

INSPECTION REPORT

CALDECOTE PRIMARY SCHOOL

Leicester

LEA area: Leicester City

Unique reference number: 132211

Headteacher: Mrs H Pulley

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 30th June – 3rd July 2003

Inspection number: 250160

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hallam Crescent East Leicester
Postcode:	LE3 1FF
Telephone number:	0116 282 4482
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Farren
Date of previous inspection:	No previous inspection

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22361	Mrs M Gough	Registered inspector	Music Art and design Equal Opportunities	The school's results and pupils' achievements How well are pupils taught What could the school do to improve further
9619	Mr R Miller	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
31822	Mrs A Newman	Team inspector	English History	
10611	Mr M James	Team inspector	Mathematics Information and communication technology Physical education	
22556	Mr E Morgan	Team Inspector	Science Design and technology	How well is the school led and managed
18059	Mrs R Harrison	Team Inspector	Geography Religious education English as an additional language	How good are the curricular and other opportunities offered to pupils
12997	Mrs C Cheong	Team Inspector	Foundation Stage Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school, which is the result of an amalgamation just less than two years ago of an infant and junior school, is situated close to the city of Leicester on the outskirts of a large housing estate. Most pupils come from the local area, which has some significant problems, and which is very deprived. There are currently four hundred and forty two pupils on roll between the ages of three and eleven. The school has a sixty place Nursery which currently caters for fifty four part-time children. About two thirds of the pupils are white, and the rest are from a wide variety of ethnic backgrounds. Forty one pupils are at an early stage of learning English as an additional language. The school has five Traveller pupils on roll. One hundred and fifty three pupils are known to be eligible for free school meals. This represents 37% of the pupil population and is well above the national average. However, this indicator does not reflect the true levels of deprivation in the local area. One hundred and fifty five pupils have special educational needs. This represents 37% of the school population and is well above the national average. Eight pupils have statements of special educational needs. The school is at the forefront of many local and national initiatives which are linked to raising standards, and is part of an Excellence in Cities project. There have been relatively high levels of pupil mobility in the last year with forty eight pupils having joined the school and forty two pupils having left the school other than at the usual times. The attainment of the children when they join the school in the Nursery class is very low, especially in terms of their language and social skills.

HOW GOOD THE SCHOOL IS

This is an improving school that is developing rapidly following a period of significant change. From a very low starting point, pupils make good progress in English, and satisfactory progress in mathematics and science. Although standards at the end of both Key Stage 1 and Key Stage 2 are well below national expectations in English and mathematics, and below national expectations in science, they are starting to show signs of improvement as the result of initiatives that have been put in place over the last two years. However, there is still some way to go. Teaching is satisfactory overall, and has good features, but there are some inconsistencies that arise from teachers' different levels of expertise and subject knowledge. The management of the school is very good. The headteacher provides excellent leadership, and her inspirational direction has been instrumental in leading the school forward over recent years. She is fully supported by an extremely effective deputy headteacher, a loyal and hard working staff, and a very strong and committed Governing Body. The school gives satisfactory value for money.

What the school does well

- The provision for the Foundation Stage children in the Nursery and Reception classes is good, and is a strength of the school.
- The teaching of some staff has good and very good features.
- The provision for pupils with special educational needs is good, and the provision for pupils in the Nurture Group is very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good overall.
- The way in which the school manages and monitors pupils' behaviour is excellent.
- The leadership of the headteacher is excellent.
- The Governing Body is very effective in fulfilling its role.

What could be improved

- Standards in most subjects.
- The consistency of teaching.
- Assessment procedures and the use made of assessment information when planning the next stage of the pupils' learning.
- The monitoring role of subject co-ordinators.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was amalgamated just less than two years ago, and there is therefore no previous inspection report on which to base judgements about improvement. However, the school's own documentation shows clearly that the school has made some significant improvements in aspects of its work since the amalgamation took place. Parents, staff and the Governing Body agree that behaviour has improved significantly over the last two years, and this is the result of an excellent and very effective approach to the management of pupils' behaviour. The building has been improved, and is currently undergoing an extensive rebuilding programme which will result in better facilities, and which will physically join the two main school buildings which were previously the infant and junior schools. The school has devoted a great deal of attention to raising standards in English, mathematics and science, and although there is still, some more work to be done, a good start has been made. The school is at the forefront of many local initiatives, and is involved in a local 'Network for Learning' group, and the local Excellence in Cities group. The headteacher, deputy headteacher and Governing Body lead very much by example, and have a very clear vision for the future development of the school that is reflected in its published aims. The vast majority of staff are very supportive and committed to achieving these aims, but a very small number of staff do not fully support the agreed plans to move the school forward. The headteacher and senior managers now need to be more rigorous in ensuring that agreed strategies for improvement are implemented by all staff.

STANDARDS

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

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

Because the school is newly formed, there are no results available before 2002. The 2002 results show that pupils' attainment in English, mathematics and science is well below the national average. In comparison with similar schools, pupils' attainment is average in English and below average in science and mathematics. The inspection findings paint a very similar picture in English and mathematics, but show that standards in science are slightly higher than the test results suggest, but still below national expectations. The school sets

appropriate targets, that reflect the very individual nature of the groups of pupils. The 2002 results were adversely affected by the very high percentage of pupils with special educational needs. This is the case also for the current group of Year 6 pupils, where almost half the pupils have special educational needs.

The 2002 national test results for Key Stage 1 show that pupils' attainment in reading and writing is well below the national average, but that in comparison with similar schools, their attainment in reading is above average, and their performance in writing is average. In mathematics, the test results show that pupils' attainment is well below the national average and below average in comparison with similar schools. The teacher assessments for science show that pupils' attainment is well below the national average. The inspection findings indicate that pupils' attainment is well below national expectations in English and mathematics and below national expectations in science.

Standards in art and design, design and technology, geography and history are below national expectations at the end of both key stages. Standards in information and communication technology are in line with national expectations at the end of Key Stage 1 and below national expectations at the end of Key Stage 2. Standards in physical education are in line with national expectations at the end of both key stages. Standards in music are in line with national expectations at the end of Key Stage 1, and no judgements can be made about standards at the end of Key Stage 2. In religious education, standards do not meet the expectations of the Locally Agreed Syllabus at the end of either Key Stage 1 or Key Stage 2.

Pupils' progress as they move through Key Stage 1 and Key Stage 2 is variable and is very dependent on the quality of teaching. Pupils of all ages and abilities, including those with special educational needs and those who have English as an additional language, make good progress in English, satisfactory progress in mathematics, science, information and communication technology, and physical education. In art and design, design and technology and geography pupils' progress is unsatisfactory. In history, music, and religious education, pupils' progress is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2.

Pupils' attainment when they start school is very low. Pupils make good progress overall from this very low starting point, but do not attain the Early Learning Goals in any of the areas of learning by the time they transfer to Year 1. Their attainment in communication, language and literacy is lower than in other areas.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils have positive attitudes to work and to school. Most respond well in lessons, and particularly enjoy taking part in practical activities.
Behaviour, in and out of classrooms	Good. Most pupils behave well in and around the school. They respond very well to the school's high expectations, and know the 'Golden Rules' which guide their behaviour. Some pupils lack self-discipline, and a small number have difficulty in managing their own behaviour.
Personal development and relationships	Satisfactory. Relationships amongst pupils are generally good, and they co-operate very well when working in pairs and small groups. However, pupils are often heavily dependent on their teachers, and lack the confidence to carry out personal study, and to take full responsibility for their own learning,
Attendance	Unsatisfactory. Despite the school's best efforts, pupils' attendance is below the national average.

