

INSPECTION REPORT

Kingsway Primary School

Braunstone, Leicester

LEA Area : Leicestershire

Unique reference number: 248072

Headteacher : Mr M Maguire

Reporting inspector : Julie Phillips

Dates of inspection : 24th – 27th March 2003

Inspection number: 248072

Fully inspection carried out under section 10 of the School Inspectors Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Kingsway North Braunstone Leicester
Postcode:	LE3 3BD
Telephone number:	0116 289 8525
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Pearce
Date of previous inspection:	3 rd November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team Members			Subject Responsibilities	Aspect Responsibilities
15570	Julie Phillips	Registered Inspector	Music, Science, Religious Education	The characteristics and effectiveness of the school. The school's results and pupils' achievements. Teaching and learning. Leadership and management. Key issues for action.
11437	Antony Anderson	Lay Inspector		Pupils' welfare, health and safety. Partnership with parents and carers.
21148	Heather Moorhead	Team Inspector	Foundation Stage, Physical Education and Information Technology	Pupils' attitudes, values and personal development. Personal, Social & Health Education
22931	Cheryl Hardy	Team Inspector	Mathematics, History, Art & Design	The quality and range of opportunities for learning.
26595	Martin Wood	Team Inspector	English, Geography, Design & Technology	Special Educational Needs. Equal opportunities.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingsway Primary School caters for children aged from 5-11 Years and is situated to the south west of Leicester, close to the city boundary. There are currently 270 pupils on roll, including 33 reception children who enter the school at the beginning of the Autumn and Spring terms. Pupils generally join the school with skills that are below average for their age. Apart from the youngest Reception class, pupils are taught in mixed age groups. The school attracts a high percentage of pupils from outside the catchment area, many of whom have behavioural difficulties. The school has a high turbulence factor, evident in the numbers of Year 3 pupils who enter the school from nearby Infant schools. Many children come from the North Braunstone Estate. Fourteen per cent of pupils are eligible for free school meals, which is broadly in line with the national average. The school has a small number of pupils from minority ethnic backgrounds. Some of these pupils are learning English as an additional language (EAL), but most are at an advanced stage in fluency. EAL pupils represent 3.6% of all pupils in the school. The first languages of the EAL pupils are Gujarati, Punjabi and Portuguese. The number of pupils identified as having special educational needs is broadly in line with the national average. There has been a high turnover of teachers since the last inspection.

HOW GOOD THE SCHOOL IS

The school is now working effectively, following a period of instability where standards of teaching and learning slipped. Most of the teaching staff are new to the school and, with the Headteacher and governors, are having a positive effect. Teaching is good. Pupils are now learning well and standards are rising, although they still have some ground to catch up. The school provides satisfactory value for money.

What the school does well

- Teaching is good, and pupils are learning well;
- Provision for children in the Foundation Stage is good;
- Pupils with Special Educational Needs receive good provision;
- Pupils' behaviour and their attitudes to school and work are good. Their relationships with each other and with staff are good;
- The Headteacher, staff and governors have a strong commitment to improving the school, and the capacity to succeed;
- Parents' views of the school are very positive.

What could be improved?

- Standards in reading, writing and mathematics are not high enough by the end of Year 2;
- Systems for monitoring and evaluating pupils' targets in English and mathematics are not rigorous enough;
- Assessment of what pupils have learned in subjects other than English and mathematics;
- The use of assessment, pupil tracking and target setting information to identify weaknesses;
- Too few opportunities are planned for pupils to use information and communication technology as a tool for learning in other subjects;
- Provision for pupils' spiritual and cultural development;
- Provision for pupils' personal, social and health education.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION?

The school has not improved sufficiently since the last inspection in 1997, although this is now being addressed. The issues identified by that inspection were all tackled, but development stalled as the school entered a period of leadership and staffing turbulence. Standards in reading, writing and mathematics, taken as a whole, particularly in Key Stage 1, have not improved sufficiently.

Some of the key weaknesses previously identified remain: information and communication technology, outdoor provision for the under 5s and design & technology. However, the Headteacher and staff, with the support of the governing body, has recently introduced appropriate strategies to reverse the decline and speed up improvement. These are already having a good effect on the quality of teaching and learning, and standards are rising.

The positive ethos of the school and the commitment of staff are motivating pupils well. Subject co-ordinators are clear about their roles and responsibilities which was an issue for improvement in the last inspection, and the new Senior Management Team has appropriate responsibilities.

The school has been successful in improving procedures detailed in the Health and Safety policy, which was an issue for improvement in the last inspection.

STANDARDS

The table below 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: Well above average A Above average B Average C Below average D Well below average E
	All schools			Similar schools	
	2000	2001	2002	2002	
English	E	E	C	C	
Mathematics	D	E	C	C	
Science	D	E	D	D	

Results for Year 2 in reading, writing and mathematics were well below the national average and in the bottom five per cent of similar schools. In the teachers' assessment, science results were below average.

In the Year 6 tests, results in English and mathematics were in line with the national average, but below average in science. These results also matched those achieved in similar schools. The school has worked hard to improve results and has been successful in raising standards in the 2002 tests. Results significantly improved in Year 6 because a greater number of pupils reached the higher than average Level 5.

Attainment on entry is below average. Judging from the work seen, some children will achieve the Early Learning goals by the end of Reception, but many will be below national expectations.

Standards in ICT, Music and Design Technology are unsatisfactory because pupils are not covering enough work, standards in art and design, history, geography, PE and RE are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to do well and try hard.
Behaviour	Very good. Pupils behave well in class, the playground and around the school. There is no bullying.
Personal development	Pupils' personal development is satisfactory. They are beginning to take more responsibility, although this could still be improved.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1-2	Years 3-6
Quality of Teaching	Good	Good	Good

Overall, teaching is good throughout the school and, as a result, pupils are making good progress. Teaching in the Reception Year is good because activities are carefully planned to match the children's ages and levels of attainment. Teaching in the reception class, where there are also some Year 1 pupils, benefits from the calm approach of the teacher and good team-work between the adults. As a result, children learn very well throughout the Foundation Stage. Teaching in Years 1 and 2 is good and pupils learn well. Throughout the school, teachers' management of behaviour is very good. Teaching and learning across the whole of Key Stage 2 are good overall. Relationships with pupils are good and they behave with maturity. Teaching in English and mathematics is good, and the teaching of literacy and numeracy skills throughout all subjects is good overall. The presentation of pupils' work is good. ICT is not used sufficiently to support learning in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; all work is suitably based on government guidelines. However, the balance of time spent on some subjects in Key Stage 1 is unsatisfactory. Provision for extra-curricular activities is satisfactory.
Provision for pupils with Special Educational Needs	This is good. Pupils receive individual support from the SENCO and her work informs pupils' individual education plans (IEPs) and class work well.
Provision for pupils learning English as an additional language	Pupils with English as an additional language are well supported and generally make progress in line with pupils of the same age and level of attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for Spiritual and Cultural development is unsatisfactory. For Social development it is good. Provision for Moral development is satisfactory. Pupils' personal development is satisfactory, but too few opportunities are provided - more opportunity could be given for them to take the initiative and make decisions for themselves.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are satisfactory. Assessment information is not yet effectively used to raise standards. Assessment in the Foundation subjects is underdeveloped.

The school works very well in partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Aspect	Comment
Leadership and management by the Headteacher and other key staff	The Headteacher provides sound leadership for the school. However, due to the high turnover of key staff in the past two years, the management provided has not led to high enough standards being achieved. Subject co-ordinators, who are largely new to the school, are beginning to make an impact on standards.
How well the governors fulfil their responsibilities	Very well. The governors have been fully aware of the school's difficulties and active in remedying them. They are playing a decisive role in securing the long-term success of the school.
The school's evaluation of its performance	Satisfactory, but the monitoring and evaluation of Foundation subjects is not rigorous enough.
The strategic use of resources	Satisfactory. Monies are used appropriately, including those for pupils with SEN and for developing staff skills. The school provides satisfactory value for money.

The number of teaching staff is appropriate, including classroom assistants. The school applies the principles of best value well. There are sufficient resources to teach the curriculum.

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;• They feel comfortable approaching the school with questions or problems;• Their children are expected to work hard and achieve their best;• The school is well led and managed;• The school is helping children to become mature and responsible;• Teaching is good and children progress well.	<ul style="list-style-type: none">• The range of activities provided outside lessons;• The amount of homework provided.

Inspectors agree with parents' positive comments and consider that there is a satisfactory range of activities provided. The amount of homework provided is appropriate.

PART B : COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In 2002, pupils at the end of Year 6 attained average standards in English and mathematics and below average standards in science when compared to all schools. There is a similar picture when compared to schools in a similar context. The proportion of pupils attaining the higher Level 5 was above the national average and similar schools' average for English and mathematics and in line with the national average and similar schools for science. The results for 11 Year olds show a trend of improvement over the past 2 Years. These results were generally reflected in the standards seen during the course of the inspection and pupils are currently making good progress in their learning. This has been achieved by setting pupils according to levels of attainment, booster classes and intervention programmes such as Springboard, and by improvements in the quality of teaching. The school exceeded the target set in English and met the target set for Mathematics at the end of Year 6 in 2002.

2. By the age of seven, pupils are attaining standards well below national expectations in English and mathematics. In the teachers' assessment in science, results were below average. Standards at the end of Year 2 are well below average in writing and mathematics and in the bottom five per cent of schools in reading. The proportion of pupils reaching the higher level was below average in writing and well below in reading and mathematics, when compared to all schools. Frequent changes of teachers in both Key Stages over the past two Years has been a significant factor in the low standards achieved, particularly at the end of Year 2.

