

INSPECTION REPORT

**BISHOPS CANNINGS C OF E (AIDED)
PRIMARY SCHOOL**

Wiltshire

LEA area: Wiltshire

Unique reference number: 126395

Headteacher: Mr D F Wade

Reporting inspector: Mrs Janet Watts
1945

Dates of inspection: 14 – 17 October 2002

Inspection number: 248775

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: The Street
Bishops Cannings
Devizes
Wiltshire

Postcode: SN10 2LD

Telephone number: 01380 860633

Fax number: 01380 860633

Appropriate authority: The governing body

Name of chair of governors: Mr A P Hutchinson

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1945	Janet Watts	Registered inspector	Geography	What sort of school is it? How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
			History	
			Music	
			Physical education	
			Foundation Stage	
11094	Ian Blair	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27895	Margaret Skinner	Team inspector	English	How good are the curricular and other opportunities offered to the pupils?
			Information and communication technology	
			Design and technology	
			Educational inclusion	
			Special educational needs	
			English as an additional language	
22180	Shree Lekha Mistry	Team inspector	Mathematics	The school's results and achievements
			Science	
			Art and design	

The inspection contractor was:

Open Book Inspections
6 East Point
High Street
Seal
Sevenoaks
Kent TN15 0EG

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 - 16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20 - 21
PART C: SCHOOL DATA AND INDICATORS	22 - 26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27 - 39

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bishops Cannings C of E (Aided) Primary is a smaller than average sized primary school. There are 191 pupils on roll, with rather more boys than girls aged from four to 11. The number on roll has increased significantly since the last inspection. Pupils come from the local villages and the town of Devizes. The percentage of pupils known to be eligible for free school meals and on the register of special educational needs is below average. Two pupils have statements of special educational need. Almost all pupils are of white, British ethnic background. There are no pupils for whom English is an additional language. The range of pupils' attainment on entry is very wide, though broadly average overall. At the time of the last inspection attainment on entry was above average. The school has undergone a period of considerable turbulence during the past two years, including staff changes and re-modelling of the building. The Section 23 inspection of worship and religious education took place at the same time as the Section 10 inspection.

HOW GOOD THE SCHOOL IS

This is a school with a number of real strengths and which provides a sound quality of education overall. Parents and the local community have a very high regard for the school. Relationships are very good and the headteacher and key staff provide good, supportive leadership. Standards of work meet the national average. This follows a period of high staff turnover when standards were inconsistent and some pupils did not achieve as well as they should. Pupils are now often making good progress in lessons, thanks to much good teaching. Pupils are enthusiastic and have very positive attitudes. The recently re-modelled school provides very good accommodation which is extremely clean and well maintained, but it is not yet exploited to its full capacity. The school gives good value for money.

What the school does well

- Standards of reading are high.
- Attendance is well above average.
- Monitoring procedures for attendance are excellent.
- Support for the pupils' social and moral development is very good.
- Pupils have very positive attitudes; they are enthusiastic and enjoy coming to school.
- Provision for extra-curricular activities is very good and the curriculum is enriched by a wide range of visits and visitors.

What could be improved

- Standards in all subjects, especially the standards achieved by the higher-attaining pupils. The use of assessment and target-setting processes are not rigorous enough.
- The quality of writing, handwriting and the presentation of pupils' work, across the curriculum.
- The management of the roles and deployment of some staff, for example subject co-ordinators and support staff.
- The use of the new library to help pupils to become more independent and extend the use of their enquiry and research skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress overall since its last inspection in January 1998. Good progress has been made in some areas, especially improvements in standards and provision in design and technology, information and communication technology (ICT), physical education and personal, social and health education. Facilities and resources are much improved. Health and safety checks are now carried out regularly. The school still does not monitor progress and development or use the results of assessment rigorously enough. The school has a good capacity to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			
	1999	2000	2001	similar schools
English	A*	A	B	C
mathematics	A	B	B	D
science	A*	A	C	D

Key

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In 2001, the national test results of pupils in Year 6 were above average, when compared to schools nationally, in English and mathematics, and in line with the national average in science. When compared with similar schools, standards were average in English but below average in mathematics and science. Standards attained in tests at the end of Year 2 and Year 6 have been in line with the national trend over the last three years. The 2002 results for Year 6 show a slight improvement in English but a decline in mathematics and science. National comparisons are not yet available for 2002. Both the 2001 and 2002 Year 6 groups were those who suffered most disruption through staff changes and pupil mobility. Targets set for 2003 are realistic but could be more challenging, because pupils are now starting to make good and sometimes very good progress in lessons, thanks to much good teaching. Throughout the school, standards of reading are consistently high and above average. Speaking standards are average but listening skills, writing and handwriting are below average. Currently, pupils are attaining average standards in mathematics, science and ICT, and standards in other subjects are in line with those expected nationally. Pupils with special educational needs achieve well. During the past two years standards have been inconsistent and some pupils have not achieved as well as they should.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school and take full advantage of the curriculum offered.
Behaviour, in and out of classrooms	Good; pupils are generally very well behaved but excitability and immaturity can lead to occasional silliness in a few lessons.
Personal development and relationships	Good; there is a friendly ethos but pupils need to show more initiative.
Attendance	Very good; significantly above the national average.

The school's ethos and good level of care successfully support pupils' personal development and their positive attitudes to school. The monitoring of attendance is excellent.

TEACHING AND LEARNING

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

There is much good and very good teaching across the school. Teachers engage with pupils in a really positive way and value them as individuals. The teaching in the reception class is consistently good. Sometimes, pupils' immature behaviour, when not well managed, slows the pace of learning; this happens more often in Years 1 and 2 than in other year groups. Literacy and numeracy are satisfactorily taught. The school meets the needs of pupils with special educational needs well but other groups of pupils, especially the higher-attainers, are not always challenged sufficiently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is enriched by a wide range of visits and visitors. Very good range of extra-curricular activities. The curriculum is fully inclusive.
Provision for pupils with special educational needs	Good; provision is well managed.
Provision for pupils with English as an additional language	There are no pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; provision for pupils' social and moral development is very good. There is good support for their spiritual and cultural development.
How well the school cares for its pupils	Satisfactory; the school provides a warm and nurturing environment in which pupils thrive. Assessments of what pupils know, understand and can do are not used effectively enough to plan the next stages of learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher and key staff provide supportive leadership. Relationships are very good and there is a sense of renewed teamwork developing between the staff, many of whom are new to the school.
How well the governors fulfil their responsibilities	Satisfactory; the governors are highly supportive but over a half are recent appointments. They are dedicated to achieving all that is best for pupils. The governing body is yet to develop really rigorous procedures to be better informed about the work of the school.
The school's evaluation of its performance	Satisfactory; assessment data is used well to monitor trends and individual performance, but less well to determine how far the education provided enables pupils to make progress.
The strategic use of resources	Satisfactory; good use is made of some parts of the re-modelled building. Subject co-ordinators are too little involved in the direct observation of teaching or in moderating and judging the quality of pupils' work.

The re-modelled school provides very good quality accommodation and the use of the ICT suite has already had a noticeable impact on improving pupils' skills. The building, especially the new library, is not yet fully exploited. There are sufficient teaching staff but too few support staff, and the deployment of the latter requires review. Resources are mainly adequate and of good quality. Resources for ICT and physical education are very good. The school strives to gain best value in purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • The teaching is good. • The staff are very approachable. • The school has high expectations of pupils. 	<ul style="list-style-type: none"> • Increased homework provision in Year 6 to prepare pupils better for secondary school. • More information about their children's progress and what is being taught.