TEACHING AND LEARNING

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

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

Teaching is good in the Foundation Stage and satisfactory overall in Key Stage 1 and Key Stage 2. During the inspection, a high percentage of teaching was of a good standard, but the good practice seen in individual lessons is not always reflected in pupils' work over the long-term. This is because many of the recent initiatives that are positively impacting on classroom practice have not yet had time to impact on standards and progress. There is also a great deal of variation in the quality of teaching from class to class and this results in uneven progress for the pupils as they move through the school.

The quality of teaching and learning in English is good, and this is where there has been the greatest whole-school focus over the last two years. Teaching and learning in science and mathematics are satisfactory overall. The promotion of literacy, numeracy and information and communication technology skills across the curriculum is satisfactory but inconsistent. There are some weaknesses in teaching across the curriculum that are linked to teachers' lack of subject knowledge and knowledge of the requirements of the National Curriculum. These are most evident in subjects such as art and design, design and technology and music. Likewise there are real strengths in the way in which teachers manage pupils, and celebrate their achievements helping them to gain higher levels of self-esteem.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for Nursery and Reception children, satisfactory in Key Stage 1 and Key Stage 2. The school provides a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The school makes good provision for pupils with special educational needs enabling them to make good progress towards their individual targets. Support staff play a very good role in helping pupils in class. Pupils with special educational needs are fully included in all activities.
Provision for pupils with English as an additional language	Satisfactory. The specialist teacher provides very good support, but the strategies are not consistently followed through in all classes. Pupils with English as an additional language are fully integrated into the life and work of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes excellent provision for the pupils' moral development, and very good provision for their personal, cultural and social development. Provision for pupils' spiritual development is satisfactory overall.
How well the school cares for its pupils	Very well. The school is very caring of the pupils and ensures that the learning environment is safe, attractive and stimulating. The school has good procedures for child protection. Assessment systems are good in the Foundation Stage, but unsatisfactory overall in Key Stage 1 and Key Stage 2, although some satisfactory procedures exist for English and mathematics.

How well the school works in partnership with parents	Although parents have positive views of the school, few make a real contribution to the school's life and work or to their children's learning. The school provides timely and satisfactory information.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is outstanding and the role of the deputy headteacher is exceptionally well developed. Co-ordinators are in place for all subjects, but the monitoring role of most co-ordinators is underdeveloped. Key staff who are responsible for special educational needs, English as an additional language and behaviour fulfil their roles very effectively.
How well the governors fulfil their responsibilities	Very well. The Governing Body is very supportive and very well informed. Governors are very effective in the way in which they fulfil their statutory duties. The way in which they monitor the school's life and work could be sharper and more focused.
The school's evaluation of its performance	Good. The school has a good awareness of its performance in relation to other schools. Very good systems enable the headteacher and Governing Body to evaluate the school's strengths and weaknesses.
The strategic use of resources	Very good. The school makes very good use of its available resources to support educational development. The principles of best value are used well when making spending decisions.
The adequacy of staffing, accommodation and learning resources.	Good. The accommodation is good. There are enough suitably qualified teaching and support staff. Learning resources are satisfactory. There are some weaknesses in resources in design and technology, geography and music. Resources for English and information and communication technology are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The improvements in behaviour in the last two years. • The approachability of the headteacher and staff and their willingness to listen to parents' concerns. • The family atmosphere of the school. • The progress the children make. • The quality of teaching, and the leadership and management of the headteacher. • The values and attitudes the school promotes. 	<ul style="list-style-type: none"> • Some parents are unhappy about homework. • Some parents would like more extra-curricular activities.

Only a small number of parents attended the pre-inspection meeting, and only 16% of parents returned the parents' questionnaires. Although most parents who expressed a view are pleased with the school overall, there is little parental involvement, and few help their children at home. The inspection findings support most of the positive views of the school and confirm that the school currently offers only a limited range of extra-curricular activities. Homework is satisfactory in range and quantity.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment when they start school in the Nursery class is often very low, especially in terms of their personal, social and emotional development and their communication skills. Most children make good progress across all areas of learning, with the exception of communication, language and literacy where their progress is satisfactory. By the time they transfer to Year 1, the children's attainment is below the expected level in terms of their personal, social and emotional development, their mathematical, physical and creative development, and in terms of their knowledge and understanding of the world in which they live. Their attainment in communication, language and literacy is well below the expected level. Although the provision for the Foundation Stage children is good overall, even more emphasis needs to be placed on the development of spoken language to compensate for the very low starting point of many of the children.
2. By the end of Key Stage 1, pupils' attainment in reading and writing is well below average on the basis of the 2002 national test results. In comparison with similar schools, pupils' attainment is above average in reading and average in writing. The inspection findings confirm that standards in English are well below national expectations overall, but indicate that standards are slowly but surely starting to rise. This is the result of a concerted effort over the last 2 years, and a range of new initiatives. The school has recognised the need to develop spoken language skills, and is in the process of establishing an 'Oracy Project' which will place more focus on the development of speaking and listening skills, and help to improve the pupils' vocabulary which is often very poor when they start Key Stage 1. Good emphasis is placed on helping the pupils to learn how to read, using phonics to help them to decode unfamiliar words. However, parents do not always provide enough support at home, and opportunities for pupils to practise reading are therefore limited to those that the school provides. Pupils' writing is adversely affected by their lack of imagination and vocabulary, but is starting to improve. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language make good progress in English as they move through Key Stage 1.
3. The pupils' attainment in mathematics at the end of Key Stage 1 is well below the national average on the basis of the 2002 national test results, and average in comparison with similar schools. The inspection findings indicate that standards in mathematics are well below national expectations at the end of Key Stage 1. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, make satisfactory progress as they move through the key stage, but their progress is hampered by their lack of vocabulary, and the difficulties they have in processing written instructions. The school has worked hard since its amalgamation two years ago to improve standards in mathematics, but most of the attention has justifiably been given to raising standards in English, and there is still some more work to be done.
4. The 2002 teacher assessments for science at the end of Key Stage 1 show that pupils' attainment is well below the national average. The inspection findings paint a more optimistic picture and indicate that standards are below national expectations. Recent initiatives are having a positive impact on pupils' progress and attainment, and pupils of all abilities are making satisfactory progress. Pupils' scientific knowledge is limited, and

they often lack the necessary vocabulary to express their ideas. Many pupils need a great deal of adult support when carrying out practical work, and are insufficiently independent in terms of recording their ideas on paper.

5. The inspection findings indicate that by the end of Key Stage 1, pupils' attainment is below the expectations of the Locally Agreed Syllabus in religious education, and below national expectations in art and design, design and technology, geography and history. In music, physical education and information and communication technology, pupils' attainment is in line with national expectations. Pupils make satisfactory progress in religious education, music, information and communication technology and history, but their progress in art and design, design and technology and geography is unsatisfactory, mainly because of inconsistencies in teaching.
6. The 2002 end of Key Stage 2 national test results in English indicate that standards are well below the national average, but average in comparison with similar schools. The inspection findings paint a very similar picture, and indicate that standards are well below national expectations. However, the current Year 6 group contains an exceptionally high percentage of pupils that have special educational needs, and this masks the good progress that most pupils are now making as they move through the key stage. As in Key Stage 1, pupils have only a narrow vocabulary that hampers their learning across the curriculum. They have difficulty in expressing their ideas, both verbally and on paper, and therefore become frustrated in their attempts at writing. The new 'Oracy Project' places emphasis on the development of pupils' spoken language, and more opportunities for pupils to take part in educational drama will increase their vocabulary, experience and confidence. In Year 5, a group of pupils is taking part in a commercial literacy project that has a very structured approach. Early indications are that this approach is very successful in motivating the pupils, and in helping them to overcome their difficulties. Pupils with special educational needs, and those with English as an additional language, receive good levels of support that help them to make good progress.
7. In mathematics at the end of Key Stage 2 pupils' attainment is well below the national average on the basis of the 2002 national test results, and below average in comparison with similar schools. The inspection findings paint a very similar picture, and indicate that standards are well below national expectations. Most pupils have particular difficulty in expressing their ideas clearly because they lack the necessary mathematical vocabulary, and when working under test conditions, without the adult support they are used to, they sometimes have difficulty in interpreting written questions, especially those which use complex language to explain problems. Pupils of all abilities, including those with special educational needs, and those who have English as an additional language, make satisfactory progress overall. However, currently the progress of pupils in different classes is very variable, and is too reliant on the skills and expertise of individual teachers. The school recognises that inconsistencies in teaching need to be addressed in order for standards to rise further.
8. The end of Key Stage 2 2002 national test results indicate that standards in science are well below the national average, and below average in comparison with similar schools. The inspection findings paint a more positive picture and indicate that standards are below national expectations. Recent developments within the subject have led to better provision, although there are still some inconsistencies in teaching and learning which need to be addressed so that standards can improve further. As in mathematics, weaknesses in the pupils' subject specific vocabulary make it difficult for them to express their ideas clearly, both verbally and on paper. The school has made great strides in addressing this problem, and the development of vocabulary is a positive