3. Over the past three years, girls have out performed boys in reading, writing and mathematics at the end of Year 2. By the end of Year 6, there is no noticeable difference between the attainment of boys and girls in mathematics and science. Girls outperform boys in English.

4. Pupils enter the Reception class with levels of attainment below average. Inspection evidence suggests that by the end of the Reception, some children will achieve the Early Learning goals, but many will be below the national expectation.

5. Standards in information and communication technology, design technology and music are below expectations.

6. The most significant reason for the low standards achieved in the past, was that pupils' learning was disrupted by frequent changes of staff. For instance, seven teachers have joined the school and six have left in the past two Years. This has meant that pupils have had to get used to a number of different teaching styles. As a result, standards have been lower than they should have been. The school has taken effective measures to remedy the situation and, as a result, the quality of teaching has significantly improved and pupils are now making good progress. No unsatisfactory teaching was observed.

7. A further reason for low standards being achieved by the end of Year 2 is that many pupils enter the Reception class with standards in English that are below average. These pupils have a lot of ground to make up before they reach average standards. Through the good teaching in the Reception class, a significant proportion of pupils now make good progress.

8. The past curricular arrangements did not enable pupils to achieve as well as they could. Standards are currently in line with expectations for pupils' age in all subjects, except Information Communication Technology and Design Technology, where they are below national expectations. This was also a finding in the previous inspection. Standards in Music are below those expected nationally, which is lower than at the time of the last inspection. Monitoring that has taken place to date has not identified rigorously enough what needs to be done to raise standards in these subjects.

9. Good progress is made by pupils with SEN and EAL during lessons and when they are taught by the specialist teacher, the progress made by higher attaining pupils is good.

Pupils' attitudes, values and personal development

10. Pupils' good attitudes and behaviour, and their relationships with one another, are strengths of the school. These good standards match those found in the last inspection. Pupils listen well to one another and to their teachers.

11. Pupils are highly motivated, enthusiastic learners, eager to succeed particularly in those lessons where teachers inspire the pupils by their choice of resources or methods of teaching. For example, in a religious education lesson for the younger children, the teacher's methods resulted in children being totally engaged when looking into a mirror within a box and seeing their own reflection. In a history lesson in a Year 1 and 2 class, the teacher spilled water unexpectedly as a starting point for pupils to experience what it is like to be an eye witness. In a few lessons, a small number of pupils find it hard to sustain concentration or make contributions.

12. Pupils behave very well in class and around the school. Where behaviour is very good in lessons, there is a calm atmosphere and pupils are happy to get on with their tasks. They are polite and considerate. In the playground areas, pupils generally play well together, showing a thoughtful manner, recognising the playground rules for active and quiet areas. There was no aggressive behaviour or bullying observed during the inspection and in conversations with pupils they expressed no concerns. The behaviour of pupils at lunchtime is usually good and they are supervised well. Pupils of all ages play individually or in groups with the resources available, inventing their own games or becoming involved in a variety of activities, such as practising their football skills. The grassed areas are used well by many of the older pupils. Some enjoy the opportunity to sit quietly in the seated area and talk with friends. Lunchtime is a pleasant occasion where pupils enjoy their meals and talk happily in friendship groups. There have been no exclusions and the good behaviour policy gives clear guidance with specific rewards and sanctions for pupils who misbehave. The pupils and their parents are well aware of what will happen if they do not follow the school rules.

13. Relationships between pupils and between pupils and adults are good. The pupils work responsibly by themselves and within groups. A strong feature is 'talking partners' when pupils have opportunities to share and develop their ideas in pairs, across a variety of subjects. They are happy to share resources, to help each other with any problems and collaborate well. Examples of this occurred when pupils worked in Physical Education to develop hockey skills in a Year 5 and 6 class, and, when learning to use a database in a Year 3 and 4 ICT lesson.

14. The personal development of pupils is satisfactory. Pupils are eager to accept responsibilities, taking the register to the school office, locating resources for the group to use, helping staff and tidying their own areas. Pupils are beginning to take more responsibility, for

example, there is a school council which involves older pupils, but it has only met twice. Although this is a new initiative, pupils are clearly ready for this challenge and have already identified areas in the outside environment which they feel require improvement and development. The use of class group discussions is under-developed across the school and this limits the opportunities pupils have to consider personal and wider issues. Overall, pupils are not given sufficient responsibility to help them develop for the next stage of their education.

HOW WELL ARE PUPILS TAUGHT?

15. There are common factors in teaching in all classes, that contribute to the good progress pupils make in their learning. These are:-

- Very good relationships between staff and pupils and between the pupils themselves;
- Very good behaviour management, which keeps the pupils calm and interested in their work;
- Teachers use questioning well to draw out and assess what pupils know, and re-enforce or clarify points, if necessary;
- Pupils are motivated by the good teaching and make a real effort with their work. As a result, they make good progress in their learning;
- Good use of classroom assistants and voluntary helpers, particularly in group work, which makes sure pupils do not get 'stuck' or have to wait for help;

16. Teaching for the Foundation Stage children is good because it manages to meet the varied needs of the children in the two classes well. The sessions are well structured so that the children have a mixture of appropriate activities, including short bursts of daily literacy and numeracy, which prepares them well for more structured work as they get older.

17. Lessons in the mixed Reception and Year 1 class are carefully planned so that there are suitable learning objectives taken from the Foundation Stage and National Curriculum to meet the needs of both Year groups. Children who are learning faster or slower than others can work with older or younger peers, whichever may be more appropriate for them at that time, and this aids their learning well.

18. Good features observed in lessons at both Key Stages include careful planning and well thought out learning objectives that provide a clear focus for the learning. In most lessons learning objectives are shared with pupils at the beginning to good effect to provide a judgement and teachers check pupils' understanding at the end through focused questioning. Planning is linked closely to national guidance and ensures effective implementation of National Curriculum. Time is used well as pupils move from one activity to the next.

19. No unsatisfactory teaching was observed. However, some lessons were less effective because the pace was slow and pupils of higher attainment were not sufficiently challenged. High expectations of pupils' behaviour and standards are set in the most effective lessons. As a result, pupils respond positively and behave very well and try hard to produce their best work.

20. Relationships are very positive and constructive, and the atmosphere in classrooms is industrious and task orientated. Teachers act as excellent role models for the pupils and through well planned outcomes, inspire and help pupils to learn. Classroom assistants are used effectively to support pupils and enable them to make improved progress. Support for pupils with SEN and EAL is good.

21. Teachers' planning is good and clearly identifies what is to be learnt and the activities that will enable this to be achieved. However, opportunities for assessment are not consistently identified in all subjects and some activities do not sufficiently challenge the pupils with higher attainment.

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

22. The quality and range of learning opportunities for pupils are satisfactory overall.

23. The last inspection identified that the school provided a broadly based curriculum which fully met the statutory requirements of the National Curriculum. Since that time the school has reviewed and rewritten its schemes of work, reflecting national curriculum guidelines and incorporating the developments in the revised National Curriculum. The curriculum in Mathematics and English now takes account of both the National Literacy and National Numeracy strategies and long-term planning has been adapted to meet these recommendations. The breadth and relevance of the school's curriculum are satisfactory, but until very recently, little had been done to update the curriculum for personal, social and emotional education. Since the ICT suite has only recently been installed, cross-curricular links with ICT are at an early stage of development.

24. The Foundation Stage curriculum is good. It includes all six areas of learning and planning is very carefully structured to make sure that the new intake of reception pupils in January follows a similar curriculum to that of the previous intake in September. The learning objectives for each session are clear, as are the activities through which the children will achieve them.

25. The long-term curriculum planning for the rest of the school follows a two Year rolling programme for the Foundation subjects. Medium-term planning, which is undertaken co-operatively by teachers of similar age groups, is now detailed and clearly based on identified learning outcomes.

26. Since September 2001, pupils in Year 5 and 6 have been set for English and Mathematics. These arrangements are based on pupils' prior attainment and serve to reduce the ability range in each set. However, planning for these groups is not yet clearly matched to pupils' abilities to ensure that all pupils are sufficiently challenged.

27. Good use is made of classroom assistants' time in all subjects to support small groups of pupils and to support individual pupils with special needs. Planning for this work is effective and ensures that assistant's time is actively used to support and extend pupils' learning.

28. The school's time allocations has recognised the need to provide a full range of national curriculum subjects, whilst prioritising the need to raise standards further in numeracy and literacy. In Key Stage 2 this gives satisfactory provision. In Key Stage 1, a disproportionate amount of time is given over to literacy and numeracy, with silent reading, phonics and poetry planned outside literacy lessons. As a result, the curriculum for Foundation subjects is limited, with too little time spent on music and Design Technology in Years 1/2 and Years 5/6. Nonetheless, teachers' creative use of cross-curricular links produces exciting learning opportunities. In one class, a story about tigers in literacy led to related art activities where

pupils painted dramatic pictures of a wild animal, and to pupils designing and colouring delightful tiger masks from large brown paper bags.

29. The school's provision for children with special educational needs is good and good support is given to both pupils and staff by the SENCO. All pupils with SEN are well provided for. They receive close attention and guidance through detailed and well constructed individual education plans with very clear targets for learning. These targets are reviewed termly with parents to ensure pupils are making progress in their learning. The impact of the additional assistance by classroom assistants for these pupils helps to secure their learning and promotes pupils' independence.

30. Pupils with English as an additional language are well supported and generally make progress in line with pupils of the same ages and levels of attainment. Where necessary the school seeks outside expert advice on this aspect of its work. In the 2002 Year 6 tests, three pupils in ten achieved at the level above national expectations, but this is not the case in Year 2 where the proportion achieving the higher level is low. The SEN co-ordinator now has responsibility for gifted and talented pupils and has identified the need to strengthen further the school's provision for their learning. Resources are adequate for addressing the basic literacy needs of most pupils, but the co-ordinator has already identified the need to improve reading resources for older pupils and to expand the provision pupils experiencing difficulties in mathematics. The co-ordinator provides good leadership; she has a good understanding of special educational needs and a clear view of the school's strengths and its priorities for further strategic improvement.