Inspectors support the parents' and carers' positive views. The curriculum information provided for parents is judged to be very good. The homework policy is currently being reviewed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry, though covering a very wide span, is broadly average. This is a change since the last inspection, when attainment on entry was above average. The number of pupils with special educational needs is below the national average.
2. The children in the reception class reach standards in line with the early learning goals for the Foundation Stage. Pupils in Year 2 and Year 6 attain above average standards in reading, average standards in speaking and below average standards in listening and writing, with about a third of pupils, mainly in Years 1 and 2, finding it hard to listen attentively. Currently, Year 2 and Year 6 pupils are attaining broadly average standards in mathematics, science, ICT and in the other foundation subjects. Potential high attainers are sometimes held back, for example in science, history and geography, by weaknesses in writing.
3. In the 2001 tests in Year 6, attainment in English and mathematics was above average, and close to average in science. In relation to attainment in similar schools, eleven-year-olds reached average standards in English, whilst results in mathematics and science were below average. In 2002, 90 per cent of Year 6 attained Level 4 or above in English and science, with 25 per cent of pupils attaining the higher Level 5 in writing, whilst only 75 per cent of pupils attained Level 4 or above in mathematics. The comparative validated data for 2002 are not yet published. Over the last two years attainment in English, mathematics and science has declined. This can be explained partly because of pupil mobility and staff changes, which had an adverse effect on standards, particularly on the test results. The trend in overall attainment in English, mathematics and science taken together is broadly in line with the national trend.
4. The test and teacher assessment results in English, mathematics and science at the end of Year 2 in 2001 were well above the national average. Virtually all pupils attained the expected level and a high proportion achieved the higher Level 3. In 2002, Year 2 pupils were assessed as all attaining the expected Level 2 or above in mathematics and science, and 90 per cent attaining Level 2 or above in English. However, these same pupils, now in Years 3 and 4, are not attaining at the high standard these test results would appear to predict. Standards of work seen during the inspection in Year 2 were broadly average in English, mathematics, science and all other subjects.
5. Across the school, pupils with special educational needs make good progress, in line with their individual education plans, and achieve appropriately in relation to their prior attainment. Though higher-attaining pupils are identified, they are not always challenged enough for their efforts to have a real impact on raising standards further.
6. In National Curriculum tests in Year 6, girls do better in English and mathematics, though in mathematics the situation tends to vary from year to year. Both boys and girls throughout the school attain higher standards in reading than in writing. However, during the inspection there were not any major differences between girls' and boys' performance in lessons, other than in writing.

7. The 2002 tests results for pupils in Year 6, indicate that challenging targets for English and science were exceeded, whereas targets for mathematics were not met.
8. During the past two years, standards overall have been inconsistent and some pupils have not made as much progress or achieved as well as they should.

Pupils' attitudes, values and personal development

9. Pupils are clearly happy to be in school and show an eagerness to arrive each morning so that they can participate in all that is on offer. In lessons, they have a very positive attitude towards their learning which produces a lively and enthusiastic atmosphere, with pupils showing genuine excitement and interest in what they are doing. This is particularly the case where the teaching is good, and the teaching makes a substantial contribution to their progress.
10. Overall, behaviour is good and the school operates as an orderly community in which learning and pupils' personal development pupils can proceed successfully. Most pupils behave very well both in the classroom and elsewhere around the school. For example, they respond well to instructions from their teachers and remain on task to the end of the lesson. In their free time, where supervision is less formal, they show a mature level of self-discipline. However, there are a few pupils who, mainly due to over-excitement, sometimes behave inappropriately, taxing the behaviour management skills of the teacher to keep control. There were no exclusions over the previous year and instances of oppressive behaviour are extremely rare. Relationships, both amongst pupils and between them and staff, are very good. They are based on mutual respect and produce the friendly and welcoming ethos which is observable in the school. Examples of very good teamwork were seen in the group activities in lessons.
11. Pupils' personal development is generally satisfactory. However, there was little evidence of pupils taking the initiative or responsibility for their own learning, for example by really extending their research skills by working on their own in the library. Pupils in Year 6 volunteer to help younger pupils through the 'Red Cap' scheme and do so very effectively. In each year group, pupils take turns to serve on the school council where they have the opportunity to discuss relevant school issues. However, boys seem less eager than girls to take part in both these activities. Although pupils respond willingly and with commitment when asked to undertake some responsible task by a teacher, they are less inclined to do so on their own initiative. Pupils with special educational needs take a positive attitude to their work. They are eager to contribute to all aspects of school life, including the 'Red Cap' scheme. These pupils work well with specialist staff and support staff.
12. Attendance in all age groups is very good and well above the national average, so that pupils can take full advantage of what the school offers. Attendance has improved since the last inspection. There is a low level of unauthorised absence. The major contributor to authorised absence is family holidays taken in term time and this arises in part from the fact that many parents work in agriculture. Although there are a few persistent latecomers, nearly all pupils arrive promptly and the school day begins on time.

HOW WELL ARE PUPILS TAUGHT?

13. Overall, the quality of teaching is good. It is good, very good or excellent in six out of ten lessons and satisfactory in nearly all the others. Only one unsatisfactory lesson was observed. The teaching of children in the Foundation Stage reception class, is consistently good. The very good and excellent teaching occurs in different age groups and across a range of subjects. Very good and excellent teaching was observed in English, science, art, ICT, music and history. Improvements in the quality of teaching are beginning to have a most positive impact on pupils' progress in lessons, although it will take time for this good progress to result in improved standards. Pupils with special educational needs are well taught and make good progress. They receive good support from their class teachers especially when teaching assistants are available. Individual education plans have clear, measurable targets that are reviewed regularly and pupils' progress in reaching them is monitored. Provision and teaching for pupils with special educational needs are good and have been maintained since the last inspection.
14. When teaching is just satisfactory or unsatisfactory, it is mainly because some pupils' rather immature and fidgety behaviour is not managed well. Teachers have to intervene too frequently with reminders about expectations of behaviour, and this slows the pace of the pupils' learning.
15. Teaching overall has improved since the last inspection. Then, whilst the teaching was judged to be good overall, there was little very good or excellent teaching. Much of the teaching is now much more imaginative and vibrant, especially the teaching of the pupils in Years 3, 4, 5 and 6.
16. Across the school, the teaching of reading is good and this is reflected in the above-average standards attained by the pupils. Teaching in other aspects of English is better at Key Stage 2, where the teaching is good overall. English teaching at Key Stage 1 is satisfactory. The teaching of writing, including handwriting, is inconsistent and this is reflected in the pupils' lower performance in writing. Literacy skills are soundly promoted but, whilst there are a few good examples of the use of writing in history and science, overall the use of writing across the curriculum is limited.
17. The teaching of mathematics is sound overall, with some good teaching of the subject at Key Stage 2. Teachers make effective use of the three-part lesson structure recommended in the National Numeracy Framework. Some lessons are pitched too much towards the lower and middle ability pupils. Consequently, higher attainers are not always given tasks that are suitably matched to their ability, so they do not achieve as well as they should. The school reports that there are plans in hand to improve provision later this term for the higher-attainers. Numeracy skills are taught satisfactorily but numeracy links across the curriculum are not well planned.
18. Teachers are increasingly knowledgeable about the structure of the national strategies for literacy and numeracy and mostly use these structures appropriately to plan lessons.
19. There are some good and very good examples of pupils using their ICT and reading skills across the curriculum. In history lessons, pupils in Years 4, 5 and 6 confidently access a range of websites on the Internet. Pupils in Year 5 use their word processing skills to write an account - for example, about the voyages of Odysseus. Pupils in Year 4 use their information retrieval skills with books to find out more about the kind of clothes the Ancient Egyptians wore, and in Year 6 to find out more about sailors' lives on

board ship in Tudor times. However, there is too little emphasis on teaching the use of research and enquiry skills right through the school, and provision is patchy. This more adversely affects the progress of the higher attainers.

20. Where the teaching is at its very best, lessons are well planned and the objectives are shared with the pupils, so they know precisely what they are expected to learn. There are clear expectations of good behaviour and teachers convey information about the subject with great enthusiasm. Questioning is good when teachers really probe pupils' understanding of specific concepts, which was observed in the best science lessons.
21. Most pupils at Key Stage 2 learn effectively and well. They maintain good concentration, work diligently and persevere. Often, they collaborate and co-operate well. At Key Stage 1, progress with learning is occasionally adversely affected by pupils' lack of concentration and silly behaviour, which is not always managed appropriately. Pupils in Key Stage 1 showed that they do know how to behave sensibly; for example, in a Year 1 music lesson when the pupils treated the percussion instruments with great respect and listened very carefully, and in a Year 2 gymnastics lesson when the pupils demonstrated a good level of self control and co-ordination, and made good progress.
22. There are examples of teachers marking pupils' work well by indicating clearly what pupils should do to improve their work. However, the quality of marking is inconsistent and not all teachers give sufficient guidance on what pupils should do to improve, or how far an individual has met a specific target. Assessments of pupils' work are not yet used effectively in all subjects to set curriculum targets for groups and individuals, or to check that pupils have made as much progress as they should.
23. Parents very much appreciate the use of the home/school diary, which outlines expectations and tasks for homework. The school's homework policy is being reviewed, especially with regard to the amount of homework given to older pupils.

