

INSPECTION REPORT

EATON PARK PRIMARY SCHOOL

Hanley

LEA area: Stoke-on-Trent

Unique reference number: 124022

Headteacher: Phillip Crush

Acting Headteacher : Sue Molloy

Reporting inspector: Michael Best
10413

Dates of inspection: 7th – 10th October 2002

Inspection number: 248527

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Arbourfield Drive
Bucknall
Stoke-on-Trent

Postcode: ST2 9PF

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Appropriate authority: Governing body

Name of chair of governors: Mr Michael Finney

Date of previous inspection: 25th September 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Michael Best 10413	Registered inspector	Foundation Stage	Characteristics of the school The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
Mrs Patricia Edwards 10965	Lay inspector	Inclusion	Pupils' attitudes, values & personal development How well the school cares for its pupils How well the school works in partnership with parents
Mrs Trudy Cotton 3751	Team inspector	English English as an additional language Special educational needs	The curricular and other opportunities offered to pupils
Mr John Griffiths 20097	Team inspector	Science Design and technology Physical education	
Mrs Lynn Marshall 31068	Team inspector	Art and design Information and communication technology Music	
Mrs Beryl Richmond 32142	Team inspector	Mathematics. Geography. History. Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eaton Park Primary School is a larger than average sized school in the Bucknall area of Stoke-on-Trent. There are 410 pupils on the school roll, 217 boys and 193 girls, including 45 children in the nursery who attend on a part-time basis. All children in the reception class attend full-time. Housing in the area is a mixture of rented and owner-occupied homes. A regeneration scheme is financing many improvements in the locality. Many parents work part-time in the service industries. The proportion of pupils receiving free school meals is, at 23 per cent, above the national average. Children's speaking and listening skills are well below average when they enter the school. The reorganisation of education in the area takes place in 2004 and the school is expanding.

Seventeen per cent of pupils have special educational needs, which is similar to the national average. The school has implemented the new Code of Practice¹. Five pupils have Statements of Special Educational Need, which is average. The majority of pupils with special educational needs have specific or moderate learning difficulties but a significant number have emotional or behavioural difficulties. Four pupils (1 per cent) come from minority ethnic groups. All pupils of statutory school age speak English as their first language. The headteacher has been absent through ill health since November 2001 and the deputy headteacher is currently absent due to ill health. An advisory headteacher from the local education authority is acting headteacher for the inspection.

HOW GOOD THE SCHOOL IS

Despite short-term difficulties, this is an improving school. By the end of Years 2 and 6, pupils reach standards that are, overall, above, and often well above, those achieved in similar schools. Whilst teaching is satisfactory overall, there is a significant amount of high quality teaching in the school which results in good quality learning. The absence of the school's senior managers is a cause for concern but action taken by the governors and local education authority is effective and the day-to-day management of the school is good. Given its present situation, the school provides satisfactory value for money.

What the school does well

- Standards achieved by pupils in the 2002 National Curriculum tests in English, mathematics and science at the end of Year 6; and those achieved by pupils in the 2002 National Curriculum tests in reading and writing at the end of Year 2.
- The provision for personal, social and emotional development at the Foundation Stage.
- Teaching is good in Years 2, 4, 5 and 6.
- The governing body is giving the school a good lead during a difficult period.

What could be improved

- Standards in art and design, design and technology and religious education are below those expected at the end of Years 2 and 6.
- The application and monitoring of whole school procedures, particularly for improving teaching, learning and the rate of progress made by pupils from year to year, are inconsistent.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 2000 when it was judged to be underachieving because standards in reading and writing at the end of Year 2 were not high enough. Overall standards at the end of both Years 2 and 6 have risen significantly since then. A Foundation Stage² manager has been appointed and enthusiastic plans for developing this stage of children's education are underway. The current refurbishment of the school is successfully improving the learning environment. There has been positive progress in making better use of assessment information to identify targets for learning but there is still some way to go towards achieving this target fully. Although some progress has been made, there are still some shortcomings evident in the quality of teaching and in the effectiveness of some co-ordinators.

¹ The new special educational needs Code of Practice was introduced during the school year 2001-2. There are now four stages of support – School Action, School Action Plus, Statutory Assessment and Statemented.

² The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

Taking particular account of the improvement in standards and the work that is currently underway to address these outstanding issues, progress since the last inspection is judged to be satisfactory.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	D	D	B	A
Mathematics	D	B	B	A
Science	B	A	A	A*

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

The table shows that in 2002 pupils' results at the end of Year 6 are above the national average in English and mathematics and well above the national average in science. Compared with similar schools, standards are well above average in English and mathematics and very high (that is, in the top 5 per cent of schools) in science. In English and mathematics, girls' results are significantly higher than the boys' are. In science, the proportions of boys and girls reaching the national average are similar but more girls than boys reach the higher levels. At the end of Year 2, standards in the 2002 National Curriculum tests and assessments are similar to the national average in reading, writing and science. They are well below the national average in mathematics. Compared with similar schools, standards are above average in reading and writing but well below average in mathematics. Boys achieved lower results than girls, particularly in mathematics. Standards in mathematics are slightly lower than last year when they were similar to the national and similar school averages. Nationally, standards in mathematics have risen and this accentuates the apparent decline in the school's results. Results have risen year on year since the time of the last inspection. The trend in the school's results at the end of Year 6 is above that found nationally.

Inspection evidence indicates that standards are currently close to the national average in Years 2 and 6 in English and mathematics. In science, standards are average in Year 2 and above average in Year 6. In both Years 2 and 6, standards are similar to those expected at these ages in geography, history, music and information and communication technology. Standards in physical education in Year 2 are similar to national expectations and above those expected nationally in Year 6. In art and design, standards are below those expected for pupils in Years 2 and 6; infant pupils make satisfactory progress but junior pupils make inconsistent progress. Standards in design and technology are below those expected in Years 2 and 6 and progress throughout the school is inconsistent. In religious education, standards in Years 2 and 6 are below those expected in the locally agreed syllabus and pupils make uneven progress. Children in the nursery and reception classes make good progress in their personal, social and emotional development and satisfactory progress in the other areas of learning. About two-thirds meet the Early Learning Goals by the time they enter Year 1.

Overall, pupils make good progress from when they start in the nursery to when they leave at the end of Year 6. However, the rate of progress is uneven from year to year. Pupils with Statements of Special Educational Need make good progress because of the clear targets set for them to achieve and as a result of the additional support they receive. Other pupils with special educational needs make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. The majority of pupils are interested in their work.
Behaviour, in and out of classrooms	Satisfactory. The school is generally a well ordered place, but some pupils' challenging behaviour affects the learning of others.
Personal development and relationships	Relationships between members of the school community are satisfactory. A small number of pupils lack the personal skills to work and play effectively together. Pupils do not have sufficient opportunities to show initiative or take responsibility for their learning.
Attendance	Attendance is below the national average. The amount of unauthorised absence is above the national average. The majority of pupils arrive for school on time and lessons start promptly.

TEACHING AND LEARNING

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

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

Teaching and learning are good in Years 2, 4, 5 and 6, and never less than satisfactory in the nursery and reception classes. Standards are satisfactory overall in Years 1 and 3, ranging from good to unsatisfactory. The inspection took place at the beginning of the school year so a scrutiny of last year's work has contributed significantly to these judgements. During the inspection, some excellent teaching was observed and this demonstrates how standards have risen so effectively at the end of the junior age group. Teaching styles vary considerably within the school but most are effective. The major constraint in teaching and learning across the school is that teachers' expectations of what pupils know and can do are not sufficiently well informed and are, therefore, inconsistent. Thus progress from one class to the next is often uneven.

Teaching is good in English. The literacy strategy is well established. In mathematics, the numeracy strategy is well embedded and teaching is good. In science and information and communication technology teaching is satisfactory, with some good practice evident in Years 2, 5 and 6. Teaching is good in geography, history, and physical education in the junior classes and satisfactory in the infants. It is good in music and satisfactory in other subjects, including religious education, in the infants and juniors. In the nursery and reception classes, there is a good emphasis on children's personal, social and emotional development. Activities in other areas of learning are thoughtfully organised but the challenge is not always sharp enough. Most teachers manage their pupils well and create a purposeful learning atmosphere where pupils work productively and at a good pace. Basic skills are generally well taught but their application across the curriculum is not consistent. There are insufficient opportunities for pupils to develop independent study and thinking skills. Particularly in the infants, there is some over-reliance on worksheets. Four unsatisfactory lessons were observed during the inspection. Common features were insufficient challenge and less than effective management of pupils. Pupils with Statements of Special Educational Need receive good support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad, relevant and reasonably balanced curriculum. Insufficient time is devoted to religious education, art and design, and design and technology.
Provision for pupils with special educational needs	Satisfactory. Pupils with statements benefit from expert support and make good progress. There is not a consistent, whole school approach to supporting pupils with behavioural difficulties.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Pupils' spiritual development is provided mainly through collective worship and religious education. Moral development is supported through use of positive behaviour procedures. Pupils' social and cultural development is promoted through visits and visitors.
How well the school cares for its pupils	The school provides a caring environment where pupils are treated with respect and well looked after. Assessment procedures and the use of assessment information require further development. This aspect is satisfactory overall.

The school fosters a sound partnership with parents who are satisfied with their links with the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher gives a positive lead to staff and the day-to-day management of the school is good. The work of subject leaders and managers ranges from good to poor. Whole school procedures and practices are not consistent and therefore unsatisfactory.
How well the governors fulfil their responsibilities	Good. The governing body has a good grasp of the strengths and shortcomings of the school. Governors are working well with the acting head and the local education authority to resolve the challenges facing the school. All statutory requirements are met.
The school's evaluation of its performance	Satisfactory. Priorities are correctly identified but progress in planning for the long-term development of the school has not been as fast as would otherwise have been expected.
The strategic use of resources	Satisfactory. The school gives careful thought to the use of all grants available and successfully applies the principles of <i>best value</i> .

The school is sufficiently staffed. The accommodation and grounds are spacious and well maintained. Learning resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty-one parents and carers (12 per cent) returned questionnaires. Seven parents and carers attended a meeting with inspectors held before the inspection. Others spoke to inspectors during the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Teaching is good. • The school has high expectations of what children can achieve. • Most parents feel comfortable in approaching the school. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • More involvement in their children's learning, particularly through homework. • A number of parents expressed concern about the extended absence of the headteacher.

Inspectors generally agree with parents' and carers' views. The school has a good range of sporting activities but these are mainly for older junior pupils. The school supports an after school club which is run on the premises. The governors have not been in a position to provide parents with any detailed information about the headteacher who is absent due to illness.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage³ with a wide range of skills and experiences. At the time of the last inspection, attainment on entry to the nursery was below that expected of children of this age. It is now well below, particularly in respect of language, communication and number skills. The school is now drawing children from a wider area and the range of children's skills is much greater. Simple assessments made by staff soon after children start in the reception class show that language, communication and number skills are still below those expected for children at this age. By the time they move into Year 1, about two-thirds of the children meet the Early Learning Goals in all the areas of learning but many are still working at the green *Stepping Stones* in respect of their language, literacy and communication skills and their mathematical skills.
2. In the 2002 National Curriculum statutory tests taken by 7-year-olds at the end of Year 2, the proportions of pupils gaining Level 2 and above are similar to the national averages in reading and writing. Compared with similar schools (on the basis of free school meal entitlement), standards are above average in both reading and writing. Teacher assessments indicate that the proportions of pupils gaining Level 2 and above in science are similar to the national average.
3. Although pupils' overall results in mathematics are only slightly lower than in the previous year, the proportions of pupils gaining Level 2 and above in mathematics are well below both the national and similar schools averages. The main reason for this is that the proportion of pupils gaining the higher Level 3⁴ is smaller in 2002. This, coupled with rises in national standards in mathematics, accentuates the apparent decline in the school's results. The proportions of pupils gaining Level 3 in reading are below the national average and similar to the national average in writing. In science this proportion is above the national average.
4. National Curriculum statutory tests taken by 11-year-old pupils at the end of Year 6 in May 2002 indicate that the proportions of pupils gaining Level 4 and above are above the national averages in English, mathematics and well above the national average in science. The proportions of pupils gaining Level 5⁵ are well above the national averages in English and science and above the national average in mathematics. Compared with similar schools (on the basis of free school meal entitlement), standards are well above average in English and mathematics and very high (that is, in the top 5 per cent of schools) in science.
5. The statutory test results for 2002 are confirmed by scrutiny of last year's work. In conjunction with the local education authority, the school sets challenging targets for the proportion of Year 6 pupils achieving Level 4 or above in the statutory tests. The targets for 2002, although suitably challenging on the basis of pupils' prior attainment, were met in mathematics and exceeded in English.

³ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development. The stages of learning at the Foundation Stage are referred to as *Stepping Stones* and lead to the Early Learning Goals.

⁴ The National Curriculum has been written on the basis that pupils are, by the end of Year 2 when pupils are age 7, expected to reach Level 2. If a pupil is attaining Level 3 then he or she is reaching standards above that expected for a child of his or her age.

⁵ The National Curriculum has been written on the basis that pupils are, by the end of Year 6 when pupils are age 11, expected to reach Level 4. If a pupil is attaining Level 5 then he or she is reaching standards above that expected for a child of his or her age.

6. At the time of the last inspection standards at the end of Year 2 were well below the national averages in writing and mathematics, and below the national average in reading. Inspectors judged that pupils in the infants were not achieving high enough standards, particularly in reading and writing. Standards at the end of Year 6 were well below the national average in English, similar to the national average in mathematics, and well above the national average in science. In the intervening period, standards have risen significantly, particularly in reading and writing. The trend in the school's results at the end of Year 6 is above that found nationally. One factor in this has been the improvement in the proportion of pupils gaining the higher levels. Another is the positive efforts made to raise the standards achieved by pupils on the cusp of the next level. In other words, staff in Years 2 and 6 have concentrated on raising all pupils' attainment, not just that of the more able.
7. Comparing the results of the 2002 National Curriculum tests with the previous year, a slightly smaller percentage of pupils in Year 2 achieved the standard expected for their age in reading, although this remains above the national average. The percentage of those reaching the level expected for their age in writing and mathematics rose to above the national average in both subjects. However, the proportion of pupils achieving the higher Level 3 is less than half the national average. A contributory factor to these 2002 results is that boys outnumbered girls by three to two.
8. Making similar comparisons at the end of Year 6, there was an improvement in the number of pupils achieving the expected level in English and, in particular, nearly one third of pupils achieved the higher Level 5. In mathematics and science, results were maintained at their previous level. Girls outperformed boys and the performance of boys was slightly lower than in 2001. Both boys and girls achieved results above the national averages in all three subjects.
9. The results achieved by pupils by the time they leave the school at the end of Year 6 represent good and often very good achievement over time. The National Curriculum results in 2002 represent accelerated progress for pupils in both Years 2 and 6. Although the overall results in the Year 2 tests in mathematics are disappointing in terms of the national averages, for a significant number of pupils, they represent at least satisfactory and often good progress. Teachers and pupils worked very well together to achieve these results: it is by sheer hard work and effort that such results have been achieved. Additional homework and revision tasks were regularly set, completed and carefully marked. The work in English in last year's Year 6 reflects the outstanding achievement made by pupils over the year, particularly with the first-rate quality of their non-fictional writing. This is the reason why the challenging targets set for pupils to achieve in English have been exceeded.
10. Inspection evidence indicates that the proportions of average and below average attaining pupils are higher than those found in most schools, and that the proportion of higher attaining pupils is lower. Cohorts vary from year to year. In addition, an increasing number of pupils join the school other than at the usual time as the result of reorganisation of primary education in the area. In the last school year, 16 per cent of pupils either joined or left the school other than at the usual times. Teachers' assessments are similar to the National Curriculum test results. This is an improvement since the last inspection.
11. From a low starting point when they enter the nursery, pupils make good progress by the time they leave at the end of Year 6. However, this overall picture masks a number of dips and spurts in progress as pupils move through the school. Progress is rarely less than satisfactory but, in order to achieve these high results, has to be outstanding at times. In the nursery and reception classes, most children make satisfactory progress toward the Early Learning Goals. The good progress they make in their personal, social and emotional education makes an important contribution to how they learn and provides a firm

basis for their future education. However, in the other areas of learning, activities often lack the cutting edge needed to take children's learning that important step further.

12. When they start in Year 1, about a third of pupils have yet to achieve the Early Learning Goals. Insufficient account is taken of their specific needs and learning activities do not always provide an appropriate level of challenge for pupils who lack certain skills but have the potential to achieve better results. In Year 2, a strong focus on core subjects⁶ teaching accelerates pupils' learning. The pace of progress dips in Year 3 before picking up in Year 4. It accelerates in Year 5 but at the start of Year 6 standards are still only similar to the national averages. In Year 6, highly focused teaching and learning, including booster classes, successfully raise pupils' standards. This not only applies to the more able pupils whose results rise from Level 4 to Level 5 but the less able whose achievement of a Level 3 represents a commendable effort.
13. There are a number of reasons why pupils' progress is uneven. The school collects useful information about pupils' performance in tests and assessments. Senior managers have undertaken some analyses of this data but, as a whole school, insufficient attention is paid to addressing the issues arising. Some teachers make good use of assessment information to help them plan to meet pupils' needs. This good practice is not, however, shared across the school.
14. Inspection evidence indicates that standards are currently close to the national average in Years 2 and 6 in English and mathematics. In science, standards are average in Year 2 and above average in Year 6. It must be remembered that the inspection is taking place at the beginning of the school year and that booster classes and revision strategies have yet to be started. This explains the difference between the 2002 test results and standards seen during the inspection.
15. In both Years 2 and 6, standards are similar to those expected at these ages in geography, history, music and information and communication technology. Planning indicates that standards in physical education in Year 2 are satisfactory. By Year 6, standards in physical education are above those expected nationally. In art and design, standards are below those expected for pupils in Years 2 and 6; infant pupils make satisfactory progress but junior pupils make inconsistent progress. Standards in design and technology are below those expected in Years 2 and 6 and progress throughout the school is inconsistent. In religious education, standards in Years 2 and 6 are below those expected in the locally agreed syllabus and pupils make uneven progress.
16. In literacy, standards in reading and writing are close to the national averages at the ages of 7 and 11 years. Standards in speaking and listening are less secure, with many pupils having difficulty in expressing their views and opinions at length or in detail. Many pupils have difficulty in listening for sustained periods of time. The literacy strategy is established in the school but sometimes too strictly adhered to. Although never less than satisfactory, pupils' progress is uneven as they move through the school. A similar picture is seen in numeracy. Overall, pupils make sound progress in developing their knowledge of number and mathematical vocabulary but standards in the use and application of mathematics to problem solving and investigations are below average at the end of both Years 2 and 6. Many pupils' speaking and listening skills are not sufficiently developed to enable them to successfully explain and elaborate upon their thinking in numeracy.
17. In science, a sharp focus on the development of pupils' knowledge and understanding in Years 2, 5 and 6 enables pupils to make good progress. There is no whole school approach to investigative and experimental work, and there is limited evidence of pupils regularly making hypotheses. A strong feature of the work in Years 5 and 6 is the

⁶ The core subjects are English, mathematics and science.

attention given to detailed drawing and presentation of results. This provides good training for pupils and helps them ensure fair testing.

18. As reported at the time of the last inspection, pupils' information and communication technology skills are developing steadily but there are insufficient opportunities for them to apply these across the curriculum. A fundamental problem in religious education is that insufficient teaching time is given to the subject. There is some good work done, but pupils' progress is in fits and starts as they move through the school.
19. Girls do better than boys. Even taking into account nationally recognised differences in the attainment of boys compared with girls, the gap is wider than that found in other schools. That said, evidence from test results and observations during the inspection indicates that this gap is narrowing.
20. A small, but significant, proportion of boys is immature; some have emotional and behavioural difficulties and most have low expectations of what they can achieve. They demonstrate negative feelings towards learning. This has a significant impact on their progress as they move through the school. In some instances, their poor behaviour affects the achievement of others. Where individual pupils have one-to-one or small group support from visiting specialist teachers, their approach to work is markedly improved and they make good progress.
21. Pupils with Statements for their special educational needs are well provided for and make good progress in relation to the targets set for them in their individual education plans. Pupils work outside the classroom for short periods of time during the week, supported by experts from outside the school. Pupils have clear targets set for their learning. They share work at home and are keen learners, motivated by their success. Other pupils with special needs make satisfactory progress. Most have difficulties with their reading, writing and mathematics.
22. The school is just at the start of the process of identifying more able, gifted and talented pupils. It is not possible to make a secure judgement about progress for these groups of pupils as none have yet been formally recognised.
23. Pupils from minority ethnic groups make similar progress to other pupils. At the time of the inspection, no pupil of statutory school age spoke English as an additional language. In the Foundation Stage, staff are aware that children who come from bilingual homes sometimes need some additional help and this is readily provided.

Pupils' attitudes, values and personal development

24. The pupils' attitude to school, their behaviour and relationships are satisfactory. Parents are satisfied with their children's attitude to school and feel they are encouraged to grow in maturity.
25. The findings of this inspection contrast with those of the previous report, which judged these features as good with relationships being very good. Inspection evidence provides a mixed picture. Ninety-five per cent of pupils are interested in their work, respond well to their teachers and try to do their best. This is well demonstrated in the results achieved by last year's Year 6 pupils in the National Curriculum statutory tests in May 2002. A small but significant number of pupils, particularly boys, lack enthusiasm when talking about their work. Some say they do not enjoy school. Although most of these pupils have learning difficulties, coupled with behavioural and emotional needs, discussions with a wide cross-section of pupils indicate that girls value education more than boys do. The school confirms this as being a feature of the area.

26. Children enter the nursery with mixed skills. They respond well to the good provision made by staff and make good progress. This continues through into the reception class. Children mix well with each other and successfully learn to share and take turns. They are eager to come to school and leave their parents and carers confidently at the start of each session.
27. There is a very close correlation between the quality of teaching and pupils' attitudes to work. In the best lessons, pupils are effectively challenged by the work their teachers give them and respond well to encouragement and praise. Pupils respond well and sustain good levels of concentration because their teachers keep them well focussed on the job in hand. For instance, pupils in a Year 4 literacy lesson studying the layout of newspapers enjoyed their research. When this focus becomes blurred and the challenge is diluted, pupils' attention wanders and their attitudes and behaviour deteriorate.
28. The behaviour of pupils in lessons and around the school is satisfactory. The behaviour of the vast majority of pupils is good but that of a small but significant number of pupils is challenging. Pockets of poor behaviour, mainly by boys, check the flow of learning in some classes.
29. The vast majority of pupils with special educational needs are keen to learn and work hard. They are encouraged to do their best, because their contributions are valued in class. Pupils working with learning tutors share the targets set for learning, are motivated by their good progress and often carry on with their learning at home.
30. Behaviour at playtime and lunchtime is boisterous but satisfactory. Pupils know the school rules. No incidents of bullying were seen during the inspection. There were no exclusions in the last reporting year.
31. Relationships are satisfactory. Most pupils talk and play pleasantly together and respond well to teachers and lunchtime staff. However, during the inspection some spiteful comments were heard from a small but significant minority of pupils who have limited respect and regard for their teachers and peers.
32. When given the opportunity, pupils willingly accept responsibility and help with routines of class and school. The majority of whole school responsibilities are given to older pupils. Pupils develop a sense of communal responsibility by acting as prefects and through the school's *Eco* committee⁷. Representatives for a school council have recently been elected in advance of the first meeting. However, limited opportunities are provided in lessons for pupils to develop personal initiative. This inhibits pupils taking responsibility for their own learning.
33. Attendance was below the national average at 93.5 per cent for the last reporting year. The amount of unauthorised absence is above the national average, essentially due to parents taking their children out of school for family holidays. The majority of pupils arrive for school punctually allowing sessions to start on time and continue without interruption.