31. Provision for ICT has improved since the previous inspection, but it is not yet satisfactory. The school has recently installed a well-equipped computer suite that enables whole classes to be taught. Clear guidance is now available to all teachers on what they should be teaching in the suite, but use of ICT across the curriculum is under-developed.

32. The school provides a satisfactory range of extra-curricular activities, focussing on Key Stage 2 pupils and helping to support the wider personal development of pupils. These activities include football, netball, rounders, cross country, a multi-sport club, an art club for infants and a New Opportunity Funded 'Mini-Leaders' course. The use of the ICT suite to support extra-curricular activities is a particular strength with a well supported after school club for pupils and parents, and 'Web Wizards' meeting at lunchtime to work on the school web site. A homework club meets twice a week to cater for the needs of pupils who have been identified as underachieving. This club provides a calm and supportive environment and positive learning opportunities for all those who attend.

33. Extra-curricular activities are further enhanced by educational trips that are used to bring the curriculum to life for the pupils. For example, Year 6 pupils participate in a residential stay in North Wales, and, pupils experience a contrasting local environment when they visit Belvoir Castle and walk in the countryside. Curricular enrichment is also provided when visitors to the school, such as the local fire service, work directly with pupils.

34. The provision for pupils' personal, social and health education is unsatisfactory. Much support and guidance is given informally through the ethos of the school. In some classes, the use of group discussion is used to encourage pupils to discuss and share opinions and feelings. Learning opportunities are not timetabled consistently on a weekly basis for all classes. A subject leader has recently been identified to ensure that planning will be in line with National Curriculum guidelines in the near future. Across the age range, pupils show independence

when they select appropriate resources and materials and are always willing to contribute actively in lessons. Pupils co-operate well, sharing their ideas and listening well to each other. Many examples were seen of pupils working effectively in pairs to clarify their ideas and solve problems.

35. The provision for pupils' spiritual, moral, social and cultural development is unsatisfactory overall. The provision for spiritual and cultural development is unsatisfactory. Provision for moral development is satisfactory and social development is good. This is a similar finding to the previous inspection, although in some aspects the school is now less effective.

36. There is minimal evidence of spiritual development being provided in lessons and the good provision identified in the last inspection has not been maintained. Opportunities to extend spiritual awareness are overlooked. As class group discussions are not a regular feature of the timetable, pupils have limited opportunities to think about feelings. A sense of awe and wonder was, however, immediately gained and expressed when children in the reception class realised the image of themselves in the mirror within the box was that of a 'special person'. In acts of collective worship there is reference to the presence of Divine Being, but limited opportunities for pupils to reflect upon their inner thoughts and upon matters that go beyond their everyday lives. An example, however, of when this did occur effectively was when pupils were sensitively encouraged to reflect, empathise and share feelings of what it would feel like to live in an area where war was taking place. Evidence of work demonstrating how pupils develop their knowledge and understanding of major world faiths is limited.

37. Pupils' moral development is satisfactory. The school has a good behaviour policy that is applied consistently by all staff. Teachers manage pupils' behaviour well, although opportunities to think about and discuss the consequences of their actions are limited. Most pupils respect the school rules and accept a period of 'time-out' when these rules are broken. Children in the reception class have a sense of right and wrong, for example, when they explain how their lunchtime game was purposefully disturbed by specific individuals. Pupils in Years 5 and 6 have a sense of moral responsibility which is evident, for example, when they are considering children's rights in history and how these have improved, especially since the Victorian era. Learning within curriculum subjects does not effectively promote understanding and appreciation of the needs of other people or the environmental effects of people's actions.

38. Pupils' social development is good overall and contributes greatly to the school's learning atmosphere. Pupils are encouraged regularly to develop good relationships with all other pupils and adults and there are suitable opportunities for collaborative work, and pupils play well together. Lunchtimes are a very social experience with pupils engaging in purposeful discussion while eating together in the hall. In the reception class children learn to take turns. With good support and teaching as pupils progress through the school, they become increasingly ready to share resources. There are, however, insufficient opportunities for them to listen to the viewpoints of others, although the relatively new school council is beginning to provide older pupils with just such an opportunity. Older pupils are involved and enjoy working together in a range of extra-curricular activities and clubs. Responsibilities around the school are undertaken, but these are usually limited to older pupils.

39. Provision for pupils' cultural development is unsatisfactory. There has been little improvement in the provision since the last inspection when it was judged unsatisfactory. Within the Foundation Stage children learn through stories, such as 'Tiger Dreams' and Handa's Surprise' a little about other lifestyles. These experiences are not, however, systematically

developed as pupils progress through the school. Literature, poetry, history, geography, music and art make little or no contribution in developing cultural appreciation and understanding and there are too few opportunities provided for pupils to learn in depth about the diverse cultures present in modern society.

40. The contribution of the community to pupils' learning is good. Pupils visit the local church to celebrate major Christian festivals and they sing Christmas carols at a nearby old people's home. The local park is occasionally used for extended curricular access and the grounds of the school are well utilised, for example, in one science lesson to obtain woodlice for a study of their preferred habitat. There is also an annual residential trip for older pupils and some pupils have recently visited a local historical establishment for a day's study on the Victorians. There is also a local science park and younger children are occasionally taken on a nature trail. All these opportunities enhance pupils' learning well.

41. The contribution of partner institutions is good. The Headteacher has regular meetings with the Headteachers of other local primary schools which feed the nearby secondary school to which the majority of pupils at the school will eventually transfer. There are also strong links with this adjacent secondary school and these include the regular use of their swimming pool facilities. There are occasional exchanges of information between the curriculum co-ordinators of both schools and senior pupils spend a day in the secondary school prior to transfer at the end of Year 6.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has made satisfactory progress in its provision for pupils' welfare, health and safety. However, insufficient progress has been made in assessing their attainment and progress in all subjects of the curriculum. Teachers and classroom assistants know pupils well and create an environment in which children feel secure and interact freely. They follow up any incidents relating to poor behaviour thoroughly. The supervision at lunch time is good. The lunch time football club also provides a positive role model for good behaviour. There are no incidents of bullying at the school and there have been no recent exclusions.

43. The behaviour, bullying, sex and drugs education policies are well thought through. Pupils are given regular opportunities to explore how their behaviour affects others and to come to terms with their own feelings. There are effective procedures for rewarding good conduct and effort and for dealing with inappropriate behaviour.

44. Child Protection procedures are secure and effective. First aid and accident procedures are good and appropriate records are maintained. Health and Safety procedures and monitoring are all satisfactory. The school has very good procedures for managing and improving the behaviour of pupils. Parents are supportive of the school and close links are promoted by the school's open-door policy.

45. Procedures for monitoring and improving attendance are good. Any absences are quickly followed up, and as a result, there is a low level of unauthorised absence.

46. The procedures for assessing pupils' attainment and progress are satisfactory overall, with effective systems in place to assess English and Mathematics. However, there is no formal assessment of pupils' skills, knowledge and understanding in any other subjects.

47. In English and mathematics, all teachers in Key Stages 1 and 2 undertake comprehensive and regular assessment against the key objectives for learning, building up a detailed profile on each pupil's strengths and their priorities for future improvement. On a day-to-day basis, most teachers evaluate the learning which has taken place, though the use of the plenary sessions in English and mathematics lessons is not yet fully developed in terms of its contribution to assessment. From this range of day-to-day assessment teachers make small but important amendments to their short-term plans to try to maintain good progress through each unit of work. Most teachers use constructive comments in their marking to help pupils know how to improve their work. In the best cases such advice is regular and well-expressed, but it is not used consistently often or well in all classes.

48. Teachers, however, regularly assess pupils' progress against key learning objectives, identifying pupils' strengths and priorities for future improvement. Pupils are set personal targets annually, but during the inspection few pupils knew what their targets were, or why they were set for them. Systems for monitoring and evaluating pupils' targets for English and Mathematics are not rigorous enough and as a result the impact on pupils' learning and the standards achieved is limited. There is no assessment policy to support this key area of the school's work.

49. Assessment data is recorded electronically, including national curriculum levels and points gained. However, this information has not been used rigorously enough to inform targets and raise standards further. Insufficient use is made of assessment information to support curriculum planning or to set interim targets for each Year group. Information of pupils entering the school in Year 3 has been incomplete and at times missing altogether. The school has taken steps to improve this situation by ensuring records are sent on by the feeder school.

50. Co-ordinators for English and mathematics have analysed SATs papers to identify key areas for improvement. Appropriate measures have been introduced to raise standards in the important areas of writing, and this has resulted in some improvements in Year 2 tests last year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. A good partnership has been established with parents. Parents are generally supportive of the school. The school has an open door policy that is valued by parents.

52. The positive relationships have a good impact on pupils' attitudes to school. Parents are involved in classes and help to organise and run extra-curricular activities and other events. All parents have been invited to enter into a home/school agreement which is designed to promote improved relationships between the school, parents and children.

53. Annual reports to parents give satisfactory details of pupils' general achievements and include broad areas for pupils' further development. However, the linking of history and geography, art and design technology into one reporting box is unsatisfactory. The information provided by the school through the prospectus and the annual governors' report to parents is of a good standard overall, although the school is aware of a few statutory elements which are currently missing from this documentation. Parents receive regular informative newsletters and the termly Kingsways News, which is well designed and presented.

54. Good support is given to parents of pupils new to the school. There is also a good level of additional support provided to the parents of pupils with Special Educational Needs.