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

24. The Foundation Stage curriculum, for those children in the reception class, is good. The curriculum for pupils aged eight to 11 is good; it is balanced, broad, and relevant to pupils' present and future lives. For these pupils it provides a good programme of learning based on guidance published by the Qualification and Curriculum Authority. While pupils in Years 1 and 2 have a satisfactory curriculum, their access is sometimes impeded because of the underdeveloped listening skills of a significant minority. Single-age group classes have improved access for all pupils since the last inspection. The implementation of the national literacy and numeracy strategies is satisfactory. The provision for personal and social education is good and there are appropriate arrangements for sex and drug education; both these aspects are improved since the last inspection. The curriculum is fully inclusive.
25. The time allocated to each subject is sensible, an improvement since the last inspection. The planning of ICT and design technology now ensures that pupils cover all aspects of these subjects; there is good improvement since the last inspection. There is improved library provision but its use is not yet planned sufficiently to meet the needs of pupils, especially the development of the higher-attaining pupils' independent research and enquiry skills. The writing skills of pupils in Key Stage 2 have not improved as much as they should; there are too few planned opportunities for writing to be used across the curriculum.

26. The provision for personal, social and health education is good. All pupils participate in well-organised circle times, where they discuss problems such as feeling lonely at playtime, in a supportive group situation. There is satisfactory provision for equal opportunity and inclusion. All Year 6 pupils have the opportunity to go on a residential trip to Stackpole in Pembrokeshire. A boy and a girl from each class are elected as representatives on the very effective school council. The 'Red Caps' in Year 6 do a very important job supporting younger pupils around the school. At present the 'Red Caps' are all girls but this is to be changed to include equal numbers of boys. Pupils with special educational needs are well supported by the very committed teaching assistants but their deployment means that they are not always available when needed in the classroom, especially for pupils in Years 1 and 2.
27. The provision for extra-curricular activities is very good. Pupils aged eight to eleven have the opportunity to attend a wide range of clubs including art, football, choir and recorder – some held in the lunch hour for those who have to catch the school bus at the end of the day. The lack of clubs for pupils in Years 1 and 2, as mentioned by parents, reflects the national picture for extra-curricular provision. The curriculum is much enriched by a range of visits and visitors. The school participates in the Kennet District Sports. Pupils make regular visits linked to their school work, such as to the British Museum to study the Ancient Greeks. Many visitors come to the school, including theatre groups and artists during the very successful Arts Week.
28. Both the contribution of the community to pupils' learning and relationships with partner institutions are very good. The local village, church and vicar are very involved with the school and hold it in high esteem. The local cricket club contributed £600 for sports coaching. The school enjoys very good relationships with its 'cluster' group of schools, which includes the secondary schools to which the pupils transfer. Pupils in Year 6 forge friendships with pupils from another Wiltshire school with whom they share the residential trip.
29. Support for pupils' spiritual, social, moral and cultural development is good overall and has improved since the last inspection. Strong values, trust and the good personal examples set by the staff are important foundations for this good quality provision.
30. Provision for spiritual development is good. The quality of relationships between all members of the school community is good. There is a shared and commitment to the ethos of the school. There are moments for quiet reflection in collective worship, and spontaneous wonder as during a science experiment in Year 6 where the pupils, after a moment of reflection, burst out in applause at the result.
31. Provision for moral development is very good. There are very clear expectations of right and wrong. The code of behaviour is well known to pupils, and rewards and sanctions are consistent. Pupils are encouraged to take responsibility for themselves and others. Year 3 pupils contributed to a thoughtful display contrasting 'What spoils the world' with 'What makes the world a better place to live in'. Pupils, teachers and all members of the school community show respect for each other. All value the new building that is kept in pristine condition by the caretaking staff.
32. Provision for social development is very good. Pupils are helped to learn how to co-operate, collaborate and respect others and why this is important, especially on the wide range of school trips, which often include pupils of mixed age groups. The school council is conducted in a very mature way and valued by all, including the headteacher. This teaches the pupils that everyone's opinions are valued. This was highlighted in a discussion by class representatives about what makes a good playtime, when pupils

share facilities. All staff provide valuable role models for the pupils. The pupils raise money for charities, such as Dr Barnado's.

33. Cultural provision is good. Pupils are sensitive to, and aware of, different cultures past or present. They are taught about Christianity, Judaism and Islam in religious education. They are suitably prepared for life in a multi-cultural society. Texts studied as part of the literacy hour include material from a culturally wide range of literature including Haiku poems from Japan. Information technology and the Internet have been used by older pupils to extend their knowledge in history. The pupils participate in a very good range of trips to cultural centres like art galleries and museums in London. During Arts Week, Indian dancers visited the school and pupils participated. During 'circle time' pupils reflected quietly while listening to Indian music. The library has some books on other cultures but this stock needs to be enlarged, so that pupils can learn about achievement and creativity in other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Overall, the school provides satisfactory support and guidance for pupils' personal development. Some aspects of this provision are good. For example, class teachers know their pupils well and so are able to give them individual support. In lessons where the teaching is good, pupils are strongly involved in the learning process and their personal skills are well developed. Procedures for settling new pupils into the school, both those joining from the on-site playgroup and those arriving higher up the school, are well established and effective. However, one weakness in the provision is that nearly all activities are teacher led, which results in pupils having too few opportunities to show their initiative and to take responsibility for their own learning. The enthusiasm and maturity shown by most pupils suggest that they would respond well to such opportunities.
35. The school has satisfactory procedures for assessing pupils' attainment and progress in English, mathematics and science, but the day-to-day use of assessment is not very effective in planning what should be taught and learned next. A comprehensive database of regularly updated test results is retained, but this information is not yet used really effectively to monitor the progress of all groups, gender groups and individual pupils. This information is also not effectively used to help the school to tackle the areas of weakness identified. Teachers have yet to develop formal procedures for monitoring and recording assessment in the foundation subjects, apart from the annual report to parents. However, a good start has been made to using assessment information effectively in ICT. In the Foundation Stage assessment is good and supports children's academic and personal progress.
36. The school provides a safe environment for its pupils. The health and safety issues identified in the previous inspection report have now been addressed and no new ones of any significance came to light during the present inspection. Risk assessments are appropriate. Any accidents to pupils are well recorded. Pupils are well supervised during lunch and break times by both the staff and the 'Red Caps'. Due to high staff turnover there is at present no adult in the school with a current First Aid certificate and this is a matter to which the school should give urgent attention. There are satisfactory arrangements in place for child protection. All staff have been fully briefed on the signs to look out for and the steps to take. The headteacher, who has recently taken over as the 'named person', has, as yet, not received any formal training.
37. The school has a good behaviour policy in place. It contains a system of rewards and sanctions which is generally effective and well understood by both pupils and parents.

Although behaviour management in most lessons is good, in some, especially where the teaching is just satisfactory, it was observed to be sometimes ineffective. As a result, the inappropriate behaviour of a few pupils went unchecked and the pace and challenge of the lesson were slowed. On the very rare occasions on which bullying or oppressive behaviour occurs it is reported by both pupils and parents that the school deals very effectively with the problem.

38. The headteacher takes personal responsibility for the monitoring and improvement of attendance and the procedures he has put in place are excellent. Registration takes place efficiently at the start of both morning and afternoon sessions and class registers are meticulously marked. Any absences are rigorously followed up and it is made perfectly clear to parents what is, and what is not, an authorised absence. As a result, the school has an attendance record of which it can be justly proud.
39. Special educational needs provision for pupils with statements, or who are on 'school action' or 'action plus' is well managed. Pupils' needs are reviewed regularly. Class teachers ensure that the pupils receive effective support, sometimes delivered by a teaching assistant.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents are very supportive of the school and hold it in very high regard. In particular, they are impressed by the eagerness with which their children come to school, which they believe is a result of the friendly and welcoming atmosphere. They also feel that the teaching is good, the staff are approachable and have high expectations of the pupils. On the basis of the evidence, inspectors agree with these positive views of the school. A few parents are concerned that the amount of homework set is insufficient to prepare pupils for secondary education; homework provision is currently being reviewed. Other parents say that they do not receive enough information on what their children are being taught. Inspectors disagree with this. On the contrary, the provision of curriculum information, as described below, is very good.
41. Parents are kept generally well informed on their children's progress. The annual written reports to parents are comprehensive and personal to the pupil but, although they describe the pupils' strengths in subjects across the curriculum, there is infrequent mention of areas for improvement and targets to be achieved. Parents' evenings, at which pupils' progress can be discussed with teachers, take place each term and parents say that they find these evenings very helpful. Very good curriculum information is provided for parents by class teachers, who send home an extended note at the beginning of each term, which describes what is to be taught. There is a very good weekly newsletter which provides general information about the life of the school such as forthcoming events. Informal channels of communication are good, due mainly to the ready availability of teachers and the use of homework diaries, which provide the opportunity for daily dialogue between home and school. Both the school prospectus and the governors' annual report to parents are satisfactory overall, though each contains minor omissions which prevent them from fully meeting legal requirements. The prospectus does not contain the national SAT's results, against which those of the school can be compared, and the governors' report makes no mention of the plans to elect a parent governor (even though there was a vacancy at the time of the last annual meeting) nor of the provision made by the school to cater for pupils with disabilities.
42. The school keeps parents of pupils with special educational needs fully informed, and parents and carers are provided with planned opportunities to discuss any issues at regular meetings.