⁷ The *Eco* committee monitors and helps maintain the school grounds.

HOW WELL ARE PUPILS TAUGHT?

34. Taking into account all the available evidence, the overall quality of teaching and learning in the school is satisfactory. These judgements draw upon a wide range of evidence gathered during the inspection from the scrutiny of pupils' work and teachers' planning, as well as inspectors' classroom observations.
35. During the inspection, teaching was at least satisfactory in 95 per cent of the lessons, good in 49 per cent and very good or better in 10 per cent of lessons seen. Three excellent lessons were seen. Four unsatisfactory lessons were observed, but there was no poor or very poor teaching. The overall standard of teaching has improved since the time of the last inspection. The proportion of good and better teaching is similar to that found in most schools.
36. The overall quality of teaching is good in the junior classes and satisfactory in the Foundation Stage and in the infant classes. Teaching is good in English, mathematics and music in both the infant and junior classes. In history and geography it is good in the juniors and satisfactory in the infants. It is also good in physical education in the juniors; no lessons were observed in the infant classes. In science and the other subjects, including religious education, it is satisfactory.
37. Planning at the Foundation Stage successfully follows the *Stepping Stones* and leads to the Early Learning Goals. Relationships between adults and children are a strength and staff work well as a team, promoting a positive learning atmosphere where individuals are valued and nurtured. Staff know the children well and work hard to develop their personal, social and emotional skills. They are well aware of children who learn at slower rates and make good provision for them. However, activities do not always have sufficient challenge to take average and more able children's learning further. Whilst they model spoken language well, and encourage children to become *good listeners*, staff sometimes talk too much.
38. The quality of teaching in literacy is good. Teachers have a good working knowledge of the literacy strategy hour and use plenary sessions (feedback time) effectively to share achievement. However, some follow the framework too closely, rather than focussing on pupils' needs, for example speaking skills. This reflects the inconsistent use of assessment information to plan the next steps in pupils' learning. In the excellent teaching observed in Year 5, high quality assessment accurately informed teachers' planning and enabled them to provide challenging work for pupils of all abilities.
39. The quality of numeracy teaching is good. Most teachers have a good understanding of the National Numeracy Strategy and plan work carefully. In the best lessons, the first part of the lesson is used well to practise counting and mental calculation skills at a brisk pace. However, in some lessons, pupils do not have enough opportunities to record their own mathematics in a variety of ways and there is an over-reliance on worksheet completion in some year groups. Teachers generally make good use of the summing up at the end of the lesson to find out what pupils have learnt and understood.
40. Four unsatisfactory lessons were observed during the inspection, in Years 1 and 3. In these, the challenge provided for pupils was not appropriate and behaviour was not well managed. These are similar features to those identified in the unsatisfactory teaching in the previous inspection.
41. Teachers' subject knowledge is satisfactory. Many teachers have good expertise in one or more subject areas and this shines through in their teaching and, in some instances, their subject leadership. There is some confusion between the requirements for art and design and those for design and technology and this is contributing to pupils' unsatisfactory

progress in these subjects. Inspection evidence suggests that there is not enough celebration and sharing of good teaching and learning in the school. This situation is exacerbated by the physical layout of the school with separate infant and junior buildings.

42. Basic skills are generally well taught but staff do not consistently identify opportunities for pupils to apply and develop their skills in literacy, numeracy and information and communication technology as part of their everyday learning across the curriculum. This is also true of the provision for pupils to improve their research skills by looking for information in the library or on the Internet. In a good geography lesson in Year 4, pupils' learning was well advanced by the search for specific information from textbooks.
43. Teachers meet pupils' differing needs through planning work to meet the broad ability levels within their classes. This is more consistent in the core subjects than in other areas of the curriculum. In general, targets set in pupils' individual work plans are not used well enough to guide planning in lessons. The mentoring provided by visiting teachers for pupils with special educational needs is of good quality and has a most positive impact on their learning and feelings of self-worth. Classroom assistants provide good support, particularly in literacy and numeracy, and help pupils to participate in discussions.
44. Teachers have good expectations of pupils' behaviour and most manage pupils well. Many use humour well and pupils' appreciate this. Some teachers are reluctant to allow pupils to take responsibility for their own learning and over-direct them. Although learning is satisfactory, there are missed opportunities for pupils to flourish. Whilst there are a small number of pupils whose behaviour is challenging and who find it difficult to concentrate, most are keen to learn and behave well. Teachers praise and encourage good learning behaviour and award stickers and house points. However, sometimes teachers praise pupils when they are not, in fact, complying with the instructions given.
45. In the best lessons seen, particularly in English and music in Year 5 and the visiting Roman Centurion in Year 3, teachers successfully captured pupils' imagination, inspired them and actively involved them in challenging work. Clear questioning ensures that pupils understand what they have to do. In this way, pupils see themselves as successful *learners* and complete their work successfully. They try hard to apply their previous knowledge and understanding to new work. In most lessons, pupils respond well to suggestions of how to improve their work and maintain their interest. They enjoy opportunities to work with each other, co-operate well and respect the thoughts and views of others even if they do not always agree with them.
46. The pace of learning in lessons is satisfactory although in the best lessons, it is swift and purposeful. Lesson introductions generally have a clear focus and most teachers share with pupils what they are going to achieve by the end of the lesson. Where teachers set time targets for the completion of work, pupils successfully pace their work and apply themselves well. Plenary sessions (end-of-lesson review sessions), when staff and pupils share what they have achieved, are not always long enough to discuss the next steps in learning. Some lessons are too long and pupils have genuine difficulty in maintaining their interest and concentration.
47. Teachers' expectations of what pupils can achieve are unsatisfactory overall. Although some staff have high and well-informed expectations of what pupils know and can do, other teachers' expectations are not sufficiently well informed by assessment information. Although teachers collect information from tests and assessments, this information is not used consistently enough to identify the level of the next steps in learning. The school has recently extended a system whereby individual pupils are set targets for improvement. This is good practice. In some subjects, there are annotated portfolios of work that indicate to teachers what is expected at each stage of learning. As yet these are not complete or up to date and teachers cannot consistently make the best use of these to

plan future learning. Presentation of pupils' work varies from class to class. Some work is presented neatly and legibly because the teacher sets clear guidelines, whilst in others work is untidy and difficult to read.

48. The quality of teachers' lesson planning is satisfactory but many make insufficient use of assessment information to inform it. In literacy and numeracy, planning is guided by the national strategies. In science and the non-core subjects, nationally available plans are utilised. In religious education, teachers follow the locally agreed syllabus. Most lessons have a clear introduction, development and review session. Modified activities are usually provided for pupils who learn at slower rates but little reference is made to the targets in pupils' individual education plans. More able pupils are not always consistently challenged. Learning support staff are mostly clear as to their roles and responsibilities and make a positive contribution to pupils' achievements.
49. Teachers do not consistently evaluate pupils' progress at the end of each lesson. For example, planning sheets do not contain an evaluation or assessment section that would make it easy for teachers to record their judgements. There is, however, some good practice evident in the school. In the Foundation Stage, new assessment procedures are up and running and staff are starting to successfully incorporate these into their plans. Teachers in Years 2, 4, 5 and 6 record their judgements about the progress pupils make in lessons and effectively use the information gathered to decide on what to teach in the next or future lessons. All teachers have taken part in training on how to use assessment information in the classroom but some do not use this knowledge to assess pupils' progress and attainment on a regular basis.
50. The quality of marking is satisfactory. In the very best practice – particularly evident in last year's Year 6 English work – marking is of a consistently high standard, analytical and specifically aimed at helping pupils to improve their work. However, much of the marking seen, particularly in numeracy, indicates whether work is correct or not but does not provide the necessary information to help bring about improvement.
51. The school has a policy outlining the arrangements for homework. There are some variations between classes of what is expected of pupils and in the contribution this makes to their learning. Some parents say they would like to have more involvement in their children's learning at home.

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

52. The school provides a broad, relevant and reasonably balanced curriculum, offering a satisfactory range of learning opportunities for children in the Foundation Stage and pupils in the infant and junior classes. All areas of learning, leading to the Early Learning Goals in the Foundation Stage are covered and the provision for children's learning is sound.
53. As reported at the time of the last inspection, the school meets the statutory requirements for all subjects in the National Curriculum, and there is emphasis on teaching numeracy and literacy. The school follows the locally agreed syllabus for religious education. The total weekly teaching time meets national recommendations but not enough teaching time is allocated to religious education or for supporting pupils' personal, social and health education.
54. Curriculum planning is sound and the national strategies for teaching literacy and numeracy are satisfactorily established. The time spent on literacy and numeracy sessions is often added to by work on phonics, handwriting and spelling. This makes sessions longer than usual and some pupils, particularly the younger ones and those with behavioural difficulties find it difficult to concentrate on their work. The school makes good

use of additional support in work in booster groups and additional literacy support groups in order to improve the learning of pupils nearly achieving average levels of attainment.

55. The school has policies to ensure that all school groups have equal access to the full curriculum, regardless of age, attainment, gender and ethnicity. The school satisfactorily monitors the progress of these different groups, particularly boys and girls and those pupils with special educational needs.
56. Provision for extra-curricular sporting activities is a strength of the school. The school is proud of its achievements in football, athletics and netball at a local and national level. The range of other activities offered is narrower, but visits to local places of interest enliven learning in subjects such as history, geography and religious education.
57. There have been improvements since the previous inspection in the curriculum provided in the Foundation Stage. There is better co-ordination between the nursery and reception classes and staff now have time to meet and plan together. Teachers successfully plan towards the Early Learning Goals and provide children with a range of experiences in all six areas of learning.
58. The school's provision for pupils with special educational needs is sound. Pupils make satisfactory progress towards the targets set for their learning. Teachers plan different levels of work to meet the broad ability groups found within their classes. However, targets set for pupils' learning in their individual education plans are not used well enough to guide planning. There is not a consistent, whole school approach to the management of pupils with behavioural difficulties to ensure that they make the best progress possible.
59. Teachers make satisfactory use of the community to enrich pupils' learning. The community is involved in school development through environmental projects, such as the planning and planting of the school garden. Partnership with the local high school is good, with some higher attaining pupils taking part in the summer school held there. The school is also part of a local Beacon School mentoring programme.
60. A policy for personal, social and health education is in place. Teachers make pupils aware of the dangers of drug misuse and the school has a policy for sex education. These are implemented with the help of outside experts. Good quality plans for the development of citizenship are in the process of being implemented in the school.
61. The provision for pupils' spiritual development is satisfactory. The requirement to provide a daily act of collective worship is met. The range of daily assemblies provides opportunity to experience a sense of belonging, to celebrate achievement and consider moral issues. However, too few opportunities are provided for pupils to quietly reflect on important ideas about life. Younger pupils sing well and are encouraged to listen carefully and respond to the listening music in assemblies. Although older pupils are encouraged to do the same, singing lacks enthusiasm. The broader insight into spiritual values is revealed to pupils through subjects such as English where, for example, they have produced an attractive book of poems with reflections on peace. However, there are missed opportunities in some subjects to promote spiritual development and a sense of wonder.
62. Provision for pupils' moral development is satisfactory. The school's provision successfully promotes positive reinforcement of good behaviour although pupils have to wait too long to see success in the team point system. It is made within policies that provide guidance and strategies for behaviour management and rules to inform the pupils of appropriate behaviour. However, the procedures do not offer an effective sanction system for the most disruptive pupils. In other aspects of moral development, pupils have written letters to Members of Parliament about sustainable development in the area.

Others have attended local forums on recycling. In this way, their understanding of moral issues in society is developing well.