55. Parents further support their children's learning at home through the regular homework that is set. Project work which is related to a particular trip that is being studied at school was also being considered to be a valuable way of extending pupils' learning at home. The homework received increases as pupils move up the school and prepares them well for transfer to Secondary school. A few parents thought that the levels of homework set were unsatisfactory, but the inspection team consider that pupils are given an appropriate amount of homework for their age.

56. In summary, parents contribute well to their children's learning. They ensure their prompt and regular attendance, support homework, attend school concerts, celebrations and sports days and provide help in the classroom.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. At the time of the previous inspection, weaknesses were identified in the management and leadership of the school. The standards attained by the pupils were satisfactory and quality of education provided good. From September 1999 to December 2002 changes in the leadership and management of the school, and a very high turnover of staff, has meant that the development and changes introduced had not been consistently seen through as co-ordinators' and senior managers' roles constantly changed. The school has worked hard to address the key issues for improvement arising out of the previous inspection, but development stalled as the school entered this period of leadership and staffing turbulence.

58. The relatively new teaching and management team now in place are capable and highly supportive of the plans to move the school forward. They are enthused by a sense of purpose and direction in the school and are working hard and with outstanding commitment to enable the plans to succeed and to raise standards. During the inspection, the team was impressed by this shared commitment. At the parents' meeting with the registered inspector and in the questionnaires, parents recognise that the school is now 'moving in the right direction'.

59. The Headteacher provides sound leadership for the school. The staff and governing body have acknowledged weaknesses in the school and these are now clear signs of improvement. The school's development plan provides a sound steer for the work of the school over the next 3 Years. Work has already successfully begun on many of them. Raising standards of attainment across the school is the first priority. The school's managers and subject co-ordinators are aware that the priorities need refining as most of them were not involved in the original drawing up of the plan. They also recognise that it will take time to address these fully and see their impact.

60. Current priorities include, for example to improve writing standards throughout the school. Actions taken show that pupils are beginning to make progress in this area. The key issues from the previous inspection are also included. Much has recently been done to complete the work started on these key issues, for example, subject co-ordinators have been focusing on their roles and responsibilities at staff meetings this term. All subject co-ordinators are finding out what is being covered in their subject by reviewing teachers' plans, but many are unsure how well their subject is being taught and how well pupils are doing, particularly in the Foundation subjects.

61. The governing body fulfils its responsibilities well. Governors are very supportive and maintain a high profile within the school by helping with events and by liaising with subject co-ordinators. Many of them are new to the role, and have a range of expertise which is being

used effectively to move the school forward and there are appropriate committees covering all aspects of governance that are playing a significant part in helping the school to improve. All governors contribute well and as a result have a good understanding of the school's strengths and weaknesses.

62. The Headteacher and governors pay due regard to value for money, but do not yet analyse standards of attainment and achievement against costs. The school works hard to make good use of the principles of best value. For example, when the school recently established a new computer suite in the school, governors demonstrated considerable expertise in maximising cost effectiveness in the use of space and funding through appropriate consultation and comparison with business standards.

63. The management of provision for pupils with special educational needs and EAL is good and they achieve well against their personal targets.

64. The governing body makes appropriate and co-ordinated use of its delegated funds and specific grants. Regular budget and expenditure reports from the school's allocated bursar support the effective monitoring of the budget. The Headteacher's report to governors also usefully includes comments on any significant issues. The governors satisfactorily plan for the future so that they are aware of the implications for the school of changes to the distribution of SEN funding and of the LEA's review of teaching assistants' salaries.

65. The school's educational priorities are now reflected in its financial planning so that, this Year, budget allocations for curriculum areas were increased to support the school's efforts to raise pupils' achievement. This link should be further strengthened by ensuring that key staff are fully informed about the school's curricular needs and have up-to-date knowledge of appropriate and cost effective suppliers. The day-to-day management of the budget is satisfactory. The Headteacher receives effective support from the fortnightly visits of the bursar to ensure the provision of accurate and up-to-date information. The most recent audit carried out by the Local Education Authority in 2001 reported a good standard of administration, and, although several minor issues were identified, these have now been fully addressed.

66. Performance Management is used well to monitor and evaluate teaching. The head teacher has appropriate targets set by the governors and a similar model is in place for staff. Arrangements for new staff joining the school are satisfactory. Staff work as a team to provide appropriate advice and support.

67. The match of co-ordinators to the demands of the curriculum is good. The match of support staff to the needs of the pupils in the school is good and this is having an impact on the attainment of pupils across the ability range and, in particular those pupils with special educational needs. Teachers and support staff are extremely well deployed and the accommodation is used well. Learning resources are satisfactory overall, which is an improvement since the last inspection. However, outdoor provision for the Foundation Stage pupils is unsatisfactory and should be addressed as a matter of urgency. The recent addition of the computer suite has significantly assisted teachers in offering an improved curriculum for pupils in ICT. The library space is very small and has an insufficient stock of books and other resources to meet the range of pupils' needs.

68. The school is making appropriate use of the new technologies. The school is currently involving older pupils in developing aspects for a school website, and the ICT suite has been in use since January. There are efficient office systems linked to the computerised programmes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the strengths of the school, improve the weaknesses and continue to raise the standards attained by pupils and improve their achievement, the governing body, Headteacher and school staff should:-

1. Raise standards in reading, writing and mathematics at the end of Year 2, by:
 - improving the use of assessment, pupil tracking and target setting to ensure that all pupils are consistently provided with sufficiently challenging work. (Paragraphs: 19, 21, 42, 48, 88, 96)
 - reviewing the length of the taught week at Key Stage 1, ensuring that these aspects of the curriculum are taught for sufficient amounts of time. (Paragraph: 28)
2. Improve the systems for monitoring and evaluating how well pupils are learning by;
 - setting out a clear schedule for monitoring standards, setting targets and evaluating progress, which identifies the responsibilities of staff at all levels. (Paragraphs: 8, 46, 48, 49)
 - using that analysis of assessment information to inform a whole-school strategic plan for raising standards. (Paragraphs: 46, 49, 89, 104, 112, 117)
 - ensuring that subject co-ordinators have time to systematically monitor and report on standards in each Key Stage. (Paragraphs: 60, 104, 112, 144)
 - ensuring that senior managers and governors receive regular reports from the subject co-ordinators and team leaders on actions taken and their impact on standards achieved and the quality of education provided. (Paragraphs: 89, 144)
3. Raise standards in Information and Communication Technology by;
 - improving the assessment of pupils' skills, knowledge and understanding and using the information gathered to set realistic targets for further improvement. (Paragraph: 135)
 - ensuring opportunities for using ICT in all curriculum areas are planned as part of the curriculum. (Paragraphs: 31, 89)
4. Improve the development of pupils' spiritual and cultural awareness in lessons by;
 - providing training for teachers so they know how to teach these aspects better;
 - ensuring that all subjects of the curriculum make their full contribution. (Paragraphs: 36, 39)
5. Improve the provision for pupils' personal, social and health education by ensuring that these aspects are taught consistently across each Key Stage. (Paragraph: 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	20	20	0	0	0
Percentage	2	16	41	41	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	270
Number of full-time pupils known to be eligible for free school meals	44

Special Educational Needs	No. of pupils
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.0	School data	0
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	21	24	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	12	14
	Girls	16	22	23
	Total	23	34	37
Percentage of pupils at NC level 2 or above	School	51 (59)	76 (72)	82 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	17
	Girls	19	21	22
	Total	28	32	39
Percentage of pupils at NC level 2 or above	School	62 (56)	71 (75)	87 (81)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	25	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 4 and above	Boys	13	13	17
	Girls	19	17	18
	Total	32	30	35
Percentage of pupils at NC level 4 or above	School	68	84	68
	National	75	72	85
Teachers' Assessments		Reading	Writing	Mathematics
Numbers of pupils at NC level 4 and above	Boys	9	12	15
	Girls	19	19	19
	Total	28	31	34
Percentage of pupils at NC level 4 or above	School	65 (55)	72 (63)	79 (61)
	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	215	17	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian	8		
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	5		
Black or Black British – African			
Black or Black British – any other Black background	3		
Chinese			
Any other ethnic group	1		
No ethnic group recorded			

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	22.1
Average class size	27.1

Education support staff: Y1 – Y13

Total number of education support staff	12
Total aggregate hours worked per week	190

FTE means full-time equivalent.

Financial year	2001/2002
	£
Total income	504,648
Total expenditure	465,632
Expenditure per pupil	1,687
Balance brought forward from previous year	30,515
Balance carried forward to next year	39,016

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.4
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	280
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	2	0	0
My child is making good progress in school.	56	42	2	0	1
Behaviour in the school is good.	47	39	8	3	3
My child gets the right amount of work to do at home.	38	51	7	1	3
The teaching is good.	61	35	1	0	3
I am kept well informed about how my child is getting on.	54	40	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	73	26	0	0	0
The school expects my child to work hard and achieve his or her best.	74	22	1	1	3
The school works closely with parents.	45	45	6	0	3
The school is well led and managed.	57	34	3	2	3
The school is helping my child become mature and responsible.	55	41	3	0	2
The school provides an interesting range of activities outside lessons.	40	38	12	3	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Children enter the reception classes at the beginning of the Year in which they will be five. Those children who become five in the autumn term attend from September in a mixed Year 1 and Reception class, while those with birthdays later in the Year attend from January in a single age reception class. There are meetings and visits for the children and parents before the children start school which help them to make a confident start to school. Many children have had pre-school experiences. Attainment on entry varies from Year to Year, but school based assessments for these two groups of children indicate that their attainment is below that expected for their age.