43. Parents make a significant contribution to the life of the school and its educational provision. For example, there is a very active parent teacher association which raises substantial sums of money for the benefit of the school. Some parents give effective help in the classroom, on a regular basis and in a variety of ways, and also act as escorts on school trips. Although there is a vacancy for parent governor, five of the governors who serve in another capacity are also parents of pupils at the school. Many parents support their children's work at home - for example, by helping them to find information for their projects.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. Leadership and management by the headteacher and key staff are good overall, as at the time of the last inspection. The headteacher and governors provide an appropriate educational direction, and the school is beginning to emerge from two years of instability and turbulence, in staffing and remodelling of the building, with renewed energy. The school meets some of its stated aims very well indeed, particularly those relating to pupils' self-esteem and their personal and social development. Support for pupils' social and moral development is very good. The strong ethos of a Church of England (Aided) school is implicit and explicit in the work of the school. Pupils are valued and respected as individuals. Relationships are very good and a re-invigorated sense of teamwork is developing among the staff, many of whom are recently appointed. The last report indicated some health and safety issues that required the attention of the governing body. Health and safety procedures are now in place and effective.
45. Virtually all statutory requirements are met, apart from some omissions in the prospectus. Over half of the governors are recent appointments. Governors are highly supportive and some visit the school regularly. They are dedicated to achieving all that is best for pupils. The governing body has yet to put in place really rigorous monitoring and reporting back systems so as to be better informed about the work of the school. Clear criteria have yet to be established, for example, as to how the governing body will monitor in detail the impact and effectiveness of the new ICT suite, and whether it is helping to raise standards. The principles of best value are clearly understood by the school, and worked well in the development of the school's re-modelling. A strong commitment to staff development and thoughtful procedures for performance management were recognised as part of the school's 'Investors in People' award. The headteacher regularly scrutinises a cross section of pupils' work and observes directly teachers at work in the classroom. Each teacher receives effective feedback, and targets set are linked to the performance management cycle. The school retains a great deal of assessment data and targets are set, as required by the government and local education authority. However, assessment data is used less well to judge the effectiveness and impact of an initiative on pupils' learning and their achievements. Subject co-ordinators each maintain a detailed file and have an overview of planning. They are allocated too little time to directly observe lessons, scrutinise and analyse pupils' recorded work and moderate teachers' assessments.
46. Some initiatives have proved very successful; for example, standards in ICT have risen as a result of the decision to acquire more resources and equipment.
47. Major strengths in the leadership have focused successfully on improving attendance and devising excellent procedures for monitoring attendance. Attendance is well above the national average, which is a considerable improvement since the last inspection, when attendance was average. The school has appropriate procedures for monitoring behaviour and parents are involved as necessary. The school's expectations of good

behaviour are not yet fully part of its ethos and culture. This is more evident in Years 1 and 2.

48. The special educational needs co-ordinator manages the provision of special educational needs in a very conscientious way, assisted by the specialist teaching assistant. Pupils' progress is monitored carefully against their individual education plans.
49. Pupils' and parents' views are beginning to be canvassed more widely and the school council is starting to provide a useful forum for debate and to help pupils learn about the consultation process.
50. Governors manage the school's finances prudently. Recent priorities - to improve the quality of the buildings and the environment - have been most successful. The new buildings are well maintained and extremely well cared for and cleaned. Day-to-day financial administration is secure and the last auditor's report was very complimentary. Administrative support is extremely efficient and the administrative officer knows the pupils and their families very well. This helped to maintain the trust between the school and the parents during a period of staffing changes. New technologies are well used for administrative tasks and maintaining pupils' personal records.
51. Following a period of high staff turnover, the school now has sufficient teachers to provide one class for each year group and parents are very pleased with this arrangement. Induction procedures for these new staff are good and they are settling well to their tasks, though this process takes time. However, there are too few support staff and they are not always effectively deployed to meet the school's priorities.
52. The accommodation available to the school has improved considerably since the time of the last inspection, due to a re-modelling programme, and is now of very high quality. It is very well maintained and kept meticulously clean by the caretaking staff. The new hall is being used very well, and the ICT suite has already had a noticeable impact on improving pupils' skills in this subject. However, the new library is not yet being used to its full potential.

53. The provision of learning resources is generally sufficient and of good quality, especially in ICT and physical education. These resources are used to good effect in lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. To improve standards attained and the quality of education provided still further, the governors, headteacher and staff should:

- (1) Further improve standards in all subjects, especially the standards achieved by the higher-attaining pupils; make target setting and assessment processes more rigorous by:

- using assessment data and the school's tracking procedures to set challenging targets;
- monitoring carefully the progress of individuals and groups towards these targets;
- ensuring that challenging and suitably differentiated tasks are planned for the higher-attainers;
- agreeing and implementing a whole school approach to marking pupils' work in all subjects;
- agreeing and implementing a manageable approach to assessment and recording in the foundation subjects.

(Paragraphs: 2, 3, 5, 8, 17, 22, 35, 45, 72, 73, 77, 78, 81, 83, 104, 107, 119)

- (2) Improve the quality of writing, handwriting and the presentation of pupils' work across the curriculum by:

- allocating the English co-ordinators time to directly observe the teaching of writing;
- agreeing and implementing a whole school approach to writing; check that it is being followed consistently;
- planning the use of writing across the whole curriculum;
- moderating, as a whole staff, standards attained in writing;
- agreeing, implementing and monitoring a whole school approach to writing;
- agreeing a whole school approach to the presentation of work, to include size, style and type of exercise books and paper used;
- expecting all staff to model handwriting and good presentation, so setting the standard for pupils.

(Paragraphs: 2, 16, 25, 62, 68-73, 82, 106)

- (3) Better management of the roles and deployment of some staff, for example subject co-ordinators and support staff, by:

- setting aside adequate time for subject co-ordinators to directly observe teaching and learning in their subjects;
- moderating the quality of pupils' work and teachers' assessments in their subjects;

- reviewing and rationalising the number of support staff;
 - deploying them more effectively, so that their deployment is better linked to the school's stated priorities.
(Paragraphs: 26, 45, 51, 64, 74, 78, 88, 99, 107, 120)
- (4) Plan the regular use of the new library to help pupils to become more independent and extend the use of their enquiry and research skills by:
- timetabling every class to use the library;
 - agreeing a whole school approach to the use of the library and how its use can best develop pupils' learning skills;
 - monitoring the quality of work and the standards pupils achieve.
(Paragraphs: 11, 19, 25, 34, 52, 67, 106)

Minor issues

- (1) Additionally, the school may wish to consider:
- planning a whole school approach to developing pupils' listening skills.