63. The provision for pupils' social development is satisfactory. All staff work hard to promote this. They provide good role models in demonstrating social conventions and how relationships are sustained. A school council has recently been established to enable pupils to share in the management of their school. Day-to-day activities, such as when working in whole class or group activities, support the development of inter-personal skills. An example of good practice was observed in a Year 5 personal health and social education lesson when pupils were evaluating board games. However, there are missed opportunities to support and challenge the development of pupils' skills when they are working and playing together.
64. Satisfactory provision is made for pupils' cultural development. Through subjects such as English, art, music and religious education, pupils' knowledge and understanding of a range of cultures are developed. For instance, pupils gain experience of their own culture through stories, songs and activities that bring them into contact with their own community. Links with the Staffordshire Partnership and visits to the Gladstone Pottery, Ford Green Hall and Shugborough further enhance these links. Provision for insight into the beliefs and customs of people from other cultures takes place through work in religious education, art and geography such as the Year 3 topic on Sikhism. Visiting speakers make a valuable contribution to this provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

65. The school provides a caring environment where pupils are valued as individuals. The teachers know their pupils well and parents are satisfied that their children are well cared for.
66. The behaviour policy supports positive behaviour well but procedures that enable teachers to manage the diverse needs of pupils with behavioural difficulties are insufficient. The school has yet to provide a consistent approach for the provision of pupils with emotional and behavioural difficulties. In Year 3, in particular, poor behaviour from a small number of pupils is stopping the rest of the class from getting on with their learning. Issues relating to bullying and racism are monitored carefully by staff. Parents agree that staff deal swiftly with any reported incidents
67. House points are awarded in most classes for good work and behaviour. At the end of the academic year a cup is presented to the winning team. There are weekly opportunities to share in pupils' personal and academic achievements and successes in assemblies. This gives them pride and encourages them to do better.
68. The school has satisfactory procedures in place for monitoring attendance. Registers are called at the beginning of every session and 100 per cent attendance certificates are awarded termly. The class with the best attendance each week receives a trophy. The home school agreement supports the policies of the school on behaviour and attendance. The education welfare officer works closely with the school, visiting weekly and following up absence where there is perceived to be a problem. However, families are not contacted by the school until a pupil has been absent for two weeks.
69. The requirement to introduce an agreed and systematic approach to assessment was a key issue for the school from the previous inspection. Whilst the school has made some positive progress in this area, particularly in geography and history, it has not yet managed to introduce a consistent approach to assessing attainment and progress in all subjects. Appropriate action is clearly outlined in the school improvement plan.

70. In the core subjects of English and mathematics, consistent records are kept of pupils' attainment using the national tests for all year groups from Year 2 to 6. In science, teachers use the Year 2 and 6 national tests to record attainment, but there is no system in place to record attainment in other year groups. In the nursery and reception class, staff make satisfactory use of a range of assessments to track the progress of all children towards the Early Learning Goals. Some teachers analyse their class results in the end of year tests and make these available to colleagues. However, these findings are not used consistently by all staff to target particular areas of learning which need to be taught during the next year.
71. For the non-core subjects, the school has developed a system to record each pupil's attainment at the end of the academic year. Subject leaders in design and technology and music have yet to adopt the system. The information recorded is based on National Curriculum levels and what is expected of each year group. Teachers record those pupils who are working at the expected standard, those who are working above and those who are working below the expected standard. There is also space for staff to record comments about individual pupils. These records are held by the subject leader and passed on to the pupils' next teacher. However, record sheets are not used routinely by all staff. In religious education, class teachers make their own arrangements for recording pupils' attainment and progress.
72. The school sets targets in conjunction with the local education authority in English and mathematics for pupils in Years 2, 5 and 6. Teachers in these year groups use the targets to set specific work for all pupils to help them reach the expected standards in national tests. Pupils whose progress needs to be monitored to encourage improvement are identified. This particularly includes those with special educational needs. Individual targets are already shared with Year 6 pupils and now the school is extending this successful practice to other classes. In many classes, these targets are pasted to the inside cover of the appropriate subject book. The school plans to discuss the targets set with parents at the forthcoming parents' evening. Individual targets for special educational needs pupils are set appropriately and regularly shared with pupils, their parents, teachers and support staff.
73. The school has policies for assessment and marking but neither gives sufficient guidance to staff as to how they can use information to help raise standards. Marking is very effectively used in Years 5 and 6 to inform pupils what they can do to improve. In other year groups, it is used mainly to indicate right or wrong answers; sometimes words of praise are added. There is little evidence in workbooks of pupils consistently correcting their own work.
74. Pupils' personal, social and emotional development is satisfactorily monitored and developed informally through the good relationships most teachers have with their pupils. Informal guidance and support is given by adults, when needed, to help pupils make improvements. The school is about to implement a tracking system to monitor personal development. The school meets the requirements set out in pupils' Statements of Special Educational Need.
75. The school has a satisfactory child protection policy. Procedures comply with those of the area child protection committee and staff are aware of these procedures. Appropriate liaison takes place with external agencies. An equal opportunities statement is contained in all policies. Visitors such as health experts, the vicar and outside speakers from *British Telecom* and the *Royal National Institute for the Blind* help to inform and educate pupils.
76. The school has a comprehensive health and safety policy and the appropriate checks on electrical equipment and fire appliances have been carried out. The arrangements for first aid, including the recording of accidents and informing parents, are good. Regular risk

assessment is carried out. However, a number of minor health and safety issues have been drawn to the attention of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

77. The schools' links with its parents are sound and similar to those found at the time of the previous inspection. Parents are satisfied with their partnership with the school.
78. The information provided in newsletters and notice boards is useful. The school prospectus provides an informative practical guide to the school. Pupils' annual progress reports are satisfactory, providing information on the work covered, progress made and some areas for development. There are parent teacher consultation meetings twice yearly and parents are welcome to talk to teachers at any reasonable time. Parents indicate they value the school's open door policy and feel able to approach the school with any worries or concerns.
79. Parents are encouraged to hear their children read at home but reading diaries are not yet used consistently either by staff or parents. The school has a homework policy but it is not implemented with sufficient rigour in all classes. Parents help in classrooms and hear pupils read. They help with swimming, on trips and by providing transport to sporting venues. This assistance is much appreciated by staff.
80. The school provides courses for parents on literacy, numeracy and information and communication technology. These enable parents to better support their children's learning. The Friends Association is open to all. It is very active in organising fund raising and social events. Good support for these activities enables considerable amounts of money to be raised to support pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

81. The headteacher has been absent due to ill health since last November. He is well respected by pupils, parents, staff and governors. He has clearly worked hard to bring about improvements in the school but it is evident that he has taken on too many responsibilities himself, rather than delegating aspects of these to staff. At the time of the last inspection, the headteacher provided strong pastoral leadership and the school improvement plan clearly identified areas for improvement.
82. The deputy headteacher took over the running of the school until the end of the academic year. She has worked hard to maintain improvements and to ensure that day-to-day routines have been maintained. She too is now absent on health grounds. An advisory headteacher from the local education authority is currently leading the school. She has been working with the headteacher and deputy headteacher since the last inspection and therefore has a good knowledge of the school's strengths and shortcomings. She enjoys the confidence of the governors and the support of the staff. She has agreed new job descriptions with staff and appointed a tier of middle management to help run the school and implement changes in policy and practice. This is wise practice. The advisory headteacher is also, in conjunction with staff, preparing a new school improvement plan to address the priorities she and this inspection have identified.
83. The local authority has arranged for an experienced headteacher from a nearby school to be acting headteacher for as long as is necessary to resolve the present leadership issues. The best efforts are being made to address an unsatisfactory situation. The governors are fully aware of the importance of resolving the present vacuum in the senior management of the school as soon as is practicable.

84. The ethos of the school is sound. The prospectus outlines social and educational aims that are reflected in its day-to-day work. Staff successfully promote sound values which prepare pupils well for the next stage of their education and life in society. The headteacher's vision for the development of the school is thoughtful and comprehensive. It sets out a clear way forward.
85. The work of subject managers and co-ordinators varies from good to poor. In the best practice, co-ordinators are up to date in their subject knowledge, are aware of where the strengths and weaknesses are in the school and support improvement. The physical layout of the school, originally separate infant and junior schools, makes it hard for staff to meet informally. Co-ordinators have to make an effort to go 'over there' to another building. Although there has been non-contact time provided for this in the past, it has not been available recently. There is no rigorous consistent approach to monitoring and evaluating the impact of teaching and learning on raising standards.
86. Due to the absence of senior managers, planned developments in the monitoring of teaching and learning have not been fully realised although the acting headteacher has observed all teachers this term. Likewise, although the collection of information about pupils' attainment and progress has continued, there has not been a whole school approach to analysing and using the data to plan strategically for improvement. In some areas, such as personal, social and health education, curriculum developments have continued. However, improvements have been achieved by the efforts of individuals rather than collectively.
87. Good progress has been made since the last inspection in establishing the Foundation Stage suite of classrooms and in planning for the development of this stage of children's education. The Foundation Stage manager is keen to develop staff knowledge and understanding and is putting in place imaginative plans for development of the learning resources, such as the outdoor environment. All Foundation Stage staff are well involved in the planning process and there is a strong commitment to providing the best possible experiences for children. There is still some work to be done to develop teaching and learning but new assessment procedures are good. They provide a firm basis for informing staff of what children know and can do, and for raising staff expectations of children's potential achievement.
88. The governing body has a good understanding of the strengths and weaknesses of the school. Governors are working closely with the acting headteacher and local authority. Well led by the chairman, they give good support to the school. Through reports and visits, governors are starting to develop a better understanding of the direction the school is taking, and how it is getting there. However, the lack of whole school procedures for monitoring standards means that governors cannot fully evaluate the work of the school.
89. The school has successfully implemented its performance management policy but recent staffing difficulties means that its operation is currently in abeyance. However, in the meantime the acting headteacher has devised new job descriptions for members of staff.
90. There are satisfactory procedures for the induction of staff new to the school. For example, staff new to the school - including newly qualified teachers - have an experienced member of staff to act as a mentor. The school has the potential to be a provider of initial teacher education.
91. The school development plan provides a satisfactory framework for the short-term and medium-term development of the school. It builds effectively on the outcomes of the school's self-review and identifies clear priorities for development aimed at raising standards. There are appropriate links with the budget.