feature of most lessons. The progress of pupils of all abilities, including those with special educational needs and English as an additional language is satisfactory overall. However, progress is very variable from class to class, and ranges from good to unsatisfactory.

9. At the end of Key Stage 2, pupils' attainment in religious education does not meet the requirements of the Locally Agreed Syllabus and pupils do not make enough progress because of variations in the quality of teaching. In art and design, design and technology, geography, history and information and communication technology, pupils' attainment is below national expectations. With the exception of information and communication technology, where progress for all ability groups is satisfactory, pupils' progress over time is unsatisfactory. This is because of historical weaknesses in the curriculum that have resulted in patchy coverage of the National Curriculum programmes of study and gaps in the pupils' learning which are only now being addressed. Currently, pupils' progress is inconsistent, and although it is good where teaching is effective, there is too much variation from class to class.
10. Since the amalgamation just under two years ago, attention has been focused on raising standards in the core subjects, and the senior management team has only recently put in place a whole-school curriculum plan that will ensure that all of the other subjects receive enough emphasis. However, mainly as a result of changes in staffing, there are still inconsistencies in teaching and provision which are affecting standards and progress. The school has carried out an extensive and effective programme of monitoring of teachers' planning, but some teachers do not deliver the proposed lessons, and this has not always been picked up by senior staff. As a result, provision varies very much within year groups, and this in turn, is resulting in a very mixed picture of progress.
11. The process of amalgamation has been very sensitively handled by the headteacher, senior staff and the Governing Body. However, the issue of inconsistency in teaching, arising because some teachers prefer to pursue their own paths rather than those agreed for the whole-school, is preventing standards from being improved further, and must be dealt with as matter of urgency. The headteacher, Governing Body and senior staff know exactly what needs to be done to move the school further forward in terms of raising standards and have a clear and well paced agenda for improvement.

Pupils' attitudes, values and personal development

12. Overall, pupils' attitudes and behaviour are good throughout the school. However, there are a small number of pupils in most classes who demonstrate challenging behaviour.
13. In the Nursery and Reception classes good emphasis is placed on the children learning how to relate to one another and to understand the impact of their actions on others. As a result, the children behave well, follow the class rules, and learn how to share and to take turns. As they move through the school, the majority of pupils continue to meet the high expectations of teachers in terms of behaviour, but although pupils find it reasonably easy to work within the parameters set for them by the school, some have little self-discipline, and find it difficult to manage their own behaviour. The school has been exceptionally effective in the way in which it has developed its behaviour management strategies over the last two years, and the learning mentor plays a crucial part in helping the very small number of extremely difficult pupils to control their anger. In lessons, the vast majority of pupils behave well, and some very good behaviour was seen during the inspection in lessons where teaching was inspired and the pupils were fully motivated and captivated by the activities. Conversely, behaviour is at its weakest

in lessons where tasks are mundane and insufficiently demanding. Incidents of bullying occur occasionally, but over the last two years there have been considerably fewer incidents than previously. There has been one exclusion in the past academic year. This represents a significant improvement on previous years. The staff, Governing Body and parents all agree that behaviour has improved significantly in the past two years, and is continuing to improve.

14. The vast majority of pupils have positive attitudes to school and to work, and take a full and active part in lessons. Most enjoy taking part in discussions, and are tolerant when classmates take time to formulate their ideas. Pupils generally have good levels of concentration, which increase as they move through the school. However, in some classes discussion sessions are overlong and pupils start to become distracted and restless. Pupils mainly show good levels of co-operation when working on joint projects, and share resources willingly. Pupils of all ages and abilities respond well to praise, and take great pride in seeing their work displayed in and around classrooms. Most pupils show good levels of respect for one another and for property, and lessons such as 'Circle Time' are very effective in helping the pupils to learn how to take turns and to listen carefully to the views of others. Pupils learn how to respect those who are from backgrounds that are different from their own, and although there are still occasionally racial incidents, they are dealt with exceptionally well by staff, and there has been a significant reduction in such incidents over the last two years.
15. Relationships amongst pupils and between pupils and adults are good. Pupils are polite to one another, and most are keen to help others. The School Council is very effective in promoting the views of the pupils, and in helping pupils to feel a sense of ownership of the school. Gradually the school is increasing the range and number of opportunities for pupils to take responsibility and to show initiative, as many pupils currently are heavily reliant on adults for guidance. The school is also working towards helping older Key Stage 2 pupils especially to take more responsibility for their work, and to develop their capacity for personal study which is weak.
16. Attendance, at around 93% is below the national average and is therefore unsatisfactory. Both the authorised and unauthorised rates of absence are above average. Most pupils arrive on time in the morning, but there are a small number who are persistently late and this disrupts the start of the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. During the inspection, seventy two lessons were observed. The quality of teaching was excellent in 6% of lessons seen, very good in 14% of lessons, good in 47% of lessons, satisfactory in 32% of lessons, and unsatisfactory in 1% of lessons. A high percentage of teaching throughout the school has good and very good features, but this good and very good practice is not consistent within year groups or within subjects. There is some discrepancy between the quality of teaching seen in individual lessons during the inspection, and the broader picture of teaching, which takes account of pupils' progress over time, teachers' planning, and the work in pupils' books. This discrepancy is because some of the initiatives that are having the most impact on teaching have only recently been introduced, and their long-term impact is not yet evident, and also because of changes in staffing.
18. The teaching of children in the Nursery and Reception classes is good overall and has some very good features. Appropriately, a good deal of attention is given to developing the children's personal, social and emotional skills, which are often at a very low level

when they join the Nursery class. Teachers and other adults give very clear guidance to the children about the school's expectations, and through a very effective programme of structured play activities, help the children to learn how to share, take turns, and to treat one another with respect.

