for calculating, and adapted the subsequent lesson to give the class more instruction and practice. During the modified lesson she observed that half of one group lacked understanding of the processes, and so she intervened to give them further instruction and to simplify their task. Time at the end of the lesson was used effectively to check on learning.
86. The present staff are working hard to enable the pupils to catch up on what they missed through the unsatisfactory teaching in the past. The evidence from past work is that pupils were not given sufficient opportunities to develop informal methods of working out sums and that some work was insufficiently matched to ability. Lessons are now planned well and teachers identify clearly exactly what they want pupils to learn. However, in Key Stage 2, they still do not stretch higher attaining pupils. Although teachers are beginning to match work more accurately to pupils' needs, at times there is a tendency for the teaching programme to be taken from the lower year group's level when planning for a mixed year group class. This means that these pupils do not always achieve as well as they might. Teachers manage pupils very well, taking care that the occasional instances of unacceptable behaviour do not interfere with the flow of lessons. They use classroom assistants well to support group work and to intervene appropriately. This gives the pupils confidence to try to answer questions even though they are unsure of the answers. The teaching emphasis is placed on developing pupils' mental calculating ability and their ability to work independently through using a range of informal calculating strategies. However, teachers do not provide enough opportunities through other subjects for pupils to develop these skills.
87. Overall the pupils are making sound progress, and some good progress was observed during lessons. Because of the teachers' high expectations, work is always carefully presented. Behaviour in lessons is good. Pupils are learning to co-operate and work well in pairs. At times the pupils lack confidence when their previous learning is insecure, and then the pace of progress is less marked. This is particularly noticeable in oral work. In written work many pupils are still over-dependent upon their teacher, and at Key Stage 2 many are not yet able to use alternative methods to arrive at a solution.
88. The pupils' attitudes to mathematics are good. They enjoy the challenge of investigative work. For example, Year 1 and 2 pupils had to name a three-dimensional shape hidden behind a 'wall' based upon information given to them by their teacher.

When the shape appeared from behind the wall there was a cheer from the children if they had been correct and a groan if wrong!

89. By looking at past work it can be seen that investigative mathematics and handling data have not been taught sufficiently and this has affected standards. Now that the numeracy strategy has been implemented fully they are being taught, but the pupils have a lot of ground to make up.

SCIENCE

90. Standards are not as high as those reported at the last inspection. In Key Stage 1, the latest teacher assessments indicate that standards are well below average, and inspection evidence supports this. Given the very low starting point when pupils join the school, progress is satisfactory. In the Year 2 class to which the latest assessments apply, six of the 10 pupils were on the school's register of special educational needs. This very high proportion of pupils who find it difficult to grasp ideas and retain what they have learnt depresses the overall performance of pupils.
91. No lessons were observed in Key Stage 1. However, the evidence from talking to pupils and looking at past work is that the quality of teaching is satisfactory. The teacher in the Key Stage 1 class takes good account of the different learning needs within the class and pitches the work at the right level to take learning forward. The work is based on practical activities that the pupils enjoy. Pupils' very poor writing skills limit what the lowest attainers can record in their books. However, the teacher gets round this by displaying class work effectively, so that they are reminded of what they have done. Discussion of the displays is also used effectively to give pupils much needed practice in speaking and listening.
92. By the end of Key Stage 1, pupils have a good understanding of the body and its main parts. They identify organs appropriately with different functions, such as smelling and tasting. Pupils' limited experiences have an impact on their learning. For example, they can name only a limited range of materials, although they are beginning to understand something about their properties and their uses. Although some higher attaining pupils could explain that a glass vase would smash if it were dropped, they insisted that it was made of metal. Although they recognised wood, they did not know the word plastic.
93. Practical activities are well thought out to make pupils think. This was clear in discussion. In the work on taste the teacher had asked them to predict what different coloured drinks would taste like. One higher attainer said, 'Our teacher tricked us. I thought the red one would taste of strawberries or blackcurrants, but it was only coloured water'. Although all the pupils have the same practical experiences, most pupils are held back from talking about their work because of their poor communication skills.
94. By Year 6, the latest test results show that overall standards are very high. A very high percentage of pupils reached the higher level. This is not borne out by inspection evidence. Observed standards are well below average. As with Key Stage 1, the very high proportion of pupils in the class with special educational needs depresses the overall performance. In addition to this, the pupils currently in Year 6 have been taught by a succession of supply teachers for the past year. The head teacher's absence and the lack of clear guidance for teachers have resulted in these pupils not covering enough ground. Examination of past work shows that pupils of all abilities in the mixed-age class did the same work, which consisted mainly of copying exercises or

filling in worksheets. This has had a detrimental effect on learning for pupils of all abilities. While the higher attaining pupils were not challenged by such work, lower attaining pupils, particularly those with learning difficulties, did not understand what they had written. It also meant that the pupils now in Year 6 were not working at an appropriate level. The worksheets were based on past test questions and pupils were simply taught facts. The lack of opportunities for them to think for themselves and plan and carry out their own investigations means that they are still very dependent on their teachers.