92. Financial management is satisfactory with clear procedures in place. The school keeps careful track of its income and expenditure. Budget reserves slightly exceeded the recommended levels at the end of the last financial year but projections indicate that the reserves at the end of this year will be considerably lower. Accounts are regularly audited for both the budget and private funds. Whilst most of the services are provided from the local authority, the school successfully applies the principles of *best value* to its purchases. The school has addressed the issues raised in the latest audit report. The school makes appropriate use of specific grants.
93. Pupils benefit from the school's spending priorities. The school faces the challenge of increased numbers over the next few years as the local education authority rationalises its primary provision. In drawing up the school's budget, the governing body makes every effort to maintain a generous staffing ratio. For example, three classes have been created in the present Year 3 to cater for the particular needs of pupils and to provide spaces for pupils expected to join the school as a result of school reorganisation in the area.
94. Satisfactory use is made of new technologies in supporting the administration and management of the school. The school uses a computerised accounting system and safeguards are in place to protect this and other data.
95. There is a satisfactory number of appropriately qualified teachers and support staff to meet the requirements of the National Curriculum and the curriculum in the Foundation Stage for children under five. These have a positive impact upon the standards that pupils achieve. Administration, catering and lunchtime staff make a valued contribution to the ethos of the school.
96. The accommodation is satisfactory and there is ample space for the pupils on roll. The unused buildings provide plenty of room for expansion. A round of improvements has recently taken place that addresses issues raised during the last inspection. There is room for specialist teaching areas such as the information and communications technology suite. There are displays celebrating pupils' achievement, both in classrooms and public areas of the school. The site supervisor and cleaning staff work hard to provide a clean, tidy and well maintained school. The grounds are spacious to include a playing field with pitches and wooded area that is used for teaching purposes.
97. The learning resources available in the school are of satisfactory quality and quantity. The libraries in the infant and junior buildings include a range of fiction and reference materials. However, as yet, there is no provision for pupils to access the Internet from the junior library.
98. Taking all the appropriate evidence into account, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

99. The governing body should resolve the present uncertainty in the leadership of the school as soon as is practicable and in conjunction with senior managers and staff:

(1) raise standards in art and design, design and technology and religious education by:

- ensuring that sufficient teaching time is allocated to all subjects; (*paragraphs 18, 53, 211*)
- improving teachers' knowledge and understanding; (*paragraphs 41, 168, 196*)
- systematically monitoring teaching, learning, attainment and achievement; (*paragraphs 85-86, 165, 175, 218*)

(2) ensure that effective whole school procedures are in place, in particular to:

- identify those pupils capable of higher attainment and set challenging targets for them to achieve; (*paragraphs 22, 37, 47-8, 72, 120, 128, 145*)
- ensure that all pupils make consistent progress year on year as they move through the school; (*paragraphs 11-13, 15-20, 128, 144, 158, 165-7, 210*)
- manage pupils' behaviour consistently; (*paragraphs 20, 25, 27-8, 40, 44, 58, 62, 68, 102, 128, 139, 151, 160, 216*)
- enable pupils to develop personal independence and to take responsibility for their own learning; (*paragraphs 32, 42-4*)
- assess what pupils know and can do in all curriculum areas, and use this information to plan the next steps in learning; (*paragraphs 13, 38, 47-9, 69-73*)
- monitor and develop teaching and learning, particularly teachers' expectations of what pupils can achieve; (*paragraphs 47, 128, 139, 144, 158, 168*)
- enable subject managers to manage their specific areas throughout the school; (*paragraphs 85-6, 162, 165, 175, 218*)

and ensure that rigorous procedures are in place to monitor and evaluate their impact on raising standards. (*paragraphs 13, 85-6, 88*)

The governing body should also ensure that:

- pupils' absences are followed up immediately; (*paragraph 68*)
- pupils have sufficient opportunities to apply their information and communication skills across the curriculum. (*paragraphs 18, 42, 138, 146, 180, 185, 195*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	53

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	5	40	29	4	0	0
Percentage	4	6	49	36	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	365
Number of full-time pupils known to be eligible for free school meals	N/a	99

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	69

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	1.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	31	21	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	27
	Girls	21	20	19
	Total	46	47	46
Percentage of pupils at NC level 2 or above	School	89 (93)	90 (82)	89 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	30
	Girls	21	19	21
	Total	49	48	51
Percentage of pupils at NC level 2 or above	School	94 (88)	92 (93)	98 (95)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	41	40	81

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	31	39
	Girls	37	34	39
	Total	68	65	78
Percentage of pupils at NC level 4 or above	School	84 (73)	80 (81)	96 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	28	36
	Girls	35	34	39
	Total	60	62	75
Percentage of pupils at NC level 4 or above	School	74 (68)	77 (69)	93 (85)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
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
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
361	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
2	0	0
0	0	0
1	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.0
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	167

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	12
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	877,486
Total expenditure	849,347
Expenditure per pupil	2,103
Balance brought forward from previous year	21,050
Balance carried forward to next year	49,189

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 13%

Number of questionnaires sent out	388
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	45	0	0	0
My child is making good progress in school.	41	57	2	0	0
Behaviour in the school is good.	34	56	8	2	0
My child gets the right amount of work to do at home.	46	40	14	0	0
The teaching is good.	55	45	0	0	0
I am kept well informed about how my child is getting on.	35	45	18	0	2
I would feel comfortable about approaching the school with questions or a problem.	51	44	2	0	2
The school expects my child to work hard and achieve his or her best.	42	58	0	0	0
The school works closely with parents.	32	50	14	0	4
The school is well led and managed.	27	55	0	0	18
The school is helping my child become mature and responsible.	42	44	2	0	12
The school provides an interesting range of activities outside lessons.	19	32	23	6	20

Other issues raised by parents

A number of parents expressed concern about the extended absence of the headteacher.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

100. Children enter the nursery class at the beginning of the term following their third birthday on a part-time basis. On entry, they have a wide range of skills and experiences. For many, language, communication and number skills are particularly low. Children move into the adjacent reception classes at the beginning of the term following their fourth birthday and attend on a full-time basis. A small number of children do not attend the nursery but join the reception class when they are four. At the time of the inspection, about a quarter of the children in the reception classes were already five.
101. The school makes sound provision for children's learning. Since the last inspection, a Foundation Stage suite has been created. It is well proportioned and provides secure outside areas of hard standing and grassed areas for physical activities and play. There is sufficient room for creative activities, including water and sand play. Much is only just on place and the builders are still on the site. The new subject manager is enthusiastically leading her team and plans for future development are exciting. In line with the local education authority's policy, qualified nursery nurses (working under the overall direction of the Foundation Stage manager) run the nursery. Teachers and nursery nurses work with children in two reception classes.
102. The quality of teaching is sound. Relationships between adults and children are good and the staff work well as a team. They promote a positive learning atmosphere where individuals are valued and nurtured. Staff know the children well and are well aware of children who learn at slower rates. They are aware of those who are capable of more challenging work but activities do not always fully stretch the average and above average children to the full. Staff make good use of praise to encourage children's behaviour and participation but sometimes give credit where it is not due. By the end of the reception year, about two-thirds of children reach most of the Early Learning Goals. However, a significant number are still working towards these goals in Year 1.
103. Staff plan learning activities in accordance with the national guidelines for children in the Foundation Stage. New planning and record keeping procedures are effective but staff do not always use the *Stepping Stones* to make finer evaluations and modifications to their plans. The school has invested in many new learning resources and this makes an important contribution to children's progress. Some of the older resources are ready for replacement. Storage is a problem, particularly for the outside equipment. This is identified as a priority to address this academic year.

Personal, social and emotional development

104. Many children come to school with limited personal and social skills and find it difficult to mix with others. Some neither talk nor listen to each other and adults, tugging at adults' clothing to gain attention. Many have limited concentration spans and initially flit from one activity to another.
105. Nursery staff work hard to establish children in the nursery class routines and children respond well to this, starting to share toys and equipment. Their concentration improves steadily and staff take every opportunity to praise and value individual efforts. Children in the reception classes exercise increasing self-control but in independent activities some still have difficulty in maintaining their interest. Others, such as one group observed using construction kits, became very engrossed in what they were doing and produced some splendid results.

106. The quality of teaching is good. Staff provide good role models themselves through their own example. They successfully foster and develop children's self-esteem. They give good emphasis to developing children's understanding of right and wrong through examples in discussions and stories and simple class rules. Children learn to appreciate the expectations staff have of their behaviour and particularly value rewards such as an entry in the *Gold Book*.
107. By the time they reach the end of the reception year, most children achieve the Early Learning Goals in this area of learning. This represents good progress for a significant number.

Communication, language and literacy

108. Children's skills in this area are often low when they start in the nursery and although they make sound, and often good progress, many do not achieve the Early Learning Goals in this area of learning by the time they start in Year 1. Provision and teaching in this area of learning are sound.
109. When they start in the nursery class, many children have very little vocabulary to make their intentions clear. Initially, some do not use speech at all and their listening skills are also low. They demonstrate delayed language acquisition. By the time they enter the reception class, most express themselves in words and short phrases although some can successfully voice their experiences and link important events together. Although their listening skills are improving, many cannot concentrate well or wait their turn to speak.
110. Staff speak clearly and encourage *good listening* from pupils. However, sometimes staff talk to pupils for too long and do not give them sufficient opportunity to contribute. Target language is not displayed on activity tables as a reminder for adults. Staff focus on developing children's recognition of rhyming words and give appropriate attention to matching initial sounds with the letters they represent. Children have regular access to books and most reception children understand that print conveys information.
111. Staff effectively support children's mark making and experimentation with a variety of tools and equipment. Most reception children still need support when writing their names. By the time they leave the reception class, some children are able to form letters clearly and write words and labels but many are still working on the *Stepping Stones* leading to the Early Learning Goals.

Mathematical development

112. Children have very little mathematical language when they start in the nursery and although they make satisfactory progress, many do not achieve the Early Learning Goals in this area of learning by the time they start in Year 1. Provision and teaching in this area of learning are sound.
113. In the nursery, matching and sorting activities help children to recognise and use patterns. In the reception class, most children can count reliably to five and recognise such terms as *one more*. Some children can readily count to ten and confidently make comparisons such as *'He's got more than me!'* without having to count each item individually.
114. Most children can name simple shapes correctly and undertake simple problems. However, many lack the necessary language to explain how they arrive at their answers.

Knowledge and understanding of the world

115. Many children come to school with a limited awareness of what is going on around them. They have difficulty in explaining their recollections of what happened yesterday or what they notice has changed in the classroom. Staff work hard to provide a range of stimulating experiences, such as taking the children on a *leaf hunt*. Children make sound progress as the result of the satisfactory provision and teaching in this area of learning but not all achieve the Early Learning Goals by the time they move into Year 1.
116. Timetable sessions in the computer suite in the junior department enable children to gain skills and understanding in the use of computers. Most children are confident in logging on and can correctly name the various parts of the computer such as *screen*, *keyboard* and *mouse*.
117. Children understand that the seasons change and that, for example, leaves fall from the trees in autumn. They make decorated leaf-shaped biscuits but many are unable to recall the names of different parts of the trees such as *trunk* and *branch*.

Physical development

118. Children make satisfactory progress in this area of learning and most achieve the Early Learning Goals by the end of the reception year. Provision and teaching are satisfactory. Staff make good use of the hall but, because the builders have only recently vacated the site, limited use of the outside areas.
119. Nursery children have satisfactory opportunities to use the range of large wheeled vehicles. Staff encourage them to have a go on different vehicles but the playground surface slopes quite steeply and, although staff keep a close eye on safety, some children are more adventurous than others on the downhill run.
120. In the hall, reception children successfully develop their awareness of space through role-play situations such as *washing*. They *scrub their hands* and *rub themselves dry with a towel*, following the taped instructions and moving in time with the music. Staff model actions well and the children listen carefully to the instructions. However, there are some missed opportunities for more able children to develop their own ideas and sequences.
121. In classroom activities, children successfully develop finer skills in handling tools and equipment, in using construction kits and through making models. A good range of attractive resources stimulates children's interest. Most children have already expressed a clear preference for the left or right hand and staff are aware of the particular needs of those who are left-handed.

Creative development

122. By the time they complete the reception year, about two-thirds of children reach the Early Learning Goals in this area of learning. Staff make sound provision, teaching is satisfactory and children make steady progress in this area of learning.
123. Children in the nursery have regular opportunities to model, paint and draw. Some younger children find it difficult to make choices about which colour or brush they will use and many choose just one rather than two colours for their work.
124. Children enjoy singing. They memorise words and actions and join in with others. Many children in the reception class have yet to develop finer skills with painting and drawing.