19. The teaching of other aspects of the Foundation Stage curriculum is good overall, although the teaching of communication, language and literacy is only satisfactory. Although teachers provide a good range of language activities, there is not always enough adult intervention when the children are engaged in play activities, and as a result, important opportunities for developing the children's spoken language are missed. Teachers and trained support staff are skilled in the way in which they guide the children's learning without over-directing their activities. As a result, there are good opportunities for promoting the children's creativity. The children are encouraged to be independent in their learning by making choices about aspects of their learning, and selecting their own resources. Praise is used very well to improve the children's self-esteem and to reinforce positive behaviour and good achievement.
20. In Key Stage 1 and Key Stage 2, the teaching of English is good overall. Because of the intensive programme of monitoring and staff development that has taken place over the last two years, the teaching of English is more consistent throughout the school than in some other subjects. Teachers are confident, and have a secure subject knowledge. Planning and preparation are often good, and reflect the guidance of the National Literacy Strategy. Lessons often move at a good pace, although there are times when introductory discussion sessions are too long, and this means that there is too little time for the pupils to complete their written tasks. The practice of sharing the focus of the lesson with the pupils is working very well in all classes, and enables pupils to know what is expected of them. The teaching of reading is good in most classes, and guided reading sessions are effective in helping the pupils to practise their reading skills on a regular basis. The marking of pupils' work is an inconsistent aspect of English teaching, and is an identified focus for further development.
21. The teaching of mathematics in Key Stage 1 and Key Stage 2 is satisfactory overall, but is too variable. During the inspection, the quality of teaching ranged from excellent to unsatisfactory. This inconsistency adversely affects pupils' progress, and means that pupils can have a very different mathematical learning experience depending on the route they take through the school. Lessons are appropriately based on the National Numeracy Strategy, but not all teachers make sufficient distinction between the tasks that they provide for the lowest and highest attaining pupils. During the inspection, some very good 'mental starter' sessions were seen, where quick fire questions stimulated the pupils and really tested their capacity for making mental calculations. Conversely, there are times when introductory sessions are far too long, and lack pace. Most teachers work hard to promote mathematical vocabulary, which has been identified by the school as an urgent area for attention. The promotion of numeracy skills across the curriculum is satisfactory overall, but like the overall teaching of mathematics, varies too much from class to class.
22. The teaching of science is satisfactory overall, but is inconsistent across the school. During the inspection some good teaching was observed, but there were also weaknesses linked to teachers' lack of subject knowledge. This inconsistency impacts on pupils' progress and attainment and needs addressing so that standards can be raised. Although most teachers follow the agreed whole-school planning for science, in some classes teachers do not implement their proposed plans, with the result that pupils within the same year group sometimes have a very different range of experiences. Teaching is at its best when teachers provide open-ended activities for

the pupils that really motivate them in their learning, and that encourage them to find things out for themselves. There are times when activities are over-directed by teachers, and on these occasions, opportunities for the pupils to learn through first-hand experience are limited. Good support for pupils with special educational needs and English as an additional language helps them to make the same progress as their classmates, and support staff generally play a good role in helping practical sessions to run smoothly.

23. The quality of teaching in subjects other than English, mathematics and science is equally variable across Key Stage 1 and Key Stage 2. The teaching of art and design, design and technology and geography in both key stages, and music and religious education in Key Stage 2, is unsatisfactory overall. The teaching of information and communication technology, history, and physical education in both key stages, and music and religious education in Key Stage 1, is satisfactory.
24. Teachers generally have a good range of classroom management skills, and are very effective in the way in which they manage behaviour. However, there are weaknesses in the subject knowledge of some teachers, and in their knowledge of the requirements of the National Curriculum programmes of study. These shortcomings are not always evident when sampling individual lessons, but are more evident when tracking the quality of teaching through the sampling of pupils' books, and through discussion with the pupils. There are also occasions when teachers do not deliver the lessons they have planned, and this means that pupils in the same year group sometimes do not have the same range of experiences. At the other end of the scale, there are some teachers who are very effective in all of their teaching, and who consistently deliver high quality lessons which build on the pupils' previous experience and which take full account of their individual needs.
25. A strength of teaching overall is the way in which teachers present activities to the pupils in an interesting way that captures their attention and maintains their concentration. Where the best teaching occurs, teachers use resources well to enliven teaching and learning, and ensure that there are opportunities for the pupils to find things out for themselves, and for them to learn through first hand experience. Some teachers are especially enthusiastic, and this enthusiasm is communicated to the pupils who in turn take pleasure from their learning.
26. Teaching staff enjoy the very good support of a well qualified and experienced team of support staff who add much to the lessons, and who have a positive impact on the pupils' learning. Support staff have a very clear understanding of their role, and take their lead well from the teachers with whom they are working. This additional support enables pupils with special educational needs, and those with English as an additional language, to progress at the same rate as their classmates, and ensures that the small number of pupils who have difficulty in managing their behaviour do not disrupt lessons.
27. Overall the teaching of pupils with special educational needs is good, and most teachers make good provision for these pupils in class. The Nurture Group, which is a small class for a small number of Key Stage 1 pupils with special educational needs who need additional targeted support, is a very effective provision, and the teaching of this group of pupils is very good, and has a very positive impact on their learning. Pupils who arrive at the school with little or no English receive very good support from the specialist support teacher who works at the school one day a week, but not all teachers follow her ideas through consistently in class.

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

28. The school provides a good curriculum for children in the Nursery and Reception classes, that has some very good features. Teachers place a good emphasis on the children learning through play and first-hand experience, and are successful in the way in which they promote independent learning. Towards the end of the Reception year, the curriculum becomes slightly more formal as the teachers prepare the children for their transfer to Year 1. Currently the school has limited secure outdoor play space and this is limiting the scope and availability of outdoor activities. This shortly will be improved.
29. The curriculum for pupils in Key Stage 1 and Key Stage 2 is satisfactory overall, and meets statutory requirements for the teaching of religious education, and for the delivery of the National Curriculum. The school has recently put in place a whole-school framework that should ensure continuity and progression in the pupils' learning. The practice of 'blocking' subjects for short but focused periods of time seems to be working well, but is in the early stages of implementation and is therefore being closely monitored by the headteacher and deputy headteacher. Prior to the amalgamation of the school, not all subjects of the National Curriculum received enough time, and this has led to gaps in the pupils' learning because of patchy coverage of the National Curriculum programmes of study. These weaknesses are most evident in subjects where skills are progressively developed, and where pupils cannot move onto a higher level in their work until they have mastered the basic skills and concepts.
30. The curriculum is sufficiently broad and provides an overall satisfactory balance of activities, with the development of literacy and numeracy skills being a key priority. National strategies for literacy and numeracy have been adopted and some teachers are beginning to modify these to match pupils' needs more effectively, although this practice is not yet consistent across the school. The promotion of literacy, numeracy and information and communication technology skills across the curriculum is satisfactory overall, but variable.
31. The provision for pupils' personal, social, and health education is very good. There is a very strong ethos of care, and the new school is continuously reviewing and extending its responses to the varying needs of the pupils through a wide range of provision and support. The successful achievement of the 'Healthy School's Award' has given the school a very good opportunity to establish a consistent message throughout the school, and a valuable opportunity to involve parents effectively in supporting the initiative outside school. Pupils understand the wider health related issues well and teachers reiterate these messages through work in science, physical education and valuable opportunities including 'Circle Time', assemblies and the innovative, 'Philosophy' sessions, currently introduced in Year 5. Through a wide range of approaches, supported very effectively by visiting speakers, the school has established a very strong platform for pupils' personal development.
32. The school makes good provision for pupils with special educational needs. The provision in the 'Sea-life' class, where the 'Nurture Group' is taught, is very good. The two co-ordinators have efficient and very good up-to-date systems in place that reflect the Code of Practice. All pupils with special educational needs have detailed targets and records. These take account of the pupils' social and behavioural needs as well as their learning needs. Overall targets are split into small precise aims, to help the pupils to understand what is expected of them. This system works well, and targets are updated following each regular review. Pupils with Individual Education Plans have

detailed records, and good systems help ensure that their needs are fully met. The annual reviews for these pupils take place as recommended and parents are invited and sometimes attend. Teachers and support staff are very aware of the large numbers of pupils with special educational needs in the school, and they make every effort to help pupils to achieve their potential. Pupils with special educational needs have equality of access to the curriculum.