69. Children in both classes make satisfactory progress and broaden and consolidate their knowledge in all areas of learning. By the end of the reception Year, several children in each class will attain the national expectations in all six areas of learning, with a few exceeding, although for many their attainment will remain below national expectations. This appears to be a decline from the finding of the last inspection, but Year-on-Year comparisons are difficult owing to the different sizes of intake which also occur at different times in the school Year. Planning is very carefully structured and provision is good overall, and this ensures the children receive similar opportunities whenever they start school. Some improvements could be made, however, to combine further all the areas of learning to build upon what children can already do, and indicate appropriate teaching opportunities to link together the indoor and outdoor environment.

Personal, social and emotional development

70. Many of the children, including those with special educational needs, achieve satisfactorily in their personal, social and emotional development and, by the time they leave the reception Year, several of them will attain the national expectations in the early learning goal in this area. The quality of teaching is good and the staff create a caring and supportive environment that helps young children to settle quickly and feel part of the school. They provide good role models and children are treated with respect and their contributions valued. A suitable range of social experiences is provided, such as role-play in the 'jungle' or in 'Handa's Hut', sharing news and taking turns in speaking and listening. Children adapt to school routines well and, by the end of the reception Year, many children show confidence and relate appropriately to adults and each other. The children develop independence in selecting an activity, in dressing themselves and in personal hygiene. Several children are responsive, interested in what they are doing, and concentrate and persevere in their learning activities. The teachers and teaching assistants encourage children to participate in activities when they are required to sit and listen to others, and many do this attentively. However, a few children find it difficult to concentrate or make contributions even when working in pairs or small groups. Several children can share their feelings and ideas satisfactorily, although this is hard for many children who find concentration difficult and who lack confidence and the necessary language skills. There is a strong focus on the development of children's confidence and self-esteem, concentration and respect for each other. For example, during 'circle time' when they are encouraged to listen carefully to each other and through 'talking partners' when children have opportunities to share and develop their ideas in pairs. There are, however, limited opportunities for children to focus on activities to develop their own interests, extend their thinking, independence and enthusiasm for learning. They attend acts of collective worship with

the rest of the school and this helps the children to become more mature and feel they are members of the school community. The children have access to the main school play areas during playtimes and lunchtimes, and this increases their opportunities to develop social skills with older friends or siblings.

Communication, language and literacy

71. Teaching is good overall with a variety of experiences planned to encourage an interest and enthusiasm for words and stories. Teachers, through their own enthusiasm, motivate children to recognise letters and words. The teachers use attractive books with unusual and interesting vocabulary to capture children's attention, which several eagerly show they can remember. The achievement of a few children is good and for several children their achievement is satisfactory, in this area of learning, including those children with special educational needs. For many children, however, their communication, language and literacy skills are slow to develop and they are unlikely to meet expectations in this area of learning by the end of the Foundation Stage. The children learn to listen to each other and take turns in communicating their ideas. Several children are confident in discussions and when sharing ideas and experiences and this is developed well through 'talking partners' when children have opportunities to share and develop their ideas in pairs or explain what their partner told them. Many children enjoy hearing stories and listen well for a reasonable time. Some children learn new vocabulary quickly, while others take time to develop fluent and expressive speech. Many recognise their name and a number of familiar words. Several children can read sounds to attempt to write words and short simple sentences. For example, after sharing stories and reading Big Books with their teachers, they wrote labels for what a giant needs, letters to 'Baby Bear' and after role-play their own adventure of "Town Mouse and Country Mouse". Many other children make marks on paper or string letters together, but are not yet ready to read back to an adult.

72. Good opportunities are provided to encourage and enrich children's language development and skills through a variety of activities, including the adapted literacy hour. Many children are happy to share books with adults and enjoy talking about the pictures, whilst several recognise familiar words. The opportunities and resources for imaginative role-play are good, particularly when an adult interacts to extend children's ideas and vocabulary and this is an improvement since the last inspection. There are a suitable variety of resources now, including a new role-play area adjacent to the Reception and Year 1 class, as well as the area in the new Reception class, and costumes and role-play equipment, which the children mostly use with care. Activities in the outdoor environment develop and extend vocabulary and language skills and also letter formation when using large chalks in the playground. For example, children accurately recall from the story, "Handa's Surprise", the animals in the correct sequence that Handa encountered on her journey and the fruit they ate from her basket and then they place the pictures in order on the playground and follow her journey with a programmable toy. With adult support, they also talk about the best place to collect the toll and go for petrol on their chalk roadways. These opportunities are, however, limited because there is no direct access to the outdoor environment and this makes planning difficult to build on experiences and link indoors to outdoors.

Mathematical development

73. The quality of teaching in this area of learning is good and the lively pace captures the children's interest and attention. Achievement for a few children is good and for several satisfactory, including those with special educational needs, while for many children their

mathematical skills are below expectations for their age. Several can count confidently to twenty and are able to match the number to each object counted. These children are confident in knowing that to count accurately they need to put objects in a line and move and count each separately, but they are also aware of counting objects they cannot touch or move, for example, when helping Kanga the kangaroo puppet to count cubes more carefully and to count his paw claps and the beats on the tambourine made by the teacher. Using fruit, they begin to combine groups and know when there is one piece more or one less on a plate. They learn to compare the lengths of wiggly worms and the stalks of flowers. Children begin to use everyday words to describe the position of objects. They learn to give and follow directions using a programmable toy. Many children, however, lack confidence when counting a small number of objects and find it difficult to match objects to the correct number.

74. Appropriate activities with good adult interaction are provided to develop mathematical knowledge. For example, when buying items in the shop, sharing fruit on to plates for different numbers of friends and after hearing the stories 'Jasper's Beanstalk' and 'Handa's Surprise'. Working in pairs, one child learns to control and manoeuvre a remote control car around their safari park, while the other child checks if the journey can be completed before the sand runs out in the large sand-timer.

75. Teaching is at least satisfactory and sometimes very good in this area of learning and, by the end of the reception Year, achievement is satisfactory for several children, including those with special educational needs, and those learning English as an additional language, while for many their achievement remains below expectations for their age. In the very good lesson observed, the teacher pretends she is unable to recall the names of the fruit in the story of 'Handa's Surprise' or how Handa described them. Fruit is passed around the circle of children who recall well the fruit and its description. Names and descriptions are constantly reinforced through the teacher's questioning. There is a wide variety of activities for children to use and explore that are linked to a particularly aspect of this area of learning. Role-play is very well used to further develop understanding of animals and their habitats and people and their different living environments. Children are given time to consider and opportunities to observe closely the changes that occur as seeds grow into plants. However, these activities do not extend sufficiently to independent play situations when knowledge and language skills could be further developed and extended. The teachers and assistants direct most of the activities and there are few opportunities for children to experiment further without an adult or for them to discuss further together and build upon the ideas and suggestions of others.

Knowledge and understanding of the world

76. On entry to school, for many children their knowledge and understanding of the world is below expectation for their age. The children look at photographs of themselves and describe their features. Children learn about different animals and creatures and where they live and are able to identify whether they are from hot or cold countries. They learn about what animals need to survive and following a visit from the RSPCA what care pets require. Using Duplo, they construct a tall house for a giraffe and a smaller, longer one for a snake. The children use their senses to describe the fruits in the story of 'Handa's Surprise' before cutting them up for a fruit salad. Children begin to know about the cultures and traditions of other people when make splatter paint patterns at the time of the Hindu festival of Holi. They use the computer with developing confidence, controlling the mouse to move the cursor around the screen and to click and drag a picture to the correct place. They use programmable toys to follow directions and sequence the story of 'Jasper's Beanstalk' and 'Handa's Surprise'. Working in pairs, one child

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Physical development

78. Children's physical development is below expectations for their age because they do not have readily available access to a safe, well planned environment. The children show confidence in their ability to take care of themselves when dressing and washing their hands. They are developing an understanding that certain foods will keep them healthy. Many children handle pencils, crayons, paintbrushes, scissors and glue safely and with control. Children use wheeled toys in the outdoor area beside the school hall to develop control and co-ordination in pushing, pulling and pedalling. They show an awareness of space and their own needs as well as the needs of others. This area is limiting in its design and has no specific markings or resources for the children to travel around and through, although when they use the playground they mark their own chalk roadways. Children begin to develop imaginative play when an adult interacts with them. For example, they pay a toll at a certain point in order to pass along the road and are encouraged to consider where they might buy petrol. The children work well developing skills with a rope and co-operatively in pairs when using a bat to hit a ball thrown to them. They collaborate well and respond to instructions with control, for example, when working as a whole class to raise the parachute above their heads for a pair of children to change places underneath.

79. Within the limitations of the facilities and resources, the teaching is satisfactory in this area of learning. However, in the lesson observed in the hall, teaching and learning were good. This was because of the teacher's good organisation and the positive manner in which she motivated the children and captured their attention and interest. She encouraged them to carefully follow her instructions to hold the parachute and create a mushroom effect. The positive manner adopted by the adults encourages children to gain in confidence in using the available space and resources imaginatively. Outdoor physical activities are not yet fully incorporated into the daily routine of all children in the Foundation Stage and this limits the consistent and full development of this area of learning. Children have few opportunities or sufficient time to explore and experience a range of equipment or develop their imagination without adult direction.

Creative development

80. Teaching is good in this area of learning. Children are provided with a range of material and activities. Appropriate opportunities are provided for role-play, to use farm and wild animals, toys and construction equipment. Adults interact well with children during these activities to systematically develop skills to enhance the quality of play and imagination.

81. Several children will meet the Early Learning Goals by the end of the Foundation Stage. Creative play is well developed in the role-play areas and by the use of artefacts, clothes and small world play to enhance their imagination and this is an improvement on the last inspection. Children enjoy and join in rhymes and singing. Children show enthusiasm for art and satisfactorily represent what they see and feel in a range of media, for example, when creating a jungle scene and painting careful markings on the animals that live in the jungle. Children effectively use paint and straws to create bubble and splatter patterns. They are beginning to appreciate how to create different shades of colour, for example, when they mix orange and yellow paint to re-create the shades of Monet's Sunflowers and Van Gough's garden through the seasons.