Nearly all of these issues have already been identified by the school and are taken into account within the school's development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	36

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	17	18	1	0	0
Percentage	2	21	36	38	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	191
Number of full-time pupils eligible for free school meals	-	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	17

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	12
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	13	13	13
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (97)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	13	13	13
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	9	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	15	17
Percentage of pupils at NC level 4 or above	School	89 (96)	83 (92)	94 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	16	15	17
	Total	14	14	17
Percentage of pupils at NC level 4 or above	School	78 (88)	78 (92)	94 (96)
	National	72 (70)	74 (72)	82 (79)

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
162	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	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

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)	8
Number of pupils per qualified teacher	23.9
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	98.9

Financial information

Financial year	2001/02
	£
Total income	381796
Total expenditure	390227
Expenditure per pupil	2022
Balance brought forward from previous year	43028
Balance carried forward to next year	34597

Recruitment of teachers

Number of teachers who left the school during the last two years	5.9
Number of teachers appointed to the school during the last two years	6.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	191
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	41	1	0	0
My child is making good progress in school.	42	49	4	0	4
Behaviour in the school is good.	33	62	1	0	4
My child gets the right amount of work to do at home.	39	51	7	3	0
The teaching is good.	51	46	0	0	3
I am kept well informed about how my child is getting on.	29	53	10	3	5
I would feel comfortable about approaching the school with questions or a problem.	54	39	4	0	3
The school expects my child to work hard and achieve his or her best.	58	37	4	0	1
The school works closely with parents.	36	53	8	1	1
The school is well led and managed.	49	46	1	0	4
The school is helping my child become mature and responsible.	47	49	1	0	3
The school provides an interesting range of activities outside lessons.	45	42	7	0	5

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

55. Children enter the reception class with a wide spread of abilities but attainment on entry is broadly average. Attainment on entry has changed significantly since the last inspection, when it was above average. Most children in the present reception class are likely to achieve the early learning goals in all areas by the end of the Foundation Stage, assuming that they continue to achieve as well as they do at present. Teaching is good overall in the Foundation Stage. A variety of carefully planned activities and good questioning help to ensure high quality learning. Careful, regular assessments of the children's level of understanding and their skills helps every child to succeed. The children are well managed, and well thought through routines give a sensible structure to most sessions. Relationships are very good and the children are happy and secure, which is conducive to learning. The two reception class teachers, who job share, work very closely with the highly competent teaching assistant, who provides continuity of personal contact with the children. The job share arrangements work well. The quality of education is good. This is similar to the situation at the last inspection. There are effective links with the pre-school group which is accommodated on in a building on the school site; this is helpful for liaison and transfer, as the children are already familiar with the people and the school. Carefully managed visits, before the children transfer to the reception class, help to make the transfer relatively 'seamless'. Planning covers all areas of learning very effectively. However, the session between play time and lunch time is very long for young children, and they can easily become restless, especially during wet weather.

Personal, social and emotional development

56. The children are well adjusted and work and play together well. They are able to co-operate, take turns and share. Resources are used well to promote personal and social development and all adults provide good role models. Children are treated with respect and their own sense of self worth is enhanced; they feel valued. The children are independent, and good classroom organisation supports their developing independence. The children have good opportunities to make choices and they learn from a variety of self-initiated tasks. Children have the opportunity to choose their own resources, to take them out and put them away. Due emphasis is placed on care, respect and mutual support. The rules and expectations of behaviour are clearly understood by the children. The teaching of this aspect of the Foundation Stage is good.

Communication, language and literacy

57. Children enter the Foundation Stage with average skills in speaking, listening and early writing skills, but the range of attainment is very wide. The children enjoy listening to stories and respond enthusiastically to them. High expectations from the teachers ensure that children are helped to understand, through questions and comments. When discussing the nature of characters and settings in stories with the children, the teacher encouraged them to name the characters, and talk thoughtfully about the settings. They confidently recall other stories which have been read to them. The children are introduced to story sequencing in very imaginative ways. For example, in the story of the 'Bear Hunt', the children were helped to remember the sequence of events by using actions and sounds to describe the different settings in the story. Children understand that print carries meaning and that they can use clues from the

illustrations to tell a story. The children are learning to write their names and a few are beginning to record their thoughts in writing. Elements of the literacy framework are used well when appropriate, and letter recognition and formation are taught effectively. The teaching of communication skills, language and literacy is sometimes very good. By the end of the Foundation Stage, most children achieve the expectations of the early learning goals for communication, language and literacy.

Mathematical development

58. Some of the children can count and sort objects when they start in the reception class. Most are likely to attain the early learning goals for mathematics by the end of the Foundation Stage, assuming that they continue to achieve as well as they do at the moment. Well-planned activities ensure good quality learning. Children show an interest in numbers and can recognise the numerals 1 to 5. Several are able to 'add one more' to the number displayed on the dice and calculate the new total. They take turns when rolling a dice with the numerals 1, 2 and 3 on it, and can add 'one more'. Most of the children can recognise groups of one, two or three objects very quickly. Number rhymes and songs are used very effectively to reinforce number concepts. Children develop an appropriate sense of size and position, using words such as 'smaller' 'larger', 'more' 'less'. The teaching of the early stages of mathematics is good.

Knowledge and understanding of the world

59. The children have a fairly wide range of experiences and understanding when they enter the reception class. Whilst no teaching of this aspect was observed directly during the inspection, it was clear from the work displayed that the children are likely to attain the early learning goals by the end of the Foundation Stage. The children have produced a wide range of designs and patterns using the 'Dazzle' program, to foster their early understanding and use of ICT. They are learning about their five senses, and early scientific enquiry is supported through a display of a range of smells on the science table. They can select tools with careful thought as to their purpose. They show a great interest in the natural world and the area in which they live.

Physical development

60. The children have a sensible awareness of other people when they start the Foundation Stage. This is appropriately built on so that the children develop a good awareness of the needs of others and of the space around them. There are planned opportunities for them to use and ride on toys and tricycles in the secure outdoor play area. In physical education lessons, they listen to and interpret instructions very well and are learning to control and co-ordinate their bodies to good effect, and can explain what they are doing. They enjoy climbing, jumping and balancing and some are able to do a simple forward roll to a good standard. They are able to use scissors, and glue and stick a range of materials confidently and successfully. Their physical development is in line with the early learning goals. The teaching of this aspect is good.

Creative development

61. Most of the children experience a relatively broad range of creative experiences before starting the Foundation Stage. They have good opportunities to choose their own activities and they respond well to the planned provision, making good progress towards the early learning goals. They enjoyed using pastels to make portraits of their friends, and gave good attention to both detail and texture. These portraits are carefully displayed in the classroom, showing that the children's efforts are valued. The children sing tunefully and clearly, because they have daily opportunities to practise. The children have good opportunities to use construction toys, and their imaginative play is supported well through a range of appropriately planned role play activities.

ENGLISH

62. The pupils currently in Year 6 are attaining average standards in English, with a significant number achieving above average standards, especially in reading, where overall standards are good. However, in writing, standards are below national expectations particularly amongst boys. The majority of pupils in Year 2 attain good standards in reading and speaking, and meet national expectations in writing but their listening skills are below the standard expected nationally.
63. In the national tests in 2001 at the end of Year 2, reading and writing were well above the national average and that of similar schools. At the end of Year 6, pupils' attainment was above the national average but in line with that of similar schools. The interim results for 2002 indicate girls have outperformed boys in writing in Year 2 and Year 6; this continues the trend of the past three years.
64. Pupils with special educational needs are given good support and make good progress, especially when they are withdrawn from the class with teaching assistants using specialist programmes. Although the teachers plan carefully for these pupils' needs in the classroom, the progress, especially of children in Years 1 and 2, is more consistent when they are supported by teaching assistants in the classroom.
65. Pupils of all ages are confident speakers and standards exceed the national expectations. As at the time of the last inspection, the listening skills of some of the older pupils are in line with national expectations, but for a significant minority in Years 1 and 2 listening skills are underdeveloped; this is a decline since the last inspection. Pupils use subject-related vocabulary correctly, as seen in a Year 1 lesson where pupils described pineapples as prickly, sharp and pointed. Most older pupils can explain their opinions and discuss ideas, shown in a very good Year 5 poetry lesson, where the whole class refined and developed their performing skills with drama, humour, and accurate phrasing. The school has recognised the need for a rigorously planned listening programme especially for the younger pupils.
66. Pupils attain good standards in reading throughout the school. Those in Years 1 and 2 read books that are well matched to their level of interest and understanding, and use a wide range of reading strategies to attempt new words. Most Year 2 pupils are developing into confident, fluent readers who are eager to read and enjoy books. Most share books with their parents or carers regularly. The higher-attaining pupils in Year 6 develop a critical appreciation of the writing styles of authors, comparing the style of Laurie Lee in 'Cider With Rosie' with that of Charles Dickens in 'Oliver Twist'. Most Year 6 pupils enjoy mature texts like 'Lord of the Rings'. They can understand the library classification system to competently locate non-fiction books.