33. Provision for the pupils who have English as an additional language is satisfactory overall. When the school occasionally receives pupils who are new to the country, very good additional support, provided by the specialist teacher, helps the effective integration of pupils.
34. The school offers a satisfactory range of extra-curricular activities. Organised games are arranged in the playground at lunchtimes for the older pupils, and there is a computer club. There are also a number of clubs held after school which include tag rugby, dancing, music and library. The school has plans to extend the range of extra-curricular activities in the future, but justifiably, this is not a current priority. The school provides a satisfactory range of educational visits, which enrich the curriculum and aid progress. The school has worked hard to forge satisfactory links in the local community and local stores have linked in with such topics as the 'Healthy School's Award' programme.
35. The school's relationships with other schools are constructive and effective. There are good links with the local secondary schools and pupils from Year 6 benefit from a well organised and smooth transition programme into the next stage of their education. The school also has close links with playgroups in the area and has a place on the local forum that meets at regular intervals.
36. The provision for pupils' personal, spiritual, moral, social and cultural development is very good overall. The provision for moral development is excellent, and the provision for social development and cultural development is very good. Provision for pupils' spiritual development is satisfactory.
37. The school makes excellent provision for the moral development of pupils. The school's set of 'Golden rules' for living and working in its community is constantly and very strongly reinforced. Pupils are helped to develop a clear understanding of right and wrong. The headteacher stresses her moral code and uses the acronym 'ADA' (attitudes, demeanours and approaches) as a basis for the way in which adults and pupils work together within the school. Many parts of the curriculum and the working day foster moral education. For instance, issues such as telling lies and the consequences of that are explored in acts of collective worship. Opportunities to consider moral dilemmas are given, such as when writing stories in Year 4 under the heading of 'I did a bad thing once'. 'Circle Times' are used very well to reinforce a proper understanding of what is acceptable and unacceptable. Issues such as kindness are explored, where pupils and adults focus on listening to one another and exploring the correct way to deal with things. Pupils are helped towards an understanding of the rules by an excellent behavioural management policy and practice by the staff. Relationships are strong. Teachers are consistent about the routines, organisation and management of pupils, and these aid pupils in knowing exactly what they should do and the way they should behave.
38. The school makes very good provision for the development of pupils' social and interpersonal skills. Many opportunities are given to pupils to develop these. Staff stress the importance of relationships very well. Pupils of all age groups collaborate in lessons such as literacy or information and communication technology, and in physical

education and play in the Foundation Stage classes. Pupils take part in trips and in welcoming visitors into the school. Out of lessons pupils take turns well with different parts of the playground and equipment. Staff generally provide good models for pupils on which to base their own behaviour and relationships. Out of school clubs help this area too, giving the opportunity for pupils to learn social conventions through contact with visitors such as football coaches and with pupils of different age groups. Pupils' social development is also promoted strongly through the responsibility for older pupils to support younger children. 'Peer mediation' is undertaken by Year 5 pupils after two days 'training', provided by the learning mentor. The selected pupils then wear yellow caps and jumpers, so they can be easily identified, and try to resolve social issues on the playground and around the school. This initiative works well. The school also appoints pupils to be 'play leaders' who wear red hats. The role of these pupils is to help in the development of social skills as they organise games for the fellow pupils. Both these initiatives have a very positive impact on the pupils' social development.

39. The provision for pupils' cultural development is very good. The school strives hard to establish a community where pupils can learn about their own local culture and the culture and traditions of others. The school's ethos of inclusion is very strong and this has an impact on the life of the school. Pupils learn about cultural festivals such as Divali, Chinese New Year and Eid in religious education lessons. The school has pupils from several cultural backgrounds and actively uses this resource to celebrate the diversity the pupils represent as well as using their expertise to widen the knowledge and understanding of all pupils. Pupils also visit exhibitions about other cultures, such as when Year 5 pupils recently visited an exhibition about Moslem religious and cultural traditions. Visitors coming into the school, such as Spanish and Zulu dance groups, support pupils' understanding of other cultures well. The school also provides many opportunities to reinforce the pupils' cultural awareness locally. For example, pupils take part in local traditions, such as Christian festivals and the local community carnival.
40. The provision for pupils' spiritual development is satisfactory. The school is trying hard to promote an ethos where pupils respect the beliefs of others including religious beliefs. Spirituality is satisfactorily fostered through acts of collective worship that are broadly Christian in character. All staff usually attend and parents are regularly invited to an assembly run by their children's classes. Prayers and brief opportunities for personal reflection are included. In these assemblies, some opportunities are provided for pupils to explore values and religious beliefs. In collective worship for the older pupils their spiritual consciousness is developed by an appreciation of non-material values, for example, through folk stories such as a tale about three wishes and another about accepting change. Painting and displays within the school depicting giant flowers and a rainforest help pupils to an appreciation of the wonders of the world and the diversity of the planet. Currently, although the most effective teachers pick up well on incidental issues that arise during the course of the day, there are some missed opportunities for promoting spirituality through the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides a very caring, inclusive and supportive environment where pupils are valued, and where their successes are recognised and celebrated. The staff are caring, and know the pupils well. Parents are pleased with the care the school offers to their children, and have confidence in the headteacher and staff.
42. There are effective systems for ensuring the pupils' health and safety. There are regular safety inspections by governors, and the Premises Manager, who receives reports from staff of any potential hazards. Suitable first aid arrangements are in place for dealing with accidents and illness, and lunchtime supervisors are among staff trained and qualified in this important aspect of school life. The school nurse helps with lessons on sex education for the older children and the local police are well used in raising awareness of safety issues. Teachers pay good attention to safety issues when carrying out practical lessons where pupils are using tools or specialist equipment, and pupils show a good awareness of the need for safe practice in lessons such as physical education. Good child protection procedures are in place which are fully understood by staff.
43. Good procedures are in place for promoting attendance and punctuality. There are regular meetings with the Educational Welfare Officer to identify those pupils who are regularly absent from school, and to follow up incidents of unexplained or prolonged absence. Registration procedures are well established.
44. The school has excellent procedures in place for monitoring and managing the pupils' behaviour. The learning mentor plays a pivotal role in helping those pupils who have difficulty in managing their own behaviour to deal with their frustration and anger, and the learning mentor's room provides a safe haven for these pupils. The school has simple but well known rules, and emphasises through all aspects of its work the need for pupils to have positive attitudes to one another, to respect one another, and to be fair in their dealings with others. The school's success in managing and supporting difficult pupils has been recognised externally, and some of its initiatives and strategies are starting to be implemented in other schools. Teachers throughout the school use praise well to reinforce good behaviour and to encourage pupils to make the 'right' decision. Pupils respond well to encouragement and are beginning to develop higher levels of self-esteem. Teachers consistently apply the agreed systems for behaviour management and this is a key feature in the success of the initiatives that have been introduced in recent years.
45. Teachers show concern for pupils' personal development and the school gives very good support to individual pupils with problems. However there are no consistent formal mechanisms in place to monitor the pupils' personal development as they move through the school. Educational support and guidance for pupils with special educational needs is very good. Pupils are helped by classteachers and teaching assistants, by the two co-ordinators for special educational needs and in Key Stage 2 by the full time learning mentor. The 'Nurture Group' provides very good additional support for the Key Stage 1 pupils who have been selected to follow this very structured programme, and their progress is very good. Support and guidance for pupils with English as an additional language is satisfactory overall.
46. The school's procedures for assessing pupils' attainment and progress are good in the Foundation Stage where there are informative systems in place to enable teachers to track pupils' progress in developing their skills in the six areas of learning. However, procedures for assessing attainment and progress in Key Stage 1 and Key Stage 2 are

unsatisfactory. Teachers have begun to develop systems to track pupils' progress in English and mathematics, and, to a lesser extent, in science. The school's initiatives to achieve higher standards in literacy have led to improved tracking of pupils' progress in reading through the use of a range of standardised tests. However, the tracking systems used are mainly designed to ensure coverage of the curriculum and pupils' acquisition of knowledge and understanding in the core subjects. There are currently no formal systems to ensure that pupils progressively develop the skills required in the foundation subjects of the National Curriculum. Although teachers track the progress of focus groups of pupils, for instance, those with special educational needs, the whole-school focus on assessment is insufficiently rigorous and is not used consistently to raise pupils' levels of attainment.