95. Most pupils can explain the functions of different parts of plants, such as the petals attracting insects, but only the higher attainers can link this to pollination. They have a basic understanding of solids, liquids and gases, but lower attainers do not have sufficient grasp of their properties. For example, they are not sure how to classify materials such as cotton wool because they think all solids are hard. Average and higher attainers know that we have day and night as a result of the Earth spinning on its axis.
96. Only one lesson was seen in Key Stage 2 and this was satisfactory. The teacher was well prepared and she adopted a very lively approach that stimulated the pupils' interest. However, despite the hard work by the teacher and the support assistant, the pace of the lesson slowed and the pupils did not learn as much as they could have done because the majority found it hard to listen and concentrate. As a result, they did not know what they were supposed to be doing. By the end of the lesson, all the pupils knew that their pulse rate increases with exercise. However, only a small minority of higher attainers found this out by careful measuring. The vast majority did not measure accurately and saw the exercise as a competition to see who could get the 'highest score'.
97. From the beginning of this school year, there has been a complete change of teaching staff in Key Stages 1 and 2. Although only one science lesson was seen, the evidence from their teaching of other subjects is that teaching is set to improve. However, in order for teaching to be effective for all groups of pupils, teachers need to match work more accurately to the needs of all pupils. Pupils with special educational needs make satisfactory progress, but higher attaining pupils could achieve more if teachers challenged them more. There is no evidence of teachers using ICT to enhance learning in science, and opportunities are missed to link work to other subjects. For example, work on pulse rate could be linked effectively to physical education.
98. Responsibility for the subject has changed several times over recent years. This and the instability of senior management in the school have made it difficult to get a grip on developing the subject. The current subject leader has only had the post for half a term. During that time she has shown a determination to move the subject forward, but despite this leadership and management are currently unsatisfactory. Her role in monitoring teaching and learning through checking children's work is not yet effective. Long term planning needs to be reviewed and amended. Despite the fact that there has been a two-year rolling programme of work in place for some time, this has not been adhered to in the past. Pupils currently in Year 6 have already repeated some of the work they did in Year 5. This means that there are areas that they will not have time to cover. Teachers need to be clearer about the purpose of practical work. Investigative work should not be regarded as a separate entity, but as a vehicle for teaching knowledge and developing understanding.

ART AND DESIGN

99. Standards have largely been maintained since the last inspection. Boys and girls of all abilities make satisfactory progress in most aspects of the subject as they move through the school. Those with special educational needs are given good encouragement and support. By the end of Year 2 and Year 6 standards are broadly at the expected level. However, three-dimensional work is not as well developed. The current practice of covering this aspect as a voluntary activity in 'Privilege Time' means that some pupils do not experience the required width of the art and design curriculum. In other aspects the basic skills are taught well and pupils successfully expand the range of their work as they move through the school.
100. The recent introduction of sketchbooks is successfully encouraging children to experiment with colour, techniques and designs before they apply them to their work. For example, the influence of the experimentation in their sketchbooks can be found in the abstract drawings and paintings by pupils in Years 5 and 6 based upon the work of Georgia O'Keefe's nature images. The teachers encourage the children to experiment rather than merely copy.
101. The children's work is displayed well and there is an interesting selection of artwork displayed around the school. The teachers have created a particularly effective display, which links self-portraits drawn by children in Years 1 and 2, using a mirror, to art work and portraiture based on 'relationships' by pupils in Years 3 and 4. This display illustrates very effectively how well children are learning to combine drawing media and to develop their observational drawing skills. This work is drawn confidently and with great individuality, and is above average. Throughout the school the children are learning to appreciate the works of famous artists, such as Year 1 and Year 2 pupils creating patterned elephants based upon work by Mondrian, and Year 5 and 6 studying Georgia O'Keefe's work. Through the study of different artists the subject makes a small contribution to pupils' cultural development. However, there is little art from non-European cultures and this could be usefully extended. The subject does not make any significant contribution to pupils' spiritual, moral and social development.
102. Leadership and management of the subject are satisfactory overall. However, although the co-ordinator supports colleagues well, she has taken the action necessary to ensure that all the pupils follow the full curriculum. The resources for art are satisfactory and include an appropriate range of posters showing the work of famous artists.