ENGLISH

82. Standards attained by pupils in Years 2 and 6 are in line with national expectations in all aspects of English. This shows a significant improvement for Year 2 pupils, whose standards in reading and writing tests had declined steadily since the last inspection and were well below national expectations in 2002. Evidence from the inspection shows most Year 2 pupils are now attaining in line with national expectations and some more able pupils attaining higher. In Year 6, pupils' attainment improved significantly in 2002 and evidence from inspection indicates that this improvement has been sustained. Pupils in both Key Stages, including those who speak English as an additional language, were seen to be making good progress from a starting point below national expectations. The teachers are skilful in planning and generally set appropriate expectations when teaching basic skills. To help ensure that work matches pupils' learning needs, all classes are arranged in ability groups and, in Years 5 and 6, setting is used for part of the Year. Teachers use some effective strategies to provide a broad match between pupils' abilities and the tasks they undertake, though this aspect of lessons needs to become even more effective. Where individual pupils are identified as failing to make adequate progress, appropriate action is taken to address the problem, involving class teachers, the Literacy Co-ordinator, the SEN Co-ordinator and the parents. Measures include participation in well-managed National Literacy Strategy catch-up programmes; for pupils requiring more intensive help, a detailed investigation into their strengths and difficulties is followed by carefully planned individual or small-group support. Pupils with SEN and those learning English as an additional language, achieve standards which are good when their prior levels of attainment are taken into account. Resources for English are generally satisfactory in both Key Stages. There are some good non-fiction books in all classrooms, but the central school library is too small and its book stock too restricted to support independent research, particularly by older pupils. Pupils read regularly at home in both Key Stages and undertake regular tasks appropriate to their ages and abilities, which helps them to make good progress. In Key Stage 2 they also keep a reading log and reading journal. This sustained home-school support for English contributes well to pupils' progress and helps maintain the recent improvement in standards.

83. Speaking and listening skills are below expectations early in Key Stage 1, but improve steadily. By Year 6 standards are broadly in line with national expectations. In Years 2 and 6 pupils listen carefully to their teachers and other adults, carrying out instructions readily and

promptly and helping each other where any misunderstanding arises. They generally pay attention to each other's contributions in discussions and some are able to comment sensibly on what has been said. Overall, speaking skills in Year 2 are less well developed than listening skills, though both are hindered by most pupils' restricted vocabulary. The pupils respond appropriately to teachers' questions and are generally keen to contribute, especially where only a limited response is required. However, only pupils of higher attainment routinely frame their extended answers in clear sentences. While teachers are skilled at building on any underdeveloped responses so that everyone understands the pupils' views and ideas, they do not systematically provide opportunities for extended responses nor consciously use strategies to promote greater oral skills in pupils. Through Key Stage 2 pupils make good progress in speaking and listening and by Year 6 standards are in line with national expectations. All of these pupils provide responses appropriate to the situation or task and most are confident and reasonably articulate. They communicate clearly and sensitively in group activities across the curriculum, generally listening carefully to each other's suggestions. Pupils of higher attainment express themselves in complex and grammatically accurate sentences and enjoy discussing their views and opinions.

84. Standards in reading in Year 2 have been well below national expectations since 1999, but evidence from inspection indicates that they are now much improved and are broadly in line with national expectations, though too few are attaining higher levels. Many children can read most of the more common words and they use a developing range of strategies, including their knowledge of letters and sounds, to tackle unfamiliar words. Pupils of higher attainment read fluently and with expression. Pupils understand how fiction and non-fiction books are organised and a large majority can use the contents page, glossary and index. Many are reading books from published schemes, though the pupils of higher attainment read more demanding stories and poems written by established authors.

85. By Year 6 most pupils' reading is in line with national expectations; they read confidently and accurately with appropriate expression. Pupils of higher attainment achieve higher levels, reading more fluently and developing greater understanding of the texts. The minority of pupils who are below expectations in their reading have limited vocabulary and lack a sufficient range of skills to cope with unfamiliar words. Pupils can name a favourite book and author. The majority can explain their preferences and some have investigated an author at length, producing detailed and extended project books about them. Most pupils can discuss the characters, story and themes in a familiar book and can identify words or phrases in a text which justify their views, though an understanding of the language used in poetry is less well developed in all but the pupils with the highest levels of attainment. They can write effective book reviews to recommend their choices to other readers.

86. Standards in writing in Year 2 have been well below expectations in recent Years, but evidence from inspection indicates that they are improving and are now closer to national expectations. Pupils know their letters and most can write them neatly. They can spell many common words and use their knowledge of letters and sounds to make sensible attempts to write words whose spellings they do not know. Most pupils write using familiar words and the higher attaining pupils are beginning to be more adventurous in choosing words to express their ideas more effectively. Pupils generally write simple sentences, often marked by capital letters and full stops. The pupils of higher attainment use some other punctuation such as commas and exclamation marks and are beginning to write more complex sentences. Most children's stories contain a beginning, a middle and an end, with some information about the characters and sometimes a simple description of the setting. Too few develop these features of stories well enough to attain above the expectations for their age.

87. By Year 6 writing has improved further and is in line with national expectations. Most pupils write competently in a range of story styles and show a secure understanding of the main types of non-narrative writing. They are beginning to introduce greater variety to their writing, but too few stories show strong development of character and plot. Pupils are generally accurate in common spellings and in punctuation, including some effective paragraphing, and their handwriting is in line with expectations. Pupils of higher attainment write good, fluent prose in a range of story styles and non-narrative text types, including reports, letters, instructions and diaries. These pupils make some use of a variety of devices such as simile, metaphor and personification and they use paragraphing and a range of sentence structures well to adapt their writing for its intended purpose and audience. At times their writing is powerful and emotive, for example, in their letters about the work of charities. Handwriting and presentation skills for these higher attaining pupils are generally good. By contrast, evidence from inspection shows one pupil in four writing below national expectations. These pupils show emerging but insecure skills in spelling and in adapting their writing to the task and audience. Their stories have a basic structure and simple punctuation is used accurately at times, though this is not consistent. Handwriting and presentation for these pupils is variable, but is generally below national expectations. All Year 6 pupils undertake some proof-reading and try to improve their selection of words, though editing of sentences and paragraphs is less common.

88. The teaching of English ranges from satisfactory to very good and is good overall, promoting good progress from standards which are below expectation when pupils enter school. The school's scheme of work for English has a clear focus on the objectives set out in the National Literacy Framework. Teachers work hard to plan good lessons and use questioning well to help pupils progress in their learning. The main features of teaching recommended by the national literacy strategy are well established and have a positive effect on learning. Teachers work well with groups and use texts effectively to link reading and writing. In the best teaching care is taken to ensure that work is well matched to pupils' differing levels of attainment, but in too many cases this is not done in every phase of the lesson. While average and lower attaining pupils are generally well supported, therefore, work is not consistently challenging for the pupils of higher attainment in either Key Stage, but especially in Key Stage 1. Where teaching is strongest, there is a brisk pace with deliberate periods of slower and more reflective working. For example, in the mixed Year 1 and 2 classes teachers made good use of a big print poem to stimulate discussion about poetry and to promote good poetry writing, while maintaining good attention to basic skills in using knowledge of letters and sounds both to read and write accurately. In Years 5 and 6, teachers teach well the skill of writing persuasive letters and demand high standards of content and presentation. In both Key Stages, praise is used constructively to celebrate and build on good work from pupils, leading to improved standards and heightened self-esteem. Classroom displays are used well throughout the school to support literacy learning and promote good standards. Lessons are well planned and teachers promote good behaviour and attitudes to work. Marking varies considerably, but is generally helpful: in most classes teachers' marking includes comments to encourage good work and to help pupils know how to improve.

89. The recently appointed literacy co-ordinator currently works part-time at the school. Well supported by the current deputy head, the coordinator brings expert subject knowledge and provides good leadership. This has already had a positive impact on teaching and learning, though it is too early to judge the effect of this work on standards in tests. In the short time since her appointment, the co-ordinator has monitored standards and identified key strengths and weaknesses in both teaching and learning. She has already proposed revisions to the school development plan to secure further improvements. The co-ordinator has already

achieved significant change in teaching and learning and, under her leadership, the school is well placed to secure further improvements in English. There is a generous allocation of time for English, but some lessons are too long and some of the silent reading time in Key Stage 2 is not well used by all pupils. In the best teaching, information and communication technology is used well to support learning, but this is underdeveloped in many classrooms. Processes for assessing pupils' progress are good and teachers take care to adapt lessons on a day-to-day basis to reflect pupils' recent learning. However, information from end of year assessments, including the national tests, has not been used well enough in the past to form a strategic approach to raising standards in English, though the new co-ordinator has recognised that this is a priority for future action and has already identified some important steps. Classroom assistants are knowledgeable in their support for English; they work hard, show considerable sensitivity and skill and contribute well to learning for pupils of all levels of attainment.

MATHEMATICS

90. Improvement since the last inspection has been satisfactory. Standards of work have continued to be satisfactory, but teaching has improved and is now good overall. Whilst target setting is not yet fully implemented, long term planning for the subject has been modified and is now based on the National Numeracy Strategy framework.