47. Reports to parents address the attainment targets in the core subjects of the National Curriculum, but are less clear about pupils' levels of attainment in the foundation subjects. Parents are appropriately informed of their children's progress in personal, social and health education. Targets for improvement are set in reports but these are sometimes too general and do not identify the small learning steps which would help pupils to raise their standards. The school gives good levels of guidance and information to parents by indicating the expected levels to be achieved at the end of each year group.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents are generally pleased with the school, and the partnership between home and school is satisfactory overall. Their main criticism relates to the amount of homework given to children. Most parents are especially pleased with the improvements in pupils' behaviour over recent years.
49. The quality of information provided for parents is satisfactory. There is a regular newsletter about the school's forthcoming events but not about curriculum matters. There are home-school reading diaries that give opportunities for dialogue between the teacher and parent concerned, but these are not used by the majority of parents. Consultation meetings between parents and the classteacher take place each year, but attendance by parents is variable. The governors' annual report and the prospectus contain much helpful information and are well presented. Parents receive annual reports of their children's progress and attainment and these are of satisfactory quality.
50. Although the school encourages parents to come into school to help out in class, only a small number of parents take up this invitation. A small minority of parents contribute to their child's learning at home by listening to them read, and support tends to be for the younger pupils. A good number of parents of children with special educational needs do not contribute effectively to the annual review meetings of their child's individual educational plan and this hinders the progress of the pupils concerned. Overall the parents' contribution to their children's learning, and their impact on the life of the school, are unsatisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The overall quality of leadership and management is good. The headteacher's leadership is excellent and has been pivotal in moving the school forward since her appointment two years ago. The school, which is the result of the amalgamation of the former infant and junior schools, is now successfully functioning as one school, and the amalgamation has been achieved smoothly, and change has been extremely well paced. The headteacher's vision gives the school a clear sense of direction, and her influence and inspiration are evident across all aspects of school life. Her open leadership style has empowered her staff, including non-teaching staff, to be fully involved in school development, and where possible, and appropriate, decisions are corporate giving staff a real sense of ownership of the school. The headteacher has an excellent working relationship with the deputy headteacher, and their styles of leadership are very complementary.
52. One of the first tasks of the headteacher was the improvement of behaviour, and there has been excellent progress in this aspect of the school's work. The school has a very clear set of values which are shared by staff and pupils alike, and which are the cornerstone of the school's mission statement, and behaviour and discipline policy. The values the school upholds are related to attitudes, demeanour and approaches, and the acronym formed by the initial letters of these words, 'ADA', is used as a regular reminder to pupils and staff of the expectations across the school of the common aims and aspirations.
53. The headteacher and deputy headteacher have been very successful in the way in which they have led staff through the amalgamation process, and the vast majority of staff have been keen to move forward, and to take on board the many new initiatives that have been designed to raise standards of attainment, especially in the core subjects of English, mathematics and science. However, a small number of staff are reluctant to embrace some of the new ideas, and despite regular monitoring of their work, do not follow agreed strategies. Until now, the headteacher and deputy have worked closely with these staff to help them to overcome their anxieties and weaknesses, but now need to be more rigorous in ensuring that whole-school approaches are consistently followed so that inconsistencies in teaching are ironed out, and so that standards can be raised further.
54. The senior management team has been reformed as the Operational Management Team, and this group of staff co-ordinates the week to week activities and ensures close co-operation between the previously separate infant and junior staff. The School Development Team takes a longer-term perspective on school improvement, and is instrumental in setting priorities for development. Both of these management groups work in an efficient and effective manner, and have a positive impact on whole-school improvement.
55. Subject co-ordinators are in place for almost all subjects, but although some good work has been done in terms of monitoring colleagues' planning in some areas, little has been done in terms of monitoring classroom practice in subjects other than English and mathematics, and as a result, there is too much inconsistency in teaching and in the delivery of the agreed whole-school curriculum. The learning mentor has taken an excellent lead in promoting high expectations of behaviour across the school, and in providing a safe haven for those pupils who have extreme difficulty in managing their own behaviour, and who sometimes disrupt lessons. The co-ordination of special educational needs is very good, and this aspect of the school's work is very well led and managed by two co-ordinators. The co-ordinator for English as an additional

language is very effective, and has a very good overview of provision in the school, but is only employed on a part-time basis and this makes it very difficult for her to monitor the overall provision in individual classes.

56. The school enjoys the support of a very committed and effective Governing Body. The contribution of the Governing Body is a strength in the management of the school, and the Governing Body has been very supportive of the headteacher and recent school developments. Governors are well informed and have benefited from taking part in a good range of training courses. They bring a good breadth of expertise and experience to the school, and their contribution is valued. Appropriate committees are in place for key aspects of the Governing Body's work enabling full discussion of important issues. Although individual governors have been involved in monitoring some aspects of the school's work, their monitoring role in areas such as curriculum is under-developed.
57. The school's financial systems and monitoring procedures are very good and the school budgets carefully for all expenditure. The headteacher has an excellent overview of income and expenditure, and budget statements are carefully scrutinised on a regular basis by the Finance Committee of the Governing Body. The Governing Body has very good procedures for ensuring that principles of best value are applied, and ensures the cost-effectiveness of major spending decisions in relation to their impact on school improvement and in particular the raising of standards. The School Development Plan is a useful well-constructed working document that is drawn up after full consultation with staff and governors, and is regularly reviewed to ensure that targets are being met. There are good links between the School Development Plan and the school budget, and educational development is supported well through expedient financial planning. The school is very effective in the way in which it spends funding that is designated for specific aspects of the school's work, and the headteacher's hard work in seeking out additional funding has benefited the school considerably.
58. The school meets all statutory requirements. Equality of opportunity is positively promoted and the needs of pupils of all abilities are met. The provision for pupils with special educational needs is good. The provision for pupils with English as an additional language is very good in terms of the input of the co-ordinator, but more could be done in some individual classes to ensure that initiatives that have been put in place are followed through in all lessons. The school aims to fully include all pupils in its life and work, and in the main is very successful in this. However, there is more to be done in terms of responding to the needs of pupils whose home circumstances make it difficult for them to complete homework, or to carry out additional study, and in extending the range of pupils' experiences through the provision of more extra-curricular activities.
59. There is a good number of teaching staff for the number of pupils on roll, and a generous number of support staff who support individual pupils and groups of pupils in class. The staff of the former infant and junior schools are now working well together, and a good team spirit is beginning to emerge. The vast majority of staff, both teaching and non-teaching, are highly committed to the school, and are keen to continue to move forward on the many initiatives that have been introduced over the past two years. Staff are highly valued by the headteacher and Governing Body, and professional development opportunities enable all staff to meet new targets, and to develop their expertise and knowledge. However, in recent years the thrust towards raising standards in English and mathematics has meant that there has been too little training in subjects such as art and music, and the school has recognised that if standards in these areas are to rise further, staff must extend their training experience. The school has a well-established induction programme for new staff and for the training of new teachers which is very well led and managed by the deputy headteacher.