67. An improvement since the last inspection is the attractive new library. The stock of fiction books has been enlarged to include books directed at the interests of boys and more reference books, including those about other cultures, although the stock of these needs to be increased further. At present the library is a place to exchange books during a regular daily period controlled by three monitors from Year 6 and a teaching assistant. The library and the adjoining ICT room need to be developed into an integrated reference centre to extend and enhance the development of literacy across the curriculum. The school has identified the need to introduce a planned programme to develop further pupils' independent research skills, using this facility.
68. The use of literacy across the curriculum is satisfactory. Whilst pupils often make good use of their reading skills, and their ability to use reference books in science, geography or history, the use of writing is not yet planned across the curriculum and so pupils' skills are underdeveloped.
69. The standard of writing in Year 2 meets national expectations, as it did at the last inspection. In Year 1, while higher-attaining pupils 'have a go' at writing simple sentences and stories, many of the lower-attaining pupils do not have the necessary skills to form letters correctly and then to link them to sounds. Year 2 pupils continue to develop their spelling skills on a regular basis and are achieving in line with national expectations. In a Year 2 lesson observed, the higher-attainers were not challenged to refine and develop their writing skills.
70. Pupils at present in Year 6, especially the lower-attainers who are mostly boys, achieve below average standards in writing; some of the higher-attainers, who are mostly girls, achieve well. This is a decline since the last inspection. Throughout the school handwriting standards and the quality of presentation are inconsistent, and for a significant minority below average. This, too, marks a decline since the last inspection. After only five weeks in Year 4, the quality of presentation of work shows a very marked improvement since the previous year because of the current teacher's high expectations. Many older pupils do not use a consistent joined, cursive style of writing. Writing tasks are now better planned within the national literacy strategy to ensure that pupils cover a wide range of writing, such as persuasive writing, instructions, poetry, and writing in the genre of the text they have studied as a shared text. The opportunity to write extended stories using the strategy of planning, drafting, revising, and proof reading a story is helping pupils in Year 6 to improve their writing but, as at the time of the last inspection, this is not consistent across the school. Whilst progress in writing may be judged to be satisfactory now, at the beginning of this school year, scrutiny of pupils' work shows evidence of unsatisfactory progress in the previous school year. The positive development of writing skills tends to be left to the knowledge and understanding of individual teachers, rather than as a result of a whole-school approach. There is satisfactory and in some classes good use of ICT - for example, in Year 2 when pupils used their word processing skills to write the 'Golden Rules'.
71. Pupils' attitudes and behaviour in English lessons are satisfactory overall, though better at Key Stage 2 than at Key Stage 1. Most pupils are enthusiastic, eager to learn and work hard. They respond enthusiastically, in the best lessons, answer questions keenly and work collaboratively on shared tasks. In Year 3, pupils collaborated well to organise the stage directions when reading a play script. Where attitudes and behaviour were unsatisfactory, this was often due to the underdeveloped listening skills of significant minority, which caused the teacher to slow the pace of the lesson as she brought the pupils back on task.

72. The teaching of English is satisfactory at Key Stage 1 and generally good at Key Stage 2, although there are variations in teachers' expertise and skills in the subject. In the good lessons, teachers' strong subject knowledge, good planning and good understanding of the national literacy strategy, especially questioning skills, enable them to teach effectively. In Year 5, where very good teaching was observed, humour was successfully used to arouse pupils' initial interest in the rhyming pattern of the poem, 'Three'. The success of this teaching was evident in the quality of stanzas written and performed especially by the higher attainers. In the same lesson, the teacher made very good use of the pupils' previous writing of poems to illustrate, in a very supportive manner, what pupils had done well and what could be improved. This approach encourages pupils to evaluate their work and accept constructive criticism. Very good relationships between pupils and teachers are evident. Teachers insist that the proper terms for language are used. In Year 6, pupils of average and above average ability knew when parenthetical dashes should be used. Although the gifted and talented are identified, in some lessons the tasks for these pupils are not sufficiently challenging. While some teachers have high expectations about the standard of their own presentation on the board, and their pupils' on paper, this is not consistent throughout the school.
73. The school has a thorough system to track pupils' attainment at the end of each school year. They have just introduced a new system, whereby this information is used to develop targets for groups of pupils to improve their writing skills. This needs to be developed consistently in a whole-school approach, the system should be refined and pupils' targets reviewed rigorously throughout the year in order to raise writing standards. In the best teaching there is productive assessment within the lesson to inform pupils how to improve, and marking relates to individual targets, often in a humorous and helpful manner. As yet the use of this day-to-day assessment is not consistent across the school.
74. The two very new co-ordinators have worked hard to identify the relevant issues to improve the standards especially of writing; the inspectors confirm their views. They have a clear vision for the development of English and the need for a consistent, whole-school approach to ensure that agreed policies are implemented. The co-ordinators have not yet had the opportunity to observe lessons, analyse work of all age groups and consider information from pupils' assessments. Homework, especially reading and spelling, is set regularly and completed by pupils. Resources are satisfactory to meet the needs of the curriculum.

MATHEMATICS

75. Results in national tests in 2001 were well above the national average for Year 2 and above average for Year 6. When compared with similar schools, results were in line for the seven-year-olds but below average for eleven-year-olds. In 2002, all Year 2 pupils attained Level 2 or above in mathematics, though in Year 6 only 75 per cent attained the expected Level 4 or above.

76. Current standards attained by pupils in Year 2 and Year 6 are in line with national expectations for these age groups.
77. Inconsistencies in standards are due mainly to teacher turnover. Several classes across the school had a number of different teachers, resulting in less progress and some under-achievement, especially by the higher attainers. Pupils in Year 6 can classify quadrilateral shapes by the number of sides and other properties. Most can correctly name quadrilateral shapes such as rhombus or parallelogram and can write definitions of at least four shapes giving the number of vertices and degrees of the angles correctly. Pupils in Year 3 are able to read scale measures used in capacity, though they find it more difficult to solve problems related to capacity. Pupils in Year 4 can classify and describe three-dimensional shapes accurately. Pupils in Year 5, when using a tally chart, can produce neat and accurately labelled graphs.
78. There are few significant differences in the attainment of boys and girls. Overall, standards in mathematics have declined since the last inspection. Pupils with special educational needs make good progress and generally achieve well, especially when they receive effective support from support assistants and parent helpers. Overall, though, there are too few support staff deployed specifically to support pupils with mathematics. Support staff are available to work with pupils when they undertake the 'Springboard' mathematics programme in Years 3, 4, 5 and 6.
79. Teaching and learning are satisfactory overall in Years 1 and 2. They are good in Years 3 to 6. Teachers successfully use the lesson structure of the numeracy strategy to plan balanced lessons. This ensures that pupils know what they are expected to learn and are provided with a good balance of oral and mental work at the beginning of the lesson. Plenary sessions usually effectively evaluate what has been learned. Appropriate activities are planned and interventions are made by teachers to keep pupils concentrating on the tasks.
80. Teachers give appropriate support and praise, which provides additional motivation for pupils to work hard and with interest. The use of probing questions to check pupils' understanding is a feature of the best lessons. This good quality teaching is now beginning to have a real impact on pupils' progress in mathematics.
81. There are very good relationships between adults and pupils. Displays of pupils' work value their contributions and support their learning. Overall, teachers' expectations of higher attainers are too low and they do not always receive really challenging work that makes them think mathematically. When the teaching is just satisfactory, pupils tend to lose interest and become fidgety. Teachers have to intervene to remind the pupils about their behaviour and so the pace of the lesson slows. Marking of pupils' work is inconsistent. The best marking has constructive remarks and indicates what could be improved, but some marking simply indicates what is correct and what is incorrect. Teachers emphasise appropriately the correct use of mathematical language and this contributes to pupils better understanding. There is some good use of ICT skills to reinforce mathematical skills. The use of numeracy across the curriculum is satisfactory.
82. Pupils have very positive attitudes towards mathematics. They sustain concentration especially well in Years 3 to 6, which helps them to achieve well. Some pupils, particularly in Years 1 and 2, tend to lose concentration easily if not kept 'on task' by the teachers. A significant proportion of pupils do not present their work neatly, and this makes it difficult for the teacher to see where they may be making mistakes or not

understanding well enough the mathematical content of the work.

83. The quality of leadership and management of the subject is good. The co-ordinator has had appropriate training and all the teachers are sufficiently confident to deliver the national numeracy strategy. Training is available to new members of staff for the development of mathematical teaching skills. All classes are monitored, both in teaching and planning. The quality of the accommodation is good. An appropriate range of suitable resources has been developed. The co-ordinator has closely analysed the end of key stage national tests and other test results, and as a result has addressed some weaknesses in provision. However, the school needs to make much better use of this analysis in order to raise standards further in mathematics.