91. By the end of Key Stage 2, pupil performance in national tests is in line with standards achieved nationally and in similar schools. Standards of pupils' work seen during the inspection were satisfactory in both Key Stages. In 2002 tests, pupils of higher attainment achieved above national expectations, but the proportion of pupils achieving expected levels was below national benchmarks. Although standards at the end of Key Stage 2 improved markedly from 2001 to 2002, trends in pupil performance over time have not matched national improvements. As a result of the planning structure provided by the National Numeracy Strategy, the good quality teaching and pupils' positive attitudes and behaviour, progress across Key Stage 2 is good. The school's matched pupil data also shows that last Year's Year 6 pupils made good progress throughout Key Stage 2. When compared to schools with similar levels of prior attainment at Key Stage 1, pupils' achievements are in line with national averages.

92. In 2002, at the end of Key Stage 1, pupils attained levels which were well below both national averages and those of similar schools. Since attainment on entry is below national averages, pupils' progress over Key Stage 1 is unsatisfactory. Teacher assessment of the standards of pupils' work at the end of Key Stage 1 was well below national averages overall, with pupil attainment in shape and space assessed as very poor. However, standards observed in lessons were in line with national expectations with pupils showing skill and confidence in mental calculations and mastery of a variety of methods of calculating, including counting on from a number, partitioning two digit numbers and using a number line. For example, in one lesson pupils in Years 1 and Year 2 were able to add and subtract small amounts of money confidently when they were solving simple mathematical problems.

93. In Year 6, pupils are competent with a range of methods of calculation, both mentally and in written form, and make sensible decisions about how to tackle and record particular calculations. In one Year 6 class, pupils, including those with SEN, explain confidently to the rest of the class how they solved a problem, for example, totalling the numbers on a number square. Pupils of higher attainment in Year 6 are able to draw angles accurately, can draw triangles using protractor and ruler, inventing their own methods of constructions. Pupils in one mixed age class in lower Key Stage 2 can recall their 6 times table rapidly and, working with others, they can generate a sequence of multiples of 9 and identify common multiples.

94. Teaching is generally good and, as a result, pupils concentrate very well, work hard and enjoy their mathematics lessons. No unsatisfactory teaching was observed. In the best lessons, activities are planned in detail so that both children and teaching assistants are able to use time to good effect. Teachers plan lessons jointly across year groups so that pupils in different sets work on the same topic area, but on questions with differing degrees of challenge. Whilst weekly and lesson planning is generally of high standard, the school does not use a standard format across the age range. As a result, opportunities are missed to plan progression from Year-to-Year or to plan differentiated activities to achieve a close match between tasks and pupils' levels of attainment within a particular set.

95. In the best lessons, pupils are encouraged to choose their own problem solving methods which are then compared with one another so that every pupil has the opportunity to learn new ways of answering a question. In all the lessons observed, tasks were varied and used an imaginative range of resources to provide rich learning opportunities so that pupils work productively and at a good pace. Lessons are well structured and group activities are well planned so that both teacher and pupils know what they are to do. Learning objectives are identified for every lesson and, in most lessons, these are shared with pupils so that they know what they are to learn. In one excellent lesson, a well-timed plenary session was used effectively to help pupils' to identify their own learning during the lesson. Pupils with Special Educational Needs and those with English as an additional language make good progress in mathematics lessons. Where classroom assistants are available, they make a valuable contribution to teaching and learning.

96. Pupils are well managed in lessons so that they concentrate well, listen to each other and work co-operatively with one another. Good behaviour is praised and pupils' learning is reinforced by positive, encouraging feedback to pupils who achieve particularly well. In the many good lessons, teachers' informal assessment informs planning on a day-to-day basis. In one lesson with older Key Stage 2 pupils, a question which pupils found difficult in the previous lesson was returned to and new methods introduced so that pupils could see themselves succeeding. Work is marked regularly, but practice is inconsistent. In some classes, teachers' comments in pupils' books are infrequent, whilst in others teachers give positive feedback and suggest ways to improve work. Half termly tests and optional national tests have been adopted to identify underachieving pupils and adjust class groupings to maximise learning. Consequently, setting arrangements are complex and learning time is lost whilst pupils move from one lesson to the next. Pupils' work is not yet assessed or moderated against National Curriculum levels and, as a consequence, both numerical and curricular target setting remains underdeveloped.

97. Leadership and management of the subject are both good. The new subject leader has been in post since January and is experienced, effective and enthusiastic. Statutory requirements are met with a curriculum that offers a good balance of learning opportunities including problem-solving activities. Weaknesses in the subject are identified from analyses of national test papers and findings are fed back to class teachers. The subject leader has also identified developing pupils' appropriate use of calculators as a priority. The subject leader has undertaken some lesson observations and is now monitoring weekly planning. These developments are timely and should usefully be refined to offer systematic feedback about mathematics teaching and learning in the school. The school has a good range of learning resources to support each aspect of the curriculum. In particular, individual whiteboards are used to very good effect to support pupils' informal jottings when they are calculating.

SCIENCE

98. Standards in science for the school's eleven year olds are on course to meet the nationally expected levels by the end of the present school Year. This is an improvement on the previous two years' annual National Curriculum test results, when standards were below the national average. Standards are similar to those found in the previous inspection.

99. Pupils learn scientific ideas effectively through a combination of good teaching and opportunities to carry out investigations and experiments. This has enabled them to learn and understand science from first-hand experience, providing a sound depth of understanding and development of knowledge. For example, Year 5 and 6 pupils were able to set up a fair test accurately by recording positions of shadows. This provided them with a good insight into how different factors affect the size of a shadow and also how to ensure that investigations are valid enough to draw conclusions.

100. Pupils in Years 3 and 4 investigated the preferred habits of woodlice around the school. These pupils have a good understanding of what constitutes a fair test through good quality learning that provides pupils with opportunities for finding out answers for themselves.

101. Pupils have useful practical experiences of constructing electrical circuits using wires, batteries, bulbs and switches, that enable them to build a satisfactory working knowledge of electricity.

102. Teaching is good overall and pupils, including those with Special Educational Needs and English as an additional language, make good progress. Teachers share the aims of the lesson with pupils at the beginning of the session and this helps pupils to have a clear focus on what they are meant to learn. Teachers plan activities carefully so that the needs of pupils with different levels of attainment are met. Relationships between teachers and pupils are very good in science lessons and this results in good behaviour and hard work. The teachers' knowledge of the science curriculum is good.

103. Lesson planning is thorough and enables pupils to make good progress in their learning. However, in some lessons, there is insufficient work to extend the higher attaining pupils, because assessment is not used effectively to monitor pupils' progress. Marking is usually of a good quality. Most teachers explain misunderstanding and provide written advice about how pupils can improve their work.

104. The subject co-ordinator is very knowledgeable and provides good leadership, however, there are no formal means of tracking pupils' developing skills, knowledge and understanding. Opportunities for observing lessons are limited, and as a result, there is not enough emphasis on identifying and following up aspects that are in need of improvement.

ART and DESIGN

105. Due to timetabling arrangements, only one lesson was observed. Discussions were undertaken with the subject leader and pupils. Work scrutiny included pupils' work displayed in classrooms.

106. Since the last inspection, little improvement has taken place so that several weaknesses remain. Knowledge and understanding about art continues to be underdeveloped, although Year 1 pupils have used Monet's garden painting as source material for their own

pictures. Although the co-ordinator indicated that more resources were now available, few examples of use of work of other artists were apparent. Three-dimensional aspects of the subject are also neglected.

107. The last inspection report states that the co-ordinator is aware of the need to improve monitoring and evaluation of art and design. The co-ordinator now monitors medium-term planning, but has not been able to monitor teaching or standards of pupils' work. The role of the subject leader is under-developed in this subject.

108. Although the scheme of work for art is based on national guidance, the curriculum for Art is not sufficiently broad since too little time is available to teach it, particularly in Key Stage 1 and provision made to teach art from other cultures is limited.

109. Planning is undertaken jointly across Year groups In Year 6, topic planning is of a high quality, with good progression in landscape drawing identified through clear learning objectives so that pupils were able to sketch in the school grounds as a preliminary stage to a larger painting. The majority of pupils were able to show depth and distance in their pencil sketches.

110. Planning does not follow a consistent format across the whole primary age range. Cross-curricular links are used well to extend the subject as, for example, when Year R and Year 1 pupils worked on the theme of tigers related to their literacy work and painted a number of vividly coloured wild animals.

111. Standards of work are satisfactory, but would be improved by a more varied range of difficulty in the tasks set so that all pupils are challenged.

112. Assessment in Art is unsatisfactory. The subject co-ordinator has recently started to collect pupils' work to produce an annotated and levelled portfolio, but this is as yet incomplete.

113. A suitable range of media are used by all pupils including paint, crayon, collage, coloured pencil and pencil, but clear progression in use of these different media is not evident.

DESIGN AND TECHNOLOGY

114. Standards in Design and Technology for 11 year olds are below those expected nationally. Pupils' progress is unsatisfactory. This is a similar finding in Key Stage 2 at the time of the last inspection. No lessons were observed in design and technology.

115. Planning for the subject based on national guidance has been introduced since the last inspection. However, key aspects of the subject are not taught systematically across the school and as a result, standards are below national expectations. Although teachers plan together in year teams to ensure continuity, there is not enough consistency of pupils' experience both in design and making to raise standards higher.

116. Teaching is unsatisfactory overall throughout the school because insufficient attention is paid to the subject. As a result, pupils are not covering sufficient ground and standards are unsatisfactory. For example, the teaching of work with resistant materials and the use of associated tools and equipment are underdeveloped.

117. There are no systems for tracking pupils developing skills in design and technology and assessment is under-developed.

118. The recently appointed co-ordinator has overhauled basic resources and the subject is now well resourced. She is very knowledgeable, enthusiastic and clear about the key priorities for development, but it is too soon to evaluate the impact of her work.