60. The accommodation is good overall. Large playgrounds and playing fields provide very good outside areas for play, and for subjects such as physical education. The two main buildings are in satisfactory condition and are subject to ongoing refurbishment and decoration. Construction is underway to link both buildings with an internal passageway, and this will make access between the two buildings much easier for pupils and staff. The site is very well maintained and managed by the Site Supervisor.
61. Overall, learning resources are satisfactory in range, quantity and quality but there are some weaknesses in some subjects which the school is aware of and is slowly addressing. In music, there is a shortage of tuned percussion instruments in Key Stage 2 and this prevents some aspects of the National Curriculum programmes of study from being taught. In design and technology there is only a limited range of tools. In geography there is a shortage of appropriate resources such as books to support the curriculum. However, in English and information and communication technology, resources are good.
62. In the light of the standards pupils attain, the progress they make, the overall quality of teaching and learning, and the quality of leadership and management, the school is giving satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1) The school should continue to raise standards across the curriculum by ensuring that:-

- all subjects receive an appropriate amount of time;
- teachers are confident and knowledgeable about the subjects they teach;
- weaknesses in resources are identified and addressed;
- assessment information is used more effectively to track and monitor pupils' progress and attainment.

(paragraphs 10, 24, 29, 46, 61, 114, 119, 128, 140, 145, 154)

2) The headteacher, deputy headteacher and subject co-ordinators should improve the consistency of teaching by:-

- rigorously monitoring lessons;
- ensuring that teachers' plans are reflected in practice;
- regularly and systematically sampling pupils' work and comparing the work of pupils in parallel classes;
- ensuring that weaknesses in teachers' subject knowledge are identified and addressed;
- considering specialist teaching in those curriculum areas where teachers' subject knowledge and confidence are weakest.

(paragraphs 22, 24, 46, 53, 55, 59)

3) The school should introduce appropriate assessment procedures for all subjects that will enable the accurate tracking and monitoring of pupils' progress and attainment.

(paragraphs 46, 98, 123, 133, 138, 150, 155)

4) Teachers should make more use of assessment information when planning the next stage of the pupils' learning.

(paragraphs 98, 104, 113, 138)

5) The headteacher, deputy headteacher and Governing Body should improve the monitoring role of co-ordinators by:-

- providing more opportunities for co-ordinators to monitor teaching and learning through direct observation of lessons and the sampling of pupils' work;
- ensuring that co-ordinators have a better understanding of the work in their subjects throughout the school;
- making individual co-ordinators more accountable for standards and progress in their areas.

(paragraphs 55, 118, 123, 128, 133, 138, 145, 150, 155)

Other minor issues the school might like to consider:

- ways in which parents might become more involved in the education of their children.

(paragraphs 2, 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	34	23	1		
Percentage	6	14	47	32	1		

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	412
Number of full-time pupils known to be eligible for free school meals	N/A	153

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	147

English as an additional language	No of pupils
Number of pupils with English as an additional language	41

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	42

Attendance

Authorised absence

	%
School data	6.5

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	25	35	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	18
	Girls	27	25	26
	Total	42	41	44
Percentage of pupils at NC level 2 or above	School	70 (N/A)	68 ((N/A)	73 (N/A)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	17
	Girls	23	22	20
	Total	38	40	37
Percentage of pupils at NC level 2 or above	School	63 (N/A)	67 (N/A)	62 (N/A)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	41	35	76

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	22
	Girls	22	25	31
	Total	40	43	53
Percentage of pupils at NC level 4 or above	School	53 (N/A)	57 (N/A)	70 (N/A)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A (N/A)	N/A (N/A)	N/A (N/A)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	313	1	
White – Irish	5		
White – any other White background	10		
Mixed – White and Black Caribbean	2		
Mixed – White and Black African	1		
Mixed – White and Asian	2		
Mixed – any other mixed background	5		
Asian or Asian British - Indian	26		
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi	25		
Asian or Asian British – any other Asian background	2		
Black or Black British – Caribbean	2		
Black or Black British – African	4		
Black or Black British – any other Black background			
Chinese	6		
Any other ethnic group	8		
No ethnic group recorded	4		

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)	19.4
Number of pupils per qualified teacher	22
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	22
Total aggregate hours worked per week	522.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27
Total number of education support staff	1
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	1247865
Total expenditure	1294623
Expenditure per pupil	2664
Balance brought forward from previous year	82673
Balance carried forward to next year	35915

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	442
Number of questionnaires returned	69

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	41	6	4	1
My child is making good progress in school.	56	36	4	0	4
Behaviour in the school is good.	29	56	7	1	7
My child gets the right amount of work to do at home.	23	35	14	14	14
The teaching is good.	60	32	4	1	3
I am kept well informed about how my child is getting on.	49	29	14	4	4
I would feel comfortable about approaching the school with questions or a problem.	60	29	4	3	4
The school expects my child to work hard and achieve his or her best.	57	39	1	0	3
The school works closely with parents.	42	36	13	6	3
The school is well led and managed.	47	36	4	3	10
The school is helping my child become mature and responsible.	43	43	7	0	7
The school provides an interesting range of activities outside lessons.	36	39	13	3	9

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

63. When children start school in the Nursery class, their levels of attainment are very low, especially in the areas of communication, language and literacy, personal social and emotional development and knowledge and understanding of the world. Children of all abilities, including those with English as an additional language and those with special educational needs, make good progress, but nevertheless their attainment by the time they start Year 1 is below the expected level across most areas of learning, and well below the expected level in communication language, and literacy.
64. The teaching in the Reception and Nursery classes is good. Activities are well planned in accordance with the Foundation Stage curriculum. There is also good planned provision for the development of children's understanding of religious education. Teachers and support staff have a good understanding of the needs of young children. They use a variety of good methods that capture the children's interest and help them to learn. They have suitably high expectations of the children both in terms of their behaviour and their ability to learn. In both age groups, there is a good balanced allocation of tasks for individual, group and whole class activities as well as a good mixture between tasks that are practical and investigative, and those where the teacher is directing and specific knowledge and skills are being refined. The team of adults that work in each classroom, the teachers and the teaching assistants, work together well and teaching assistants are very supportive of children's learning. Teachers use assessment information well when planning the next stage of the children's learning, and make regular ongoing assessments of the children's progress and attainment.
65. The school accommodation is currently unsuitable for the whole curriculum for this age group. However, work will commence shortly on the adaptation of the building to develop new nursery accommodation and a new enclosed outdoor play area.

Personal, social and emotional development

66. The children's attainment in this area of learning is often very low when they start school in the Nursery class, and teachers and support staff place appropriate emphasis on helping the children to develop their personal and social skills across the full range of daily activities. Although their attainment is still below the expected level when they transfer to Year 1, the vast majority of children make good progress.
67. Teaching is good, and teachers and support staff are highly effective in the way in which they help the children to become well-motivated and interested learners. They provide a good range of activities that promote social skills, such as sharing, so that the children quickly learn how to take turns and to follow agreed rules. As the children start to gain confidence, and begin to make decisions for themselves, adults gradually withdraw their support so that the children become more independent. Although most of the children are happy to play co-operatively in small groups and pairs, many lack confidence when working in larger groups. A small number of children show good levels of concentration and work on activities for good lengths of time. However, when given the choice, many children move quickly from task to task, abandoning activities if they become problematic.

68. The behaviour of children in the Foundation Stage is generally good, although a small number of children do not have a clear understanding of how to treat others, and do not realise the consequence of their actions. Most parents are supportive of the school and reinforce the school's expectations of behaviour, but this is not the case for all parents. Adults provide very good role models for the children, always treating one another and the children with respect and courtesy. This leads to trusting relationships where children feel able to ask for help and to express how they feel. Very good use is made of praise, especially in the Nursery class, to reinforce positive aspects of learning, and to promote good standards of behaviour.