SCIENCE

84. Standards attained by pupils by pupils in Year 6 in national tests in 2001 were close to the national average, although lower than average when compared with those of schools in similar contexts. The school met its targets for pupils achieving Level 4 and above. The number of pupils attaining the higher Level 5 was close to the national average. Results in science have declined since the previous inspection; this is due in part to the high level of staff turnover and in part to considerable pupil mobility within Key Stage 2. Consequently, pupils' science education was disrupted and they did not achieve as well as they should. Inspection evidence, based on work analysed and the lessons observed very early in the autumn term, shows that standards of pupils in Years 2 and 6 are average. There are few marked differences in the achievements of boys and girls. Pupils with special educational needs make good progress. However, higher-attaining pupils throughout the school are not achieving as much as they should, often because of weaknesses in their recording and writing skills.
85. Lesson observations, discussion with pupils and analysis of work indicate that Year 2 pupils know very well that eating the right kind and amount of food along with proper exercise is good for the body. Pupils in Year 5 investigate competently the forces that act on objects at rest. As a result of their investigation they successfully build simple devices using card, sellotape, wheels, marbles and sticks to overcome the force of friction. Pupils in Year 6 plan and carry out a fair test to find out how air resistance can slow down a moving object. They also examine how other factors, such as the load, effect the time of the fall. Pupils' work in Years 5 and 6 showed very well-developed reasoning skills, and an ability to write down ideas in logical sequences.
86. The quality of teaching and learning is good overall. In nearly a third of the lessons seen teaching was very good; there was no unsatisfactory teaching. In the very best lessons teachers share their enthusiasm for the subject with the pupils and use appropriate scientific vocabulary. They use terms such as 'force', 'friction', 'air resistance' and 'fair test'; this helps pupils to improve their scientific vocabulary and their speaking skills. A wide range of interesting activities is provided, challenging pupils to think for themselves. The needs of higher-attaining pupils are not yet fully met because they are not provided with additional tasks which match the level of their intellectual and scientific thinking. Teachers often ask open-ended and probing questions to check understanding. Lessons are organised well and a variety of methods and resources are used effectively. Pupils are managed well. Relationships between teachers and pupils are good. In the majority of lessons, teachers use time well and link science to other subjects such as English, mathematics, ICT, and personal, social and health education. For example, pupils in Year 5 planned and made devices for their experiment, and pupils in Year 2 learned and understood about healthy living with a fair level of sophisticated thinking. The pace of lessons is brisk and it maintains pupils' interest and

increases their work rate.

87. Behaviour in most lessons is good; most pupils are motivated and remain focused on the activity for a considerable length of time. They handle material and equipment safely. When opportunities are given, pupils work well in collaborative tasks, taking turns to make suggestions. Most pupils are generally good at clearing up, and putting equipment away sensibly after use.
88. Leadership and management are satisfactory. The co-ordinator is keen and gives her own time to help colleagues with their planning. She also monitors planning and has analysed National Curriculum test results. The National Curriculum programmes of study are followed to ensure continuity between Year 1 and Year 6. The co-ordinator's file contains some moderated and levelled work in science from each class. Science is currently a priority for improvement, and a training day has been planned for the very near future. The co-ordinator has too little time to directly observe and monitor lessons or work alongside colleagues to support them. It is anticipated that this will soon be remedied, so that pupils' levels of working can be assessed accurately, and feedback can be given to class teachers.
89. Resources are adequate and easily accessible.

ART AND DESIGN

90. Due to timetabling arrangements only two lessons were observed at Key Stage 2 during the inspection. Judgements are based on the work seen in the classrooms and around the school, as well as in lessons. The standards attained by pupils in Years 2 and 6 are in line with national expectations for pupils of these ages. Standards are similar to those reported in the last inspection.
91. Pupils' progress in art is satisfactory at both key stages. Pupils often make good progress in quite short time during lessons, when they are required to work with increasing accuracy. Those pupils with special educational needs make progress in line with the rest of the class when classroom assistants support them.
92. Pupils in Year 4 used a digital camera confidently to take photographs of the school, to be used later for future art work in the classroom. They focused on a small scene with the help of a viewfinder. In Year 6, pupils use sponges and different types of brushes most effectively to create backgrounds of pictures they have done previously of 'people in movement'. Some pupils successfully created a grassy effect with the help of a sponge. Others were confident to use brushes to paint faces of a football crowd.
93. Judging from the lessons observed teaching is good, with some very good features. Lesson plans give details of specific learning outcomes with due regard to the differing abilities of the pupils. Time is generally used well. Lessons are broken down into suitably small units, which help to maintain the pace of the lesson and concentration of the class. Resources are well managed, are in plentiful supply and are well prepared. Teachers make frequent use of praise and encouragement, and have high expectations of pupils. However, sketchbooks are not yet used. Across the school pupils' knowledge of art from other cultures and from different periods is limited.
94. Pupils of all abilities enjoy their art and design greatly and are very proud of their work. They work hard on their paintings, drawings and other work and listen carefully and with interest to instructions. They generally behave well and concentrate on the task. Pupils share materials with other members of the class, and show respect for each other's

work. Pupils take responsibility for clearing up sensibly, which they usually do fairly quickly and sensibly.

95. The co-ordination of the subject is satisfactory. Teachers use the Qualifications and Curriculum Authority documentation to plan their lessons. Art is well supported by an appropriate range of good quality materials and equipment.

DESIGN AND TECHNOLOGY

96. From the lessons observed, samples of work and photographic evidence, standards attained are in line with national expectations by the end of Year 2 and Year 6. This is an improvement for the older pupils since the last inspection, when their skills had not been developed progressively. They now design their own products and evaluate their work appropriately. The quality of learning over time for all pupils, including those with special educational needs, is satisfactory.
97. Teaching that is always satisfactory and sometimes good, ensures that pupils have a clear understanding of what they are learning and how the design brief can be used with a variety of materials. Over time, pupils are systematically taught the skills and techniques to use a wide range of materials and tools correctly and safely, for example from Year 1, where pupils are taught to recognise and describe various fruits and vegetables as part of their investigation into a healthy diet, to Year 6 where they have been successfully taught all the necessary skills needed in order to use a range of materials. These include making very attractive slippers using textiles, powered vehicles using circuit boards and gears, and working clocks mounted on individual designs, like a penny-farthing. Pupils are encouraged to refine their own work to consider what they have learned. This is an improvement since the last inspection.
98. Pupils enjoy the practical elements of design and technology. They are enthusiastic and focus upon the task, when given freedom to develop their ideas. Pupils in Year 2 designed an eye-catching logo to go on their wheeled vehicle, responding well and with pleasure to questioning. In the better lessons, pupils work with a good deal of independence, with a teaching assistant present so that sufficient support is given to those who need it and thus enabling all to succeed.
99. The school uses and adapts the national guidance successfully, an improvement since the last inspection. The use of ICT is being developed in the planning process of design and technology throughout the school. Assessment of individual achievement is in the early stages and, while previous co-ordinators developed a portfolio of work, they have did not have the opportunity to monitor the quality of teaching and learning. Plans are in hand to remedy this situation.
100. The very new and enthusiastic co-ordinator has audited the stock to ensure all classes are well resourced for their projects. The new building means that progress is no longer restricted by limitations of accommodation.

GEOGRAPHY AND HISTORY

101. There were no geography lessons available to be observed, but from analysing pupils' work and from discussions, it is evident that pupils in Years 2 and 6 attain standards appropriate for their ages. Standards are similar to those at the time of the last inspection.