ENGLISH

125. Throughout the school, standards in speaking, reading and writing have remained below average over time. Recently, however, there have been signs of improvement. Last year, pupils in Year 6, attained exceptional results in the 2002 national tests in English, given their prior attainment. They reached levels well above those found in similar schools nationally. These results were much higher than any achieved previously. They reflect the outstanding achievement pupils made during the year and the first-rate quality of their non-fictional writing. This leap in attainment in Year 6 was because of:
- the expertise of the teachers and their knowledge of the subject;
 - extra teacher support and provision in class, with work matched specifically to meet pupils' needs;
 - a focus on developing and improving non-fictional writing;
 - a detailed use of assessment of pupils' written work to guide their future learning
 - the excellent marking of pupils' work.
126. In recent years, standards have also improved in the infants, with more pupils reaching average levels with their reading and writing by the age of 7 years. The school has been successful in improving pupils' knowledge of letters and their sounds (phonics), an issue identified in the previous inspection. Although in Year 1 pupils' phonic skills still are at an early stage of development, by Year 2, pupils begin to spell out sounds in unknown words, such as *scribble* and *hedge*, enabling them to read with greater understanding.
127. Present inspection findings show that standards in reading and writing are close to the national averages by the ages of 7 and 11 years. Speaking skills are below average throughout the school, with a significant number of pupils also finding it hard to concentrate and listen at length. As yet, attainment in Year 6 is much lower than last year, because pupils have yet to benefit from the enhanced provision in English which helped promote the very high standards in the national tests in 2002.
128. Pupils make uneven progress across the year groups, with a pattern of dips and spurts. Progress is accelerated in Years 5 and 6, by some very good and, on occasions, excellent teaching. In some year groups, especially Year 3, the immature behaviour of boys takes up too much of the teachers' time and progress in lessons is less than expected. Teachers' expectations of the quantity, quality and presentation of work also vary, and this can affect achievement. For instance in Year 5, pupils are set challenging targets for their learning, see models of high quality presentation and so take pride in their own work and achieve well. Yet in other classes, work of limited quantity and quality is accepted.
129. When they start school, pupils' speaking skills are low, with many yet to gain confidence and competence as speakers. Despite teachers' effective use of questioning, few pupils initiate talk, or describe and explain in well-structured sentences. This affects learning in English and in other subjects. An example comes from a lesson in Year 2, where three-quarters of the class had difficulty explaining the meaning of the word *cork* and describing its use. Responses varied from '*It gets it on the end*' to '*It keeps the water out in swimming*'. Well into Year 2, most pupils still are learning how to respond clearly to what they have heard, and to use language to imagine and create. By Year 5 and 6, pupils begin to give their opinions in discussions but it is generally the confident, more articulate minority who take the lead. In Year 4, when exploring newspapers, pupils are keen to contribute as they explain the importance of headlines and bold print in attracting the reader's attention.
130. Teachers have improved their use of Standard English, a shortfall identified during the previous inspection. In lessons, they provide the correct model of spoken English and sensitively correct pupils' responses. Nevertheless, pupils still have difficulty in producing

- grammatically correct spoken and written language. For instance, while writing an autobiography, a significant number of pupils in Year 6 struggled with tenses, finding it hard to identify and use the past tense of verbs, such as *to draw* and *to drink*, correctly.
131. Standards in reading are average by the age of 7 and 11 years. Discussions with pupils show they enjoy reading and that the range of books in school is encouraging them to read. One younger pupil commented, '*I like reading books, because you don't know what is going to happen next*'. In infant classes, pupils are dependent on recalling words by sight and use the initial letters of words to help read unknown words. More capable readers read accurately and fluently, and have the necessary speaking skills to talk about and explore their books. Average and less capable readers are still developing fluency with their reading. Although supported through structured reading schemes, some find their books too difficult and so lose the meaning of the story. Reading records provide limited evidence of pupils' individual progress and lack usefulness as tools for monitoring skills.
 132. In the juniors, more capable readers read in an expressive and mature way. By Year 6, pupils make apt comparisons between different authors and books. One pupil explained that his choice, *Eric the Viking*, hadn't come up to his expectation, because it contained too much '*old language*'. Average and less capable readers are still keen to read, begin to use a wider range of reading strategies, but find it difficult to explore and talk about books. Some books chosen freely by pupils, such as, '*The Weirdstone*', cause pupils to struggle and become frustrated with their reading.
 133. Most pupils have a sound knowledge of fiction and non-fiction texts, and use the school library for study and researching for information. However, computers are not used well enough in lessons to develop pupils' writing, reading and research skills in English or across the curriculum.
 134. Standards in writing are broadly average by the end of the infant and junior stages. Pupils enter Year 1 with below average skills in writing, with many still unable to hold their pencils correctly. In all year groups, spelling is below average: pupils tend to spell words as they say them, for example, '*cu*', '*sed*' and '*viniler*'. This pattern continues well into the junior classes, despite consistent teaching of spelling rules and patterns and sight words.
 135. In Year 1, there is a clear focus on developing the basic skills and pupils make satisfactory progress. They begin to write simple sentences with some help. However, there is less opportunity for pupils to practise and develop their early emergent writing⁸, because work is too often limited to the use of worksheets. Learning moves on in Year 2 where pupils learn to structure simple stories and use more exciting and descriptive words. Progress in this year is good and gives pupils a positive start in the junior classes.
 136. Writing in the juniors has a firm focus on exploring and creating non-fictional texts. For instance, pupils write autobiographies, set down instructions for making tea and look at the language and techniques newspapers use to convey a story. In most classes, teachers model writing well and draw from the pupils' own ideas. For instance, in editing instructions, more capable learners identify how imperatives⁹ are used to start sentences and use them to sequence their writing. Although teachers work hard to promote pupils' spelling and presentation of work, standards of work observed so far this year remain below average until the end of the junior classes.
 137. The school works hard to provide opportunities for all groups to learn and work together. Pupils with Statements for their special needs make good progress with specific work in

⁸ Emergent writing refers to opportunities for pupils to write their own explanations, descriptions and stories rather than copying writing provided by teachers.

⁹ An imperative is a command. For example, "*Come here this moment*".

reading and writing on a one-to-one basis, outside class lessons. The few pupils in the school from mixed-heritage groups make similar progress to their peers. Girls tend to achieve at a higher level than boys do. For instance, nearly 60 per cent of girls in Year 6 achieved the higher levels in national tests in English last year. More boys than girls have emotional and behavioural difficulties.

138. Skills in English are used and developed well in other subjects, such as history and religious education, where older junior pupils produce some interesting writing empathising with the plight of Victorian housemaids and factory children. There is less evidence of information and communication technology supporting learning in English with drafting and editing work. Pupils' social and cultural development is promoted through the provision of a range of books, depicting stories and information from other cultures.
139. The vast majority of pupils behave in a satisfactory way in lessons. Teachers are very positive in their support and management of pupils with emotional and behavioural difficulties, but, as yet, this support is inconsistent. In the older year groups in the junior classes, pupils rise to the challenge and expectations of the work set, behave sensibly and work hard. Throughout the school, most pupils have positive self-images as readers and enjoy sharing and exploring books. Pupils with special educational needs, and those who receive help from tutors, are motivated by the progress they are making with work shared between school and home.
140. Teaching in English is good overall. Teachers are hard working, organise the literacy hour effectively and use its plenary session (feedback time) to share achievement. There is still a tendency to follow the literacy framework too closely and some aspects in English need higher priority. For instance, opportunities to develop speaking skills need a clearer focus in planning and also more teaching time. Teachers' use of assessment information to guide planning in lessons is inconsistent. Last year, in Year 6, teachers' ongoing assessment and marking was of a high quality and enabled pupils to achieve their very best. Marking in other year groups presents a mixed picture, with fewer teachers using what pupils understand and can do to guide future planning. In one exceptional lesson, work was challenging, planned to meet the different levels of ability within the class and the expectations of both teachers and pupils were high.
141. The subject manager has worked hard with other key staff to help raise standards in English. However, there needs to be a more consistent, whole school focus, towards monitoring teaching and learning, so best practice can be shared. Resources in English meet the pupils' needs.

MATHEMATICS

142. Pupils' standards in mathematics are similar to national averages at the ages of 7 and 11 years. By the end of Year 2, pupils read and write whole numbers to 1,000 and know the value of the digits in the number. They work out simple calculations mentally, know the value of coins and work out change. They know odd and even numbers and some multiplication facts. By the end of Year 6, they confidently use the four rules of mathematics and choose an appropriate method for calculating. They work out percentages and know the relationship between fractions, decimals and percentages. However, standards in the use and application of mathematics to problem solving and investigations are below average at end of both Years 2 and 6. Many pupils' speaking and listening skills are often not sufficiently developed to enable them to successfully explain and develop their thinking.
143. Year 2 pupils sort both two- and three-dimensional shapes according to their properties. They know about regular and irregular shapes. In Year 6 they have a very good knowledge of the properties of shapes and symmetry. They describe and measure angles

accurately. By the end of Year 2, pupils record data on a Venn diagram and in Year 6 pupils interpret a graph showing a trend and also record data accurately on different types of graph, including a pie chart and a bar graph. They successfully work out the mean, mode and median of a set of data.

144. The National Numeracy Strategy is firmly embedded in the work of the school and provides a structured development of pupils' skills. Achievement is satisfactory but uneven as pupils move through the school. Pupils in classes in Years 2, 4 and 5 generally make faster progress in lessons because teachers have higher expectations of what they can achieve
145. Pupils with special educational needs are usually well included in all classroom activities, although there are no individual education plans for mathematics. This is done by targeting specific questions to pupils according to their ability, providing work that is appropriate to pupils' needs and by giving extra adult support to pupils. In addition, staff often provide extra resources, such as number lines or vocabulary cards, for some pupils to help them complete their work. They make similar progress to their classmates. Higher attaining pupils do not always have challenging enough work to do and they do not always make the best possible progress.
146. Teachers plan work well to encourage pupils to apply their literacy skills when working in mathematics. For example, there is an emphasis on using the correct mathematical vocabulary. In the best practice, teachers reinforce new terms by displaying the words in the classroom or writing them on the board. This is not, however, consistent throughout the school. Pupils apply their mathematical skills well in other subjects. For instance, in history and religious education they create time lines; in science, they record information in tables and in graphs; and in English they put a series of events in the right order. However, use of information and communication technology in mathematics is limited at the present time.
147. The teaching of mathematics is good overall. In Years 2, 4 and 5, the teaching of mathematics is consistently good. There is a positive atmosphere in most lessons and pupils show their enjoyment. Most teachers have a good understanding of the National Numeracy Strategy and plan work carefully. In the best lessons, teachers successfully share with pupils what they want them to achieve and check their understanding at the end of the lesson. The first part of the lesson is used well to practise counting, mental calculation skills and to get the lesson off to a good start at a brisk pace. Teachers make good use of the summing up at the end of the lesson to find out what pupils have learnt and understood, although in some instances not enough time is allowed for this.
148. In Year 4, the teacher used a very good assessment activity in this part of the lesson. He had prepared a table similar to the one that the pupils had completed but had made some deliberate mistakes. When his work was displayed, pupils soon noticed this. Not only did this prove to be an effective way of assessing pupils' knowledge but also the pupils really enjoyed it. In these good lessons, teachers successfully use an investigative approach and choose good quality activities for pupils to undertake. They specifically highlight mathematical vocabulary, model its use well and encourage pupils to use the correct terminology. They usually question pupils well and encourage pupils to respond in a variety of ways, for example orally, by writing an answer on a white board, by using number fans or by demonstrating to the whole class.
149. However, there are some shortcomings in teaching. Pupils do not have enough opportunities to record their own mathematics in a variety of ways, particularly in the infant classes, and there is an over-reliance on worksheet completion in some year groups. Whilst most work is marked, it does not usually indicate to pupils how they can improve or how much support they have received. Teachers do not always make it clear to pupils

how much time they have to complete a particular activity and this means that pupils do not always complete what they have to do.

150. Teachers use a good range of mathematical resources, such as number lines for counting work, hundred squares for number pattern work and washing lines to enable pupils to put numbers in order. The support given to pupils by other adults in the classrooms is usually good. However, few staff have received specific training in how to support pupils' learning of mathematics.
151. Pupils' behaviour and attitudes in mathematics lessons are good overall. Most pupils are attentive and keen to learn. The youngest pupils find it difficult to maintain their concentration. Some numeracy lessons are simply too long, particularly for the younger pupils.
152. The leadership and management of the subject are satisfactory. There is a good policy for mathematics and an action plan for the subject, which is regularly evaluated. The subject leader analyses the results of the National Curriculum tests for Years 2 and 6, looks at teachers' planning and pupils' work.