GEOGRAPHY

119. Standards in geography for 11 year olds are average. This is similar to the findings in the previous inspection. All pupils in the mixed age year groups cover the same amount of work. There is satisfactory progress as pupils move through the school, for example, in Years 3 and 4 pupils draw plans of the locality and write about human and physical features of the area. In Years 5 and 6 pupils understand how settlements differ and change and can use the appropriate geographical terms confidently.

120. Due to timetabling arrangements, no lessons were seen in Key Stage 1. The quality of teaching and learning in the lessons observed was good. Teachers have a good knowledge of subjects; both teachers and pupils use geographical terms well in explanations and discussions.

121. Planning is good, based on national guidance, thereby ensuring good, systematic coverage of the national curriculum. Pupils' work is displayed attractively, with the addition of well-chosen books, and geographical terms and phrases to create further interest. Adults and pupils work well together, so that the learning atmosphere is busy and productive. Most resources are of good quality and teachers use them effectively. For example, maps are used very effectively to teach pupils a range of map reading skills. Assessment in geography is unsatisfactory. There is no system in place to record the standards pupils reach each term. The co-ordinator has already recognised this as an area for development within the School Development Plan this year.

HISTORY

122. Standards in history for 11 year olds are in line with national expectations, and this is similar to the findings in the previous inspection report. The achievement of pupils, including those with Special Educational Needs, is satisfactory.

123. By the age of 7, pupils have a sound knowledge of important historical events, and can represent their findings in different ways. For example, pupils were able to draw a spider diagram of key facts relating to the Great Fire of London.

124. By the age of 11, pupils are developing their research skills and learning to use a wider range of resources. When studying the Victorians, they gain knowledge and understanding by examining artefacts, looking through reference books and using computer programmes. Higher achieving pupils make good use of literacy skills when making notes and recording events.

125. Due to timetabling arrangements, no lessons were seen in Key Stage 2. The quality of teaching and learning in the lesson observed in Key Stage 1 was very good and reflected the teacher's good knowledge and enthusiasm for the subject. This enthusiasm was "caught" by pupils of all abilities, who responded well and were totally absorbed by the work set.

126. Planning is generally good, based on national guidance and jointly planned across year groups. However, it is not consistent enough across the age range to ensure a progression of historical knowledge, skills and understanding.

127. There are examples of good planning in Years 3 and 4 when study of the Tudors is combined with work in Art, so that portraits are used as source material in history, whilst fabric collages are made in art to depict rich Tudors resplendent in lace and velvet.

128. Insufficient time is allocated to the subject, particularly at Key Stage 1, and as a result pupils' progress is limited.

129. Good support for teachers is provided by the new subject co-ordinator, who has begun to undertake monitoring of teachers' planning. However, assessment of pupils' attainment and progress is underdeveloped and currently, there are no opportunities for the co-ordinator to work alongside colleagues and to monitor teaching and learning in order to raise standards.

130. Resources have been improved recently and are now organised on a two year rolling programme. However, these resources are not readily accessible to staff due to lack of storage space.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards are below that expected by the end of Years 2 and 6 and this is similar to the judgements of the previous inspection report. The achievement of pupils, including those with special educational needs, is unsatisfactory. By the end of Year 2, pupils are able to find letters and numbers on the keyboard. They use the mouse confidently to select from an on-screen menu and to instruct things to happen on the screen. They know that information can be obtained from computers, television, radio and video. Pupils are able to effectively create a pictogram showing the pets they own.

132. By the end of Year 6, pupils log-on and close down the computer, manipulate screen icons using the mouse, select items from an on-screen menu, use the 'drag and drop' features of a program and print their work. They combine clip art pictures and text in their books about authors and work imported from the Internet, but they do not use ICT to further develop and refine their ideas. In the work seen, there was no evidence of pupils regularly using e-mail, the Internet and external control devices. Pupils in Years 3 and 4 use a digital camera confidently to capture images of 'bad areas' to areas of the school environment and then word process letters carefully to the head teacher and caretaker with their suggested improvements.

133. Work in books and on display indicates a minimal use of ICT in most classes and across the range of curriculum subjects. In a Year 5 and 6 science lesson pupils were able to record accurately on the computer their results from an experiment measuring the length of shadows to be used later to create a graph. Classes are timetabled to use the computer suite but little evidence was seen of computers being regularly used in classrooms. Use is not yet being made of assessment to inform planning for individuals or groups of pupils. Higher attaining and lower attaining pupils were often set the same task, which did not consider the needs of different ability groups or the skills that some pupils brought from home. There is a new and very detailed scheme of work in place which should improve planning for teaching skills development and supporting work in other curriculum areas. Currently, pupils are working below the expected levels based upon their prior experience and attainment.

134. Boys and girls have good attitudes towards the subject. They are eager to learn new skills and happy to experiment and learn from their mistakes. They mostly work well together in pairs or in groups of three and take turns to use the mouse and keyboard.

135. The quality of computers is good and the ratio of computers to pupils is well in line with national expectation. The school currently has one digital camera although there are plans to purchase another one. There was, however, limited evidence of this being used by pupils. The new computer suite has only been in use since January. The co-ordinator is knowledgeable and enthusiastic and has identified the strengths of the subject and the areas for development, but she has had no opportunity to monitor teaching and learning or to work alongside colleagues. During the inspection week, pupils in Years 4 and 5 were observed working with outside agency staff to create 'powerpoint' presentations featuring their ideas for the school website which is being developed. Pupils attending the very popular extra curricular club were observed creating individual mother's day cards. Parents also usually attend this club to work with their child. Although there have been improvements in the number and quality of resources and in the strategic planning for their use, these developments have taken place too slowly to have had any significant impact upon the effectiveness of the subject. Assessment of pupils' achievement in the subject remains underdeveloped. The subject does not meet statutory requirements. The full ICT curriculum is not yet systematically taught.

MUSIC

136. Teaching is unsatisfactory overall throughout the school because insufficient attention is paid to the subject. As a result pupils do not cover enough ground and standards are unsatisfactory. This is worse than at the time of the previous inspection when standards were judged to be satisfactory.

137. Due to time tabling arrangements only one music lesson was observed in Key Stage 2. The quality of teaching and learning in this lesson was good.

138. In the lesson observed pupils were able to recognise a simple ostinato pattern in a song and sing a melodic line at correct pitch.

139. Music resources are satisfactory, but limited in tuned percussion and breadth of multi cultural music.

140. The subject co-ordinator is new in post and is providing good leadership and management. The recently purchased scheme of work is providing teachers with a consistent approach to the subject and ensuring that the appropriate skills and knowledge are covered.

PHYSICAL EDUCATION

141. During the inspection week it was only possible to observe one games lesson in a Year 5 and 6 class. No dance, gymnastics and swimming lessons were observed. Therefore, judgements by the end of Years 2 and 6 are based on the limited observation of the physical education curriculum, teachers' planning and discussions with the co-ordinator and pupils.

142. Standards of attainment are average throughout the school. This is worse than at the time of the previous inspection when attainment was found to be above average. Since then the school has introduced a new scheme of work but this, combined with a number of staffing changes across all age groups, has meant minimal effect to improve the teaching of skills or to raise standards. By the age of eleven, most pupils are able to use a hockey stick with control, accuracy and safety. The skills learned at the start of the lesson were then used effectively in a

competitive team game. Pupils attend swimming lessons and by Year 6 nearly all pupils are able to swim 25 metres.

143. Although only one lesson was observed, the indications are that the quality of teaching and learning is at least satisfactory in Key Stage 2. The quality of teaching in the lesson observed in Year 5 and 6 was good. The teacher set a good example to pupils by dressing appropriately and leading by example. The lesson included the essential element of a warming up and a cooling down period. The teacher ensured there was a good pace throughout by continually challenging pupils through an on-going dialogue. As a result, pupils' attitudes and behaviour were good. She demonstrated a variety of flexible stick movements to show how to control the ball when dribbling. However, pupils were not given opportunities to observe each other and constructively evaluate each other to improve their skills from the comments made.

144. Extra-curricular sport activities are well supported and develop further skills learned in lessons. For example, the extra-curricular hockey session observed enabled pupils to use skills from a lesson when playing a five-a-side game. The use of ICT to support the subject is underdeveloped. The subject contributes satisfactorily to the moral and social development of pupils, for example, through team games and extra-curricular activities. The use of assessment to inform planning, especially to target the pupils of higher attainment is still underdeveloped since the last inspection. The co-ordinator is new to the role and has had no opportunity to work alongside colleagues and to monitor teaching and learning in order to raise standards.

RELIGIOUS EDUCATION

145. Standards in RE are in line with those expected nationally. This is similar to the last inspection. Pupils in Year 6 attain standards that meet the expectations set out in the guidelines from the Local Education Authority on what should be taught in Religious Education.

146. The quality of teaching is good and is reflected, not only in the good progress that pupils make but in the very good attitudes they have to religious studies. Throughout the school, pupils are attentive and respond enthusiastically to questions. They have confidence in offering their points of view. This is because of the very good relationships that exist between teachers and their pupils: pupils are confident in the knowledge that their answers will be valued. Pupils behave well. Lessons are planned thoroughly and focused well and are guided by clear learning objectives which are shared with the pupils.

147. The younger pupils have a satisfactory understanding of Jesus and his life through the Easter story. Religious Education is supporting pupils' cultural development satisfactorily as they are encouraged to think about how Easter is celebrated in other countries. Older pupils know about the significance of parables and how they can link to everyday experiences. For example, after reading the parable of the unmerciful servant, pupils were able to discuss occasions when they have said 'sorry' for something they have done.

148. Lessons are carefully planned and follow units of work linked to the locally agreed syllabus.

149. The new RE co-ordinator provides good management and leadership. However, arrangements for measuring and tracking pupils' attainment and progress have yet to be established and this hinders pupils' progress in their learning. Learning resources are satisfactory. The school has a suitable range of books and artefacts to support teaching and learning.