102. Attainment in history for pupils in Years 2 and 6 is in line with that expected. Similar standards were reported in the last inspection. Pupils in Year 1 and 2 are developing their historical knowledge and understanding through such experiences as looking at toys and games of the past, and comparing and contrasting the experiences of Victorian schoolchildren with their own schooldays.
103. Pupils in Key Stage 2 experience a curriculum which is enriched with visits to places of historical interest, extending their historical knowledge and understanding. Pupils in Year 4 started their topic on the 'Ancient Egyptians' with a visit to the British Museum so that they could see a number of artefacts at first hand. Pupils spoke enthusiastically about the visit and the things they had seen. This promotes their very positive attitudes to the subject. They are developing well the skills of the young historian, for example they are able to make deductions and draw inferences about Egyptian clothing and jewellery. They are able to begin to set up a line of enquiry and use information books and look up relevant websites on the Internet, to find answers to the questions they themselves have raised, as well as the questions posed by the teacher, sometimes showing a quite sophisticated level of thinking. Pupils in Year 6, as part of their study of 'Tudor Exploration', were well challenged to find out what life at sea was like for the sailors on board Tudor ships. Most of these pupils are able to make notes and summarise information that they have gleaned from books or from websites. They are knowledgeable about the Tudor period, some showing a wide-ranging knowledge of Tudor times. They are interested and enthusiastic, and speak knowledgeably about the ship 'The Mary Rose' or the voyages of Sir Francis Drake.
104. History teaching is good. Teachers have good subject knowledge and their own enthusiasm for the subject is conveyed to the pupils. Questioning is often good, probing pupils' knowledge and understanding. Lessons are generally well planned, but there is not always enough emphasis on setting really challenging tasks for the higher attainers, who sometimes do not achieve as much as they should. Those pupils with identified special educational needs often achieve well.
105. ICT is beginning to be used successfully to support the history curriculum. There are barely adequate book resources, as was evident when some of the Year 6 pupils were unable to find any more books on the Tudors; this slowed their learning.
106. There are too few planned opportunities for writing across both the history and the geography curriculum. The recently refurbished library is under-used to foster research and enquiry skills in the subjects.
107. The co-ordinator for geography and history has good plans for the development of the subjects but has too little time to monitor the quality of teaching or moderate teachers' assessments of pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

108. The school provides well for learning in ICT, in the new suite. Attainment by the end of Years 2 and 6 is in line with national expectations and most pupils make good progress. This is a good improvement since the last inspection. Pupils with special educational needs frequently make good progress because of the good teaching.
109. Examples of generally good progress are that pupils in Year 1 use the mouse adeptly to control what they do and to use a program linked to their mathematics topic of shape creatively. In Year 2, pupils use several tools from the paint program, Dazzle, drawing horizontal and vertical lines to design their wheeled vehicles for design and technology. In Years 3 and 4 they develop further appropriate skills, learning about a range of functions, for example, word processing their history information about being an evacuee in World War II, using 'textease'. By the time they reach Year 5 they copy and paste skilfully; the higher achievers follow a series of complex instructions to organise and present a variety of information they have selected from the Internet onto a colourful poster, about an animal – mythical or real – of their choice. In Year 6 they confidently complete spreadsheets using hyperlinks. Pupils explain operations and functions clearly. Their skills are fostered steadily and pupils progress well in all aspects of the subject, including control and modelling. There have been significant improvements since the last inspection.
110. The quality of teaching and learning varies but in over half the lessons seen it was good or better. In Years 5 and 6 it is very good and sometimes excellent because of teachers' very good subject knowledge, skilful planning to challenge and extend all pupils' learning and very careful management and organisation of pupils. This is an improvement since the last inspection. In the excellent Year 5 lesson, when there was a technical difficulty the class teacher immediately suggested other strategies to overcome it, so pupils remained confident that they could complete their task. Where teaching and learning was unsatisfactory, it was because of the poor listening skills of a significant minority of the younger pupils, and linked to the absence of a teaching assistant who usually supports the lower ability pupils: this was an isolated case. The addition, within the next few weeks, of a large white board or projector linked to the computer for the teacher's initial input will stimulate interest and enhance pupils' learning. This visual approach will help sustain the younger pupils' concentration. Planning is good and there are developing links with other subjects like music, history, and English, particularly with the older two classes when Year 6 pupils wrote football chants to the rhythm of 'Baa baa black sheep' using the 'Songwriter' program.
111. Pupils look forward to their weekly lessons in the computer suite. Most work together well and listen carefully to the teachers' instructions. In the best examples, usually with the older pupils, this level of confidence, keen attitudes and good behaviour mean that pupils are starting to work independently to learn well the procedures and use of ICT. Last year, pupils compiled a school magazine that came second out of many schools in a regional newspaper competition. Pupils are clear about safety rules for accessing the Internet.
112. The school uses and adapts the national guidance successfully. The headteacher is the new co-ordinator because of staff changes. He plans to increase the use of the ICT suite, linked to the new library, to enhance learning and research in many aspects of the curriculum. The resources, including software, are good and are being systematically improved and upgraded; this is a good improvement since the last inspection. Pupils' progress is assessed at the end of each module of work. ICT makes a good

contribution to pupils' personal development through opportunities for sharing success in working and playing together and in learning about the wider world and the part that computers play in it. Areas for further development are: more extensive use of ICT across the curriculum, especially for independent research, and more use of computers in the classroom, to utilise the learning that takes place in the ICT suite.

MUSIC

113. By Years 2 and 6, standards in music are average. Standards of singing are now good; this is an improvement since the last inspection. The pupils sing clearly, tunefully and with good diction. Six-year-olds, in Year 1, are able to use untuned percussion instruments confidently and well. They are able to follow the teacher or pupil 'conductor' and play more softly or loudly, or stop as directed by the 'conductor's' signals. Pupils in Years 3 and 4 are developing a good knowledge of musical elements, such as dynamics, timbre, ostinato and drone. Pupils in Year 4 were successfully composing and performing the early stages of a class song, accompanied by tuned and untuned percussion, on the theme of 'Dragon, Dragon'. They are learning to use the pentatonic scale creatively and well. In all lessons observed, pupils enjoyed the lesson and showed enthusiasm and enjoyment. Individual pupils have the opportunity to learn to play a musical instrument as part of the local education authority peripatetic music service. There are recorder groups, both for beginners and for those pupils with a higher level of skills. A school choir has recently been formed. All of these activities enrich the pupils' musical repertoire and their cultural and social development.
114. The quality of teaching is good overall. Teachers expect every pupil to give of their best and all are included successfully. This good teaching is characterised by lessons which are well planned and organised, build on pupils' previous musical experiences and allow them to use their initiative. Good use is made of a teacher with musical expertise who teaches other classes as well as her own. Pupils with special educational needs are helped to have full access to music lessons. Pupils achieve well in lessons.
115. Resources are adequate and of good quality, though the range of instruments from other cultures is rather narrow.

PHYSICAL EDUCATION

116. Pupils attain the expected standards in Years 2 and 6. In dance, about a third of ten and 11-year-olds attain above average standards. Similar standards were reported in the last inspection, though there has been an improvement in pupils' abilities to evaluate the quality of their own work and that of others. Pupils now have the advantage of a well-equipped hall for gymnastics, with climbing frames and a good range of apparatus.
117. In gymnastics, pupils in Year 2 are making appropriate progress with their understanding and skills. They are learning about the different ways their bodies can hold a shape, when they 'freeze' after moving around the hall. Most are effectively making the link between straightness and strength, when holding a body position. Nearly all the pupils work well and co-operate when working in pairs, building 'bridge' type shapes which their partner must move through. They achieve appropriate standards of control and co-ordination and use space well.
118. Pupils in Years 4 and 6 are making good progress with simple choreographing of dance sequences. They are able to move with precision, control and good co-ordination, and remember a fairly lengthy sequence of steps and movement patterns. Pupils in Year 4

worked thoughtfully and co-operatively in pairs, when turning 'small' movements into 'large' ones as they interpreted an Indian style of dance, based on Bharata Natayam. Pupils in Year 6 worked well in groups of three or four when choreographing and performing an interpretation of the music 'A Drop in the Ocean'. Musical resources are carefully chosen to reflect the mood. As a direct result of this and the good teaching they receive, pupils in Year 4 and Year 6 make good progress. Pupils have very positive attitudes to the subject and enjoy their lessons.

119. The quality of teaching is good overall. Teachers have sufficient subject expertise and plan lessons with a clear structure. Teachers make every effort to ensure that all pupils are included; for example, one pupil who was unable to participate in a lesson due to injury, was invited to write down some observations of what happened in the lesson, to help with the evaluation. Although the physical education curriculum is now being appropriately planned in terms of its content, the school has few effective systems for ensuring that the levels of pupils' skills are assessed, recorded and moderated. Consequently, the sequential and progressive development of skills is not recognised and planned for sufficiently in each age group.
120. The co-ordinator has a good knowledge of the subject, but has only recently taken on responsibility for physical education. There is no time allocated for the direct observation of lessons and monitoring of standards and the role is underdeveloped.