SCIENCE

153. Standards by the age of 7 are similar to the national average and above the national average at the age of 11 years.
154. When investigating sounds, Year 1 pupils endeavoured to sort sounds as loud and soft and then place them in order of loudness. Although most were able to distinguish between the two extremes, many were unable to distinguish between the similar sounds. In Year 2, teachers successfully encouraged pupils to describe the wildlife found in the school grounds. Although pupils' language skills are below what is expected at this age, adults fully supported pupils' efforts to describe what they found. This was evident near the end of the lesson when pupils expanded their single word answers into phrases. Pupils recorded accurately the animals they found using a key provided by their teachers to identify those they did not immediately recognise. As their work proceeded, they began to appreciate that minibeasts like dark undisturbed places. When discussing their results with their teachers, pupils showed good logic and careful thinking, for example, *'They need to live in that sort of habitat because of food and safety'*. Numeracy skills were successfully applied when the numbers of animals found were counted and totalled. All pupils, including those with special educational needs, made good progress because there were sufficient adults available to provide individual and small group help.
155. Experimental and investigative science begins in Year 1 but there is no whole school approach to developing this area of science. Pupils make predictions as to what they think might happen in an investigation but there is little evidence of the older pupils developing a hypothesis. In Year 4, pupils were finding out about the movement of their bodies. Working in groups, they drew an outline of a pupil on paper and took it in turns to add the bones that they knew existed. However, most of them failed to explore their own limbs to try to work out where the bones might be.
156. Standards are good in Years 5 and 6. Pupils talk confidently and knowledgeably about science, using the correct scientific terminology. When setting up their investigations, they are aware of the importance of a control against which all other tests are compared. In a good Year 5 lesson, pupils successfully carried out an investigation on what is needed for a seed to germinate. They successfully discussed what makes a test fair. The other Year 5 class looked at the growth of seeds. Two pupils investigating the growth of seeds recalled how they applied instructions learned in literacy lessons to plant bulbs at home.

157. Scientific writing and drawing skills are much improved by Years 5 and 6. For example, a class of Year 6 pupils demonstrated good drawing and writing skills when revising the structure and function of the parts of a flower. Good links were made to literacy when teachers ensured that pupils knew and pronounced the words they used correctly.
158. Overall, pupils achieve well in science but progress is uneven as they move through the school. Language skills, particularly speaking and listening are not well developed in infant pupils and teachers have to work hard before introducing any science terminology. On the plus side, this particularly helps pupils with special educational needs to achieve similar progress to other pupils. Progress noticeably accelerates in the Year 2 classes and this accounts for the good results they achieve in the end of year statutory assessments, compared with their prior attainment. Progress also accelerates in Years 5 and 6 where teachers have clear expectations of what pupils can achieve and focus well on the development of scientific skills.
159. Information and communication technology skills are insufficiently used in science. Opportunities for pupils to apply skills learned in the computer suite back in the classroom are limited by the equipment available. However, a Year 2 class finding out about minibeasts in the computer suite successfully completed their research.
160. The quality of teaching is satisfactory. In one of the Year 1 lessons observed, too much time was spent on behaviour management and getting pupils to concentrate and listen to the differences between sounds. In the other Year 1 parallel class, the quality of teaching and learning was better because the teacher directed pupils to close their eyes and imagine the sounds they heard. Pupils are generally well managed and pupils respond well when their interest is sparked.
161. The marking of work in science is of variable quality. There is good supportive marking in Years 5 and 6 indicating what pupils need to do next. However, this good practice is not shared with the rest of the school. Teachers often concentrate on marking the language aspect of pupils' work; important as this is, there is too little emphasis on the science content.
162. The co-ordination of the subject is poor. There is need for a whole school approach to marking, recording, assessing and the monitoring of the science curriculum.

ART AND DESIGN

163. Standards of work seen during the inspection for pupils at the end of Years 2 and 6 are below the national expectation. Only three lessons were observed and judgement is based on displays of work and conversations with pupils and the art co-ordinator.
164. Although there are delightful examples of earlier work on display and recorded in photographs and the school portfolio, current work shows limited development of skills as pupils move through the school. Throughout, art displays are bright, cheerful and colourful but many show a limited range of skills.
165. The school has an art and design policy and follows the nationally available guidelines. However, the role of the co-ordinator is not fully developed and this has an unsatisfactory impact on the standard of pupils' work. The co-ordinator has an overview of the subject but is more knowledgeable about the art and design work for pupils in the Foundation Stage and infant classes than in the junior classes. There is no monitoring of standards of work in each year group. In consequence, there is insufficient focus on progressive development of pupils' skills, knowledge and understanding. When talking to teachers, some were unclear if a displayed piece of work had been taught as an art and design or design and technology activity. This confusion leads to teachers being unsure of the

precise lesson objective to be taught and pupils do not always make the progress that could be expected.

166. By the end of Year 2, pupils, including those with special educational needs, make satisfactory progress within a narrow range of experiences. In Year 1, they use powder colour to paint pictures based on Picasso's *Weeping Woman*. Pupils select appropriate colours, carefully plan where to put face features, and how to draw tears. Portraits, although carefully painted and showing an understanding of proportion, do not show that pupils have experimented with colour mixing and shading. Pupils have carefully observed Matisse's paper collages and selected appropriate colours and shapes to make a pattern in the same style. These collages show imagination and an understanding of the work of the artist. Clay masks and playdough animals have given pupils the opportunity to experiment with three-dimensional materials. Pupils have enjoyed moulding the materials but have had insufficient time to experiment with tools and techniques before being required to produce a finished article. Consequently, although models and masks show good use of imagination, many are very fragile. Woodland collages made from natural materials show some imagination as pupils have used berries, twigs and leaves to create trees and branches.
167. By the end of Year 6, pupils have not made the expected progress in art and design. This is because the range of art opportunities is too limited. Pupils mostly work with crayon, pencils and pastels. There is some collage work, but it is of unsatisfactory quality as pupils draw outlines and fill them with either crumpled paper or small pieces of cut fabric. They have insufficient opportunities to investigate colour, shape and texture in fabric and use this knowledge to make their own collages to communicate their own ideas, moods or feelings. Pupils learn about some famous artists and their work. For example, watercolour paintings and crayon drawings based on Turner's sea paintings demonstrate the use of similar colours but show little evidence of the use of colour wash to recreate the mood of the sea. In Year 5 there are some excellent pastel pictures of bottle ovens, which show a bold approach with pupils, selecting pastel shades very carefully to create the feeling of heat and dust. However, sketchbooks are used infrequently by most pupils and do not show a progression of skills as they move through the school. They are not used to experiment with techniques, to plan and record ideas, or to record what has been learned.
168. The overall quality of teaching is satisfactory, although there is some unsatisfactory teaching in Year 3. Lessons are well organised and prepared but the purpose of the lesson is not always clearly defined or appropriate for the year group. Careful explanations and demonstrations of skills ensure that pupils fully understand what they are to do. For instance, pupils learn how to attach clay features to a mask using slip and how to start a portrait by carefully looking at the shape of the face of the model and drawing this first. They enjoy art and design work and are eager and enthusiastic to *have a go*. However, when pupils are working, teachers do not always constantly encourage and challenge them to develop and refine their skills and ideas. Teachers' subject knowledge and understanding are not always secure. Some lack the necessary skills to plan and teach their units of work successfully. Crucially, all teachers need to raise their expectations of the work pupils are capable of producing.
169. Art is used throughout the school to support other areas of the curriculum. Seaside pictures have been created using a computer programme. Paintings and collages of Romans, Roman life, Tudors and Victorian children support history lessons. Paintings of faces showing a range of expressions, collages of patterns from other cultures and people at work and play have close links with personal, social, health education and citizenship. Resources are of good quality and plentiful but are not used regularly to ensure all pupils have a wide range of art and design experiences.

DESIGN AND TECHNOLOGY

170. It was not possible to observe any lessons of design and technology during the inspection. Judgements about standards are supported by evidence of pupils' previous work together with the scrutiny of teachers' planning.
171. There is some evidence of good work in Year 5 classes where pupils have created heraldic shields in connection with a history project. They show sound elements of design and pupils have made them well. Their cutting sticking and colouring skills show care and thought. Pupils with special educational needs have made similar progress to others in the class.
172. Photographic evidence shows that infant classes have designed and made houses for animals. Toy box collages are colourful and well designed. Much of the work seen entails card, paper and materials that are cut with scissors and there is not much evidence of other materials being used.
173. The quality of work seen indicates that the standards are unsatisfactory at the ages of 7 and 11 years. Pupils do not systematically develop a range of skills. Cutting skills generally are unsatisfactory and it would appear that pupils are not progressively taught how to cut with scissors throughout the school. There is too little evidence of pupils designing, making and evaluating their work.
174. Design and technology is linked and taught with art and design. However, teachers do not make it clear in their planning documents what skills are being developed in each of the subjects. This makes marking, recording and judging progress difficult for each subject.
175. There is poor co-ordination in the subject and no whole school approach to planning, recording, assessment and monitoring the design and technology curriculum.

GEOGRAPHY

176. Owing to timetabling arrangements it was only possible to observe three geography lessons during the period of the inspection. Evidence drawn from these lessons, the analysis of pupils' work and discussions with pupils indicates that pupils' skills and knowledge are in line with national expectations at the ages of 7 and 11 years.
177. Pupils now in Year 3 talked confidently about their work in Year 2 when they studied Tocuaro in Mexico. They explained ways in which life there is different from their own in Stoke-on-Trent. They were also able to describe competently their field trips to Berry Hill Fields.
178. In Year 2, pupils satisfactorily develop mapping skills and identify street furniture. In Year 4, pupils successfully identify the similarities and differences between their lives in Stoke-on-Trent and the lives of people living in St. Lucia. In Year 6, their work focuses on the study of the third world through their study of life in the imaginary village of Chembakoli, providing a sharp contrast with their own experiences.
179. Pupils have sound attitudes to their work. They particularly enjoy fieldwork and speak enthusiastically about visits they have made in the locality. The local Berry Hill Fields site is used frequently for geography field trips and pupils have taken part in a radio programme called *Changing Places*, which related to their work. They have designed features on the fields, including a sensory garden. Years 5 and 6 have taken part in local studies work as part of the *Positively Stoke-on-Trent* initiative. Pupils have attended a local forum on recycling and have written to the Member of Parliament responsible about sustainable development. By taking part in these activities, pupils develop their speaking, listening and writing skills as well as their geographical knowledge and understanding.

180. Pupils make satisfactory progress. Teachers cater for pupils of all abilities by targeting questions or providing specific support where necessary. Where necessary, they alter the task to make it appropriate for pupils' needs. As a result, pupils with special educational needs make similar progress to others. Pupils are encouraged to investigate and research information for themselves. There was little evidence of pupils using numeracy or information and communication technology skills during the inspection but the subject leader has identified where these are used at different times of the year.
181. The quality of teaching in geography is satisfactory in the infant classes and good in the juniors. In the best lessons, teachers make good use of questions to challenge pupils and successfully develop their knowledge and understanding. Behaviour is well managed and teachers insisted on quality in the work that the pupils produced.
182. Leadership and management of this subject are good. The subject leader moderates work after each topic and each teacher keeps detailed records of pupils' progress. Resources are satisfactory and are effectively organised.