DESIGN AND TECHNOLOGY

103. A judgement on standards cannot be made because no lessons took place during the inspection and the school had not retained any past work or sufficient evidence of work on which to base discussions with pupils.
104. The long-term planning indicates that the school has adopted the national primary scheme for design and technology. Teachers' current medium-term plans show that skills are taught through focused practical tasks and implemented in termly assignments, which cover food, textiles, and structures and mechanisms. According to the long-term plans the pupils experience all the elements of design and technology.

105. Pupils enjoy the practical nature of designing and making, and the current Year 6 pupils benefited from the visit of the 'Neighbourhood Engineers' who developed a bridge designing and making project with them last year.
106. The development of design and technology has been neglected over the recent past. The subject has not featured in the school's improvement plan and staff have not received training in implementing the national primary scheme. The portfolio of assessed work has been allowed to lapse but the school has not developed a suitable assessment strategy in its place. The school introduced a design sheet to support the development of pupils' design skill but this has not been brought up to date to reflect either the national primary scheme of work or the latest National Curriculum requirements. The school has yet to devise a system for pupils to record their work from the design brief to the evaluation stage. Work is not systematically retained for teachers to make judgements on attainment and progress. Resources are housed in a spacious area that is very appropriate for access, but the storage is not well maintained and is inappropriately labelled. Resources for food and textiles are satisfactory but are insufficient for structures and construction. The leadership and management of the subject are unsatisfactory. The co-ordinator, who has recently returned from an extended absence, is not contributing to the raising of standards.

GEOGRAPHY AND HISTORY

107. Standards are below the levels expected at the end of both key stages, but most pupils achieve well in these subjects. When they start school pupils have very poor knowledge and understanding of the world around them and very poor communication and language skills. The teachers provide a good range of resources to stimulate and interest the pupils, but they do not challenge them enough to find things out for themselves. Higher attaining pupils, in particular, could be expected to do more.
108. In an excellent lesson in Key Stage 1, the pupils were fascinated by a collection of old fashioned and modern teddy bears. The teacher adopted a warm and lively approach as she encouraged the children to look carefully for similarities and differences. As a result, they hung onto every word she said and were very keen to make observations. The teacher was very skilled at giving factual information at a level all the children could understand. She made a point of targeting specifically tailored questions at the lower attainers and those less confident to answer. This raised their self-esteem and confidence as they were drawn into the discussion. By the end of the lesson, pupils not only learnt the origin of teddy bears, but also that we can use a variety of sources to get information about the past.
109. Although pupils in Key Stage 2 have had a very limited curriculum in the past, they now enjoy worthwhile experiences that extend their learning in interesting ways. The teacher of the Year 5/6 class, for example, invited a local historian to talk about local village life in the past, using photographic evidence. These pupils, who normally have a very short concentration span and often find it difficult to behave well, showed a keen interest in what they saw and heard. Although many of them have difficulty in framing questions and communicating their thoughts, they answered questions as well as they could, and some higher attainers volunteered to find more information about some aspects.
110. In geography in Key Stage 1, mapping work builds appropriately from the pupils' very limited experiences. Over a period of weeks, pupils learn that their classroom is part of the school and the school is part of the local area. Planning routes gives them a clear understanding of the purpose of maps.