HISTORY

183. Standards are similar to those expected nationally at the ages of 7 and 11 years. Year 2 pupils successfully develop their knowledge and understanding of events and people in the past. They know about the cause and effect of the Great Fire of London in 1666 and the characters involved in the Gunpowder Plot.
184. In discussion, pupils currently in Year 3 talked confidently about their earlier work on castles. They used the correct vocabulary and explained in some detail the key features of their visit to Tutbury Castle. They were enthusiastic about the work they had done and found it very interesting. In Year 6, pupils study the Egyptians and are able to discuss mummification, the journey to the afterlife, papyrus, hieroglyphics, the river Nile and describe some famous tombs.
185. Teachers' planning is good in terms of addressing the knowledge and skills that need to be taught and in identifying how pupils' knowledge, skills and understanding will be assessed. This makes a good contribution to the development of pupils' historical skills and to their positive attitudes to, and enjoyment of, the subject. Pupils have frequent opportunities to improve their speaking skills through role-play and note taking and writing skills when recording their work. Although there was no use of information and communication technology in the lessons observed, the subject leader confirms that pupils are encouraged to investigate and research information for themselves. Links with numeracy, particularly the application of data handling skills, are not yet sufficiently developed,
186. Pupils make satisfactory progress. Teachers use a range of strategies to ensure that pupils of all abilities are catered for. They target questions and give extra support to pupils with special educational needs and this enables them to make similar progress to others.
187. The quality of teaching in the lessons observed is good in the junior classes and satisfactory in the infants. Staff are enthusiastic about teaching history and have good subject knowledge. In the best lessons, the pupils' interest is gained and maintained through the use of some very well chosen resources. For instance, in a Year 3 lesson, pupils listened intently and participated well in an excellent lesson led by a visiting Roman Centurion. His role-play captivated the pupils' interest and they learnt a great deal. In another lesson, in Year 6, very good resources for the Victorians topic and the use of role-play stimulated pupils' thinking about the life of a housemaid and enabled them to learn a lot by putting themselves into the role. In the summing up of the lesson, it was evident that they knew a great deal about service work in Victorian times.

188. Leadership and management of this subject are good. The subject leader moderates work after each topic and each teacher keeps detailed records of pupils' progress. History resources are good and are readily accessible to staff.

INFORMATION AND COMMUNICATION TECHNOLOGY

189. Pupils attain standards that are in line with national expectations at the ages of 7 and 11 years.
190. In Year 2, pupils use computers to support their science learning about mini-beasts. With help, pupils accessed an Internet site, chose a mini-beast and found out what eats it. Learning was well supported through the teacher's detailed planning which successfully took pupils step-by-step through their work. Pupils were excited, but eager to learn, and mainly listened carefully to the teacher's clear instructions. The pupils worked well with a computer partner, taking it in turns to select a mini-beast and find the appropriate information.
191. Pupils in Year 3 were challenged to select a card option from a desktop publishing programme, insert a clip art picture and resize it as appropriate. Then they inserted a text box, selected a font and added a message. Although the lesson planning was clear and detailed, about 50 per cent of the pupils did not achieve the learning objective because of their poor listening skills and inability to concentrate fully on the task. The teacher did not teach each step separately or check that each stage was completed before allowing pupils to move to the next. As a result, pupils did not make as much progress as they should have done.
192. In Year 5 pupils used a graphic modelling package to draw a plan of their classroom. They selected the appropriate tool to draw and 'flood fill' an area of the plan. They erased correctly, drew objects in proportion to the floor plan, and inserted and typed labels into text boxes. Pupils were enthusiastic and readily helped each other. They were successfully challenged to think for themselves and work out answers as a result of the teacher's careful questioning.
193. When using the computer suite all pupils *log on* independently. Many younger pupils do not have access to computers outside school and there is a marked difference in the skills of those who have the opportunity to practise the skills they learn in lessons. By Year 5 this difference is less marked as all pupils operate the computer and mouse efficiently, logging on and finding and saving work.
194. Pupils' attitudes to information and communication technology are good and this helps them to make satisfactory progress as they move through the school. Special educational needs pupils observed working in the computer suite did not have particular difficulties, apart from occasionally being unable to read information on the screen. Teachers and support staff were aware of their needs and supported them when appropriate. As a result, pupils develop independence and make similar progress to others.
195. Information and communication technology is occasionally used to support work in other areas of the curriculum. In art and design, pupils successfully use a paint program to draw sea scenes. They use a graphics program to illustrate musical patterns. In mathematics, good use is made of a shape program to encourage pupils to make decisions about shapes. During collective worship four Year 6 pupils used a multi-media projector to make a presentation on the subject of *communications*. Two students from the local high school taught the pupils how to make slides and add effects. All the pupils involved felt that they would now be able to use these skills to teach others.

196. Teaching and learning are satisfactory. Good teaching was observed in Year 5. In Year 3, there were shortcomings in one lesson seen that resulted in pupils making less than expected progress. Teachers have received training to improve their subject knowledge and understanding but many need further support to develop their confidence in applying this in their lessons. The computer suite is not fully utilised and opportunities are frequently missed to use classroom computers to support the application of skills in other subjects.
197. The subject is well led and managed by a knowledgeable co-ordinator. She leads by example and regularly teaches new programs and skills to teachers. The resources available are of good quality and in good condition. The school buys in technical support to maintain equipment in full working order.

MUSIC

198. Standards in music are similar to those expected at the ages of 7 and 11 years. Pupils enjoy participating in lessons because teachers share effectively their good level of musical interest and enthusiasm. Pupils' eagerness to take part helps them make satisfactory progress.
199. The school's arrangements for teaching music are supplemented by a commercial publication, which gives teachers support and confidence to teach effectively. The varied range of activities offered to all pupils ensures that even those with special educational needs make progress and that they have an equally relevant role in each lesson.
200. Pupils listen to a variety of music and develop good listening skills as a result of the teachers' careful questioning. Pupils in Year 2 identified the different musical patterns they could hear in an Irish song. All were actively involved when asked to raise their hand each time they heard the musical pattern change. About half successfully identified the changes. In Year 5, pupils demonstrated their knowledge of the different musical elements when explaining the different moods and effects created. Pupils in Year 6 sing competently in three parts with a percussion accompaniment to *Oh, Mr Porter*. It was not possible to observe any composition during the inspection but the co-ordinator confirms that computer programs are sometimes used to encourage pupils to compose their own music.
201. The quality of teaching and learning varies from satisfactory to excellent. Overall it is good. In the best lessons, the enthusiasm of the teachers and the emphasis on teacher and pupils working together are key factors in successful learning. Pupils respond well to the teacher as they sing and use their bodies to move in time to the music. For example in Year 2, pupils were invited to demonstrate the actions when learning a new sea song and all participated most enthusiastically. The teachers' confident singing in Years 5 and 2 offers a valuable model for pupils to follow. Good lesson organisation ensures that pupils who do not perform well in other subjects, particularly boys, have an opportunity to shine in music. This is valuable in building up their self-esteem as other pupils recognise their worthwhile contributions.
202. Visiting music tutors provide good lessons for pupils wishing to play a woodwind, string or brass instrument. The governors' charging policy ensures that no pupil is prevented from participating in instrumental tuition on grounds of cost. Music resources are in good condition and are stored centrally. The school has an electronic keyboard. There is currently a temporary co-ordinator for the subject who is satisfactorily providing basic management of the subject. Assessment procedures are not yet in line with the school's current policy.

PHYSICAL EDUCATION

203. Standards are similar to national expectations at the ages of 7 and 11 years. The full range of the curriculum is taught including dance and swimming. The school reports that, by the end of Year 6, most pupils can swim 25 metres.
204. Due to timetabling constraints, it was not possible to observe any lessons in the infant classes but scrutiny of timetables and teachers' planning indicates that pupils engage in the full range of activities. Lessons during the inspection focussed on games and gymnastics in the juniors. Teaching and learning in these lessons were good and pupils, including those with special educational needs, made good progress in skill development.
205. In a well-organised lesson, Year 3 pupils watched carefully as the teacher and selected pupils demonstrated throwing and catching activities. All pupils then practised skills with a partner. Most pupils are well co-ordinated. The teacher made good use of opportunities to focus on improvement. The lesson proceeded at a good pace, with little wasted time. Good progress was evident in the way in which catching and throwing improved during the lesson.
206. In a very good Year 4 lesson passing and dribbling skills were progressively built up at a brisk pace. The teacher successfully led warm up and cool down sessions. During the main part of the lesson, individual pupils successfully demonstrated their developing skills and the teacher made good use of opportunities to help pupils refine their work. All pupils took an active part and made good progress. Pupils have good attitudes to learning and enjoy games lessons.
207. Year 6 pupils in the hall for a gymnastics lesson demonstrated carefully co-ordinated movements when practising a series of movements on a mat. They knew what was expected of them because their teacher made the purpose of the lesson clear at the outset. Pupils listened attentively and, together with their sustained physical effort, achieved a marked improvement in their sequences as the lesson progressed. Another Year 6 class were practising throwing and catching a ball whilst on the move. The teacher very skilfully used pupils to demonstrate skills and by the end of the lesson pupils had gained in confidence and competence. Good knowledge of the pupils' prior attainment ensured that they were suitably challenged by the activities provided and expectations were made clear from the outset. Pupils behaved well, listened intently and made good use of every moment of the lesson.
208. Although not part of the National Curriculum requirement there is a good variety of after-school clubs centred mainly on sports including soccer, netball, rounders and cross-country running. These are well attended by both boys and girls, mainly from the older junior classes. Pupils are able to build on the skills learned in lessons when sports training takes place after school. As many pupils as possible are rewarded with a certificate for representing the school including those with special educational needs. The school has good support from the parents who readily supply the transport to ferry pupils to and from games fixtures.
209. The co-ordinator provides good leadership and management. The school enjoys good relations with the adjacent high school and pupils benefit from the expertise and help of specialist staff and facilities.

RELIGIOUS EDUCATION

210. Standards are below those expected in the locally agreed syllabus for pupils at the ages of 7 and 11 years. It is, however, a mixed picture with some good work evident in some year groups. Progress is uneven as pupils move through the school. The provision for pupils

with special educational needs is also variable and, as a result, their progress is also uneven.

211. Although the amount of teaching time exceeds that recommended in Year 3, in other year groups there is insufficient time allocated to the subject. Discussions with pupils and scrutiny of the available written work indicates that pupils' factual learning is the stronger element of their work. There is limited evidence of pupils learning from religions and applying their understanding about one religion to another.
212. In Year 3, good resources for a lesson on the life of Mother Teresa and skilful questioning successfully developed pupils' thinking about the important choices she made in her life and the changes she was able to make to other people's lives. Pupils were interested and listened carefully. Their knowledge and understanding were successfully broadened by the teacher's effective use of a timeline, pictures and captions to illustrate the story.
213. During the inspection, one of the class teachers talked to all the Year 3 pupils about Sikhism, in particular about the Gurdwara. This lesson was very carefully prepared with appropriate music, photographs and clothes, which some pupils were able to try on. In addition, the teacher had prepared some special food for the pupils, which they enjoyed very much. Most pupils listened carefully and answered questions sensibly.
214. In discussions, pupils recalled their work in Year 2 on Judaism, the Christian and the Hindu Creation stories, the Qur'an, festivals and prayers. Pupils have positive attitudes towards different religions and enjoy learning about different customs and practices. In a Year 1 lesson, most pupils understood the importance of giving thanks for the harvest and some reflected this well in the prayers they wrote. However, for the majority the work they were given, colouring, cutting and sticking items on a worksheet, lacked challenge and did not develop their understanding further.
215. Visits and visitors have an important place in the school's teaching arrangements. Pupils visit churches in Years 2 and 5 and representatives of other denominations and faiths are welcomed into school to work with the pupils. Scrutiny of pupils' work in Year 5 shows that these events are successfully used to promote pupils' understanding and appreciation of different faiths and customs.
216. Teaching is satisfactory overall. In the unsatisfactory lesson seen in Year 1 there was insufficient challenge for the majority, although the more able pupils produced some good work. In the good lessons seen in Year 3, the imaginative use of resources appealed well to pupils who have difficulty with concentrating or reading and they made similar progress to others in the class. In the lessons observed teachers made efforts to include all pupils in the lesson. This was satisfactorily achieved when pupils' behaviour was managed well. However, in some lessons too much time was spent in managing pupils' behaviour and this impacted on the amount of progress pupils made.
217. Literacy and numeracy skills are evident in pupils' work, although the application of these is more incidental rather than planned. There is little evidence of information and communication skills being used and opportunities for individual pupils to undertake research are limited.
218. The co-ordinator is enthusiastic and is looking forward to the introduction of the new locally agreed syllabus. A portfolio of work is maintained but this contains little recent work. There are no whole school procedures in place for recording pupils' progress. Resources are adequate.