111. In Key Stage 2, pupils gain a good understanding of different climates throughout the world. However, although they describe features of the weather in different places, only the higher attainers can talk knowledgeably about the effects of these on people's lives, for example, on the jobs they do.
112. Standards in history have declined since the last inspection. No judgement was reached in geography. Improvement in both subjects has been undermined by the disruption in staffing for the past few years, and in particular the long-term absence of the headteacher and deputy. There have also been changes in responsibility for both subjects. This has made it very difficult for the school to keep a check on teaching and learning. It is clear from an examination of pupils' past work that in Key Stage 2 they have not covered enough work and that higher attaining pupils in particular have been underachieving. The reasons for this were twofold; teachers did not expect enough of the pupils and the amount of curriculum time was not enough. There has been a complete change of staff in both key stages and this has led to improved teaching. The lessons seen were never less than good. However, the short time allocation is still a problem. Although teachers' planning indicates suitable coverage of all the required elements, this is not possible in the time available. Teachers now expect more of the pupils in terms of the amount of work they do in lessons. They recognise that most of the pupils have problems with communicating, and present good opportunities for them to practise speaking, listening and writing. They are beginning to match written tasks more closely to pupils' needs whereas in the past most pupils did the same exercise at the same level. However, higher attaining pupils could be stretched more, both in writing and using research skills to find information for themselves. In the past, pupils have used computers in both subjects. However, all the pupils produced identical work. In isolated cases, pupils who have computers at home downloaded further information, but teachers have not commented upon this. The use of ICT to research information on computers is an area for development.
113. Leadership and management are currently unsatisfactory. The turmoil of the past few years has meant that the co-ordinator has not had enough influence on raising standards. However, with the change of personnel and new appointments to the senior management team, she is in a good position to take the subject forward.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. The standards reached in ICT are at the expected level for Key Stage 1 pupils, but are below those expected for Key Stage 2. The pupils are now making good progress at both key stages because of the developments introduced by the newly appointed co-ordinator.
115. The school now has all the computers concentrated in a computer suite and the timetable is organised so that all children have regular and sufficient access to ensure that their skills can be developed systematically. All the teachers are now using the suite successfully to instruct and demonstrate skills and applications, and to monitor the work of the children. Classroom assistants are used well to support learning, and all have sufficient subject skills to intervene appropriately. Reference to records and earlier work shows that the previous arrangements of classroom-based computers and a limited range of centrally based machines were not used effectively, and in consequence the pupils were not acquiring the skills necessary to reach the expected standards at Key Stage 2. Many children are now one year or more behind the levels of attainment expected for them. All the teaching seen was sound or better, and pupils are making rapid gains in skills, knowledge and understanding. Teaching has

improved because the teachers are now more confident and competent and this is leading to better learning and higher standards.

116. The pupils enjoy ICT and they are enthusiastic and keen to learn. They listen attentively to instructions, co-operate well when working in pairs and concentrate well on their work. All of this contributes to the good pace of the lessons and the gains in knowledge. For example, the pupils in Years 5 and 6 had a shortened lesson because of the need to fit a visiting speaker into the timetable, yet still managed to draw, manipulate and edit plans of their classroom successfully in the time allowed. They also demonstrated that they have now acquired the basic skills of saving their files and shutting down the programs. At the same time, pupils in Years 1 and 2 are also learning these skills. Having completed the lesson where they learnt to select colours and flood-fill shapes based on the shape of 'Elmer the Elephant', and in the style of Mondrian, they saved their work successfully and some closed down the paint program.
117. The resources for ICT are generally satisfactory, and good use is now being made of the computer suite, the digital cameras and the newly acquired overhead projectors. This has had a positive impact on teaching and learning. The school has made effective arrangements to share a technician between the local cluster of schools. This provides good support for teachers. Teachers are beginning to use the Internet provision for accessing information for curriculum studies and planning.
118. Although the co-ordinator has only been at the school for a few weeks, she has already begun to have a positive impact upon the subject. She has very good subject knowledge, which allows her to support colleagues effectively. She provides good leadership through the good example she sets. She has identified clearly what the school needs to do to raise standards, but her management decisions have had enough time to have an impact. She is aware that all the programmes of study have not been taught consistently and that ICT is not used in other subjects. These areas have been identified as targets in the development plan.

MUSIC

119. In Key Stage 1, standards are average. This is an improvement since the last inspection. The pupils sing with gusto in assemblies and enjoy doing actions such as clapping. The quality of teaching is good. In the lesson seen, the teacher was very well prepared and she had a very clear understanding of what she wanted the pupils to learn. They are very immature and find it difficult to sit still and listen to instructions. The teacher handled this very well, telling them that she was choosing people to be in her band. This had the desired effect because they were all keen to be chosen. They showed as they worked in their groups that they could select suitable instruments to represent effects such as snoring and a clock ticking. Although they have poor speaking skills, the teacher worked hard at getting them to offer opinions about the 'best' sounds. She also took the opportunity to develop their listening and reading skills through the use of a well-chosen story.
120. No lessons were seen in Key Stage 2. Evidence from assemblies is that standards in singing are average. However, over the past few years pupils have not had enough opportunities for composing and appraising music. Standards in these aspects are below average. This is similar to the findings of the last inspection.
121. The school uses the peripatetic music service well to give brass instrumental tuition to pupils in Years 5 and 6. However, only two pupils in each of these year groups take

up the offer. The teaching in these sessions is very good. Pupils are encouraged to persevere with their instruments. Although the pupils in Year 5 are at the early stages of forming notes, those in Year 6 now play a range of tunes confidently and competently.

122. Music has been the subject of a review recently, and a new scheme of work has been introduced to support teachers. Leadership and management are unsatisfactory. Although the subject leader has done her best to support staff and raise standards, she has not been in a position to ensure that all the pupils are taught the full curriculum. The subject does not make a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Opportunities are missed for pupils to listen to and appreciate music, and there are not enough opportunities provided for pupils to learn about music from other cultures. Pupils do not have enough opportunities to develop their social skills by performing for others or working together on compositions.

PHYSICAL EDUCATION

123. Improvement since the last inspection has been unsatisfactory. Standards in Key Stage 1 are below average and achievement is unsatisfactory. This is mainly because not enough curriculum time is allowed for the subject to be effective. When changing time has been deducted, the weekly lesson is just 30 minutes long. The effect of this is that pupils are over-excited at the prospect of lessons and find it difficult to keep still and listen to instructions. More than half the pupils have special educational needs, a significant number having communication and behaviour difficulties.
124. The dance lesson seen was good. The teacher worked very hard to manage behaviour, but the children's immature attitudes inevitably slowed the pace of the lesson and affected learning. Pupils find it hard to control their movements and when they move about the room they constantly bump into one another. Although the teacher tried hard in encouraging them to evaluate their own and others' work, most of the pupils simply 'switched off' during discussion.
125. A secure judgement cannot be made about standards in Key Stage 2 as no lessons were seen. The recently appointed co-ordinator, who is also the deputy headteacher, indicated in discussion that standards here are also below average. She is aware that the time allocated to the subject is insufficient, particularly given their backgrounds and the special educational needs of these pupils for a more active curriculum. As a newcomer to the school, she has not yet been able to influence standards. However, she is knowledgeable and enthusiastic and has a clear understanding of what needs to be done to raise standards. As deputy headteacher, she is well placed to take the subject forward. She has already made improvements to the provision for swimming in order to ensure that all the pupils reach the required standard by the end of Year 6. Currently 80 per cent of pupils can swim 25 metres.

RELIGIOUS EDUCATION

126. Standards are not as high as those seen at the last inspection. However, pupils are now achieving more than they did and they are being encouraged to think more deeply about what they are learning.
127. Although the school follows the locally agreed syllabus, overall standards are below those expected at the end of both key stages because of the very high proportion

pupils with learning difficulties. These pupils have difficulty retaining factual knowledge.

128. In Key Stage 1, pupils have suitable opportunities to learn about Jesus and His birth and life, using stories from the New Testament. Average and higher attainers can recall the main points from these stories, but lower attainers have difficulty in remembering facts or recording their ideas. Generally, pupils have a suitable understanding of the significance of Christmas and Easter.
129. In Key Stage 2, pupils study in more depth stories from the Bible, and relate these to aspects of their own lives. Higher attainers, for example, understand the significance of the story of 'The Good Shepherd'. Pupils learn about other faiths, such as Hinduism and Sikhism, but these receive such scant coverage that pupils do not learn enough. They are aware of some of the beliefs and customs of other faith communities. They know, for example, that Hindus have special food to celebrate the festival of Divali. The school makes good use of displays and artefacts to reinforce pupils' knowledge and understanding. However, the pupils are not given enough opportunities to think for themselves and produce their own work. Displays, although attractive, do not include enough individual work by pupils.
130. Pupils' progress in Key Stage 2 has been hampered over the past few years by insufficient coverage of the syllabus and unsatisfactory teaching. This has led to gaps in pupils' knowledge. The quality of teaching has improved as a result of the staff changes. The only lesson seen in Key Stage 2 was very good. In a discussion about respecting the views and feelings of others, relating to the story of 'The Unforgiving Servant', one pupil related a very personal experience. The teacher handled this very sensitively and this rubbed off on the rest of the class, who were supportive and sympathetic. One said, 'We wouldn't have friends if we didn't forgive'.
131. The newly appointed subject leader has a good understanding of what needs to be done to raise standards. She is enthusiastic and knowledgeable, and as a member of the senior management team, she is in a good position to take the subject forward. She is aware, for example, that the school does not make the enough use of visits to local places of worship to support pupils' learning about Christianity and other faiths. The subject makes a satisfactory contribution to pupils' spiritual, moral and social development, but the contribution it makes to cultural development is minimal because not enough time is spent learning about other faiths.