Communication Language and Literacy

69. The Foundation Stage children make satisfactory progress from their very different starting points, but their attainment is well below the expected level by the end of the Reception year. Progress needs to be even better in this area of learning if the children are to attain higher standards by the time they transfer to Year 1. The teaching of communication, language and literacy is satisfactory overall, and some good examples were seen during the inspection, especially in the Nursery class, but even more needs to be done to ensure that early reading and writing skills are very firmly established.
70. In both the Nursery and the Reception classes, children enjoy stories and readily share books with adults. Teachers provide many good opportunities for children to develop their own stories through play, and provide good, and sometimes excellent, role-play areas such as the 'broken-down car' in the Nursery class. Here real objects, such as windscreen wipers, and well-labelled pretend batteries, oil cans and a trolley to slide underneath the car, all help the development of play and encourage the children to make up a story. Likewise, the 'Doctor's Surgery' is also a very good area for developing the children's spoken language, as they use the telephone to deal with new patients, or develop dialogue between the 'doctor' and other 'staff'.
71. Teachers provide a good range of formal speaking and listening activities, and in these sessions are effective in the way in which they help the children to extend their vocabulary. However, in some classes, there is not enough adult intervention when the children are working on 'free-choice' activities, and as a result, some very good opportunities for developing and extending the children's spoken language are missed. During the inspection, a very good example of speech development was seen in the Nursery class when the teacher worked with a small group of children who were using construction toys. These children made significant gains in their vocabulary and confidence, as they repeated the new words, and started to use them to explain their work. Because of the very low starting point for many of the children, there needs to be more consistency in the way in which incidental opportunities for extending and reinforcing the children's vocabulary are used.
72. Towards the end of the Reception year, elements of the Literacy framework are used well to help to develop children's reading and writing skills. The children enjoy looking at books, and a few can talk clearly about what they are looking at. Children enjoy sound games but most still lack the appropriate level of phonic knowledge to become confident readers by the end of their Reception year. In the Nursery class, very good labelling encourages the children to read classroom displays, and to understand the purpose of writing as a means of communication.
73. In both the Nursery and Reception classes, staff encourage children to think of themselves as writers whatever their stage of development. In the Nursery class, the children write down appointments in the 'Doctor's Surgery', whilst in the Reception

classes more formal writing tasks are undertaken. However, by the end of their time in the Reception classes, too few children can write at an appropriate level of skill for their age and more needs to be done to improve this. Staff use some appropriate strategies to develop the children's handwriting, and the consistent approach to handwriting is good. However, early mistakes are not always corrected with the result that bad habits quickly develop. In the Reception classes there are too few opportunities for the children to practise newly learned skills in real and meaningful contexts.

Mathematical development

74. In spite of good teaching, few children attain the expected level in terms of their mathematical development by the time they enter Key Stage 1. Children of all abilities make good progress as they move through the Foundation Stage, and take great pleasure in joining in with daily counting rhymes and songs. However, their starting point is often very low, and many children have only a limited vocabulary with which to explain their ideas.
75. In the Nursery and Reception classes there are many good opportunities for the children to learn how to count. In this aspect of the mathematics curriculum a minority of children attain the level expected for their age. By the end of the Reception year, a good number of children confidently count objects to ten and beyond, and recognise numerals, although they do not always write them correctly. Because they take part in a very good range of practical activities, most children have a secure grasp of one to one correspondence, and when sharing biscuits between the 'bears', for example, give them the same amount each. By the end of the Reception year, higher attaining children are beginning to show an awareness of number operations such as 'one more' or 'two less', for example, when looking at a bunch of flowers or the doll's house.
76. As they move through the Foundation Stage, the children start to use some mathematical language satisfactorily to describe measures, position and shapes, but most have difficulty in retaining new vocabulary. Where adults provide additional support in areas such as sand and water, the children make good progress in discussing comparisons of size and measure, but they often need a great deal of prompting to do this. Most children have an emerging understanding of the infinity of repeated pattern, and one or two of the highest attainers complete quite complex repeated patterns which they confidently continue.

Knowledge and understanding of the world

77. By the end of the Foundation Stage, the children's knowledge and understanding of the world is below the level expected nationally for children of this age. However, children make good progress from a low starting point. Teaching is good, and adults recognise the need to provide a wide range of experiences to compensate for the sometimes limited experiences of life the children have when they start school.
78. The children's understanding of the world in which they live is limited. Teachers provide good opportunities for the children to learn about their own locality, and role-play activities, such as the 'Doctor's Surgery', help the children to build up a picture of people who help others. Pupils' experience of the wider world is enhanced through the use of photographs, visits to places of local interest, and activities such as playing with different species of model animals. The children make particularly good progress when adults work with them on these activities, helping them to learn the vocabulary to describe the animals, and helping them to match 'babies' with 'parents'. Teachers are currently making very good use of the 'on-site' building project to help the children to

learn how buildings are planned and constructed. Many of the Reception children talk confidently as they play in the classroom 'building site', and explain about the changes that are taking place to the school building.

79. The children's understanding of the past is well below the expected level, and many have difficulty in sequencing events that have happened in the past, linked to their own lives. Although some of the children describe the relationships within their immediate families, and know their position by age in relation to older and younger brothers and sisters, the children's understanding of the long ago past is poor, and few children have a grasp of how things and people change with the passage of time.
80. In both the Nursery and Reception classes, children have good opportunities to work with a wide range of construction materials, including both commercial kits and recycled materials, to build their own models. The children's attainment in this aspect of their learning is at the expected level. The children select resources and use tools safely. Most children have a good sense of how things fit together, and often show more perseverance in this aspect of their learning than in other areas.
81. The Nursery and Reception class children have daily access to computers, and most show high levels of confidence when using the mouse and keyboard. The children have a satisfactory understanding of other types of technology, such as listening centres and tape recorders, and most confidently use the 'telephones' in the role play areas.

Physical development

82. The teaching of physical development is good, enabling the children in the Nursery and Reception classes to make good progress overall, often from a very low starting point. By the end of the Foundation Stage, the children's attainment is below the expected level overall in terms of their fine motor skills, as seen when they use crayons, pencils and small construction equipment, although their gross motor skills, such as running and jumping, are at the expected level.
83. Staff provide many good opportunities for the children to handle very small objects, such as tiny patterning triangles in the Nursery class. There are daily opportunities for the children to work with tools such as pencils, paint-brushes and glue-sticks as part of planned activities that are directed by adults, as well as 'free-choice' activities that the children choose themselves. The children have frequent opportunities to work with malleable materials such as dough, and to learn skills of rolling, cutting and shaping. When using small construction equipment, the youngest children have some difficulty in joining the pieces, although some of the older Reception children cope well with these activities. The careful intervention of adults ensures that the children do not become frustrated with their own unsuccessful attempts, and helps them to acquire and refine manipulative skills.
84. The children make very good progress in developing gross motor skills, and learn how to run, balance and jump with satisfactory levels of control. At the moment, the lack of a purpose built outdoor play area limits the range of activities that can be provided, but this is a temporary situation until the new building work has been complete. The Nursery and Reception class children have regular access to the main hall for physical education and movement activities, and this provides good opportunity for them to run freely in a wide open space. Many of the children show a good spatial awareness as they work in their own space, and avoid others when moving more quickly around the hall. During the inspection, older children tried very hard to perform a controlled balance

as they climbed on the apparatus, and they responded well to the teacher's high expectations.

Creative development

85. The Nursery and Reception class children make good progress in this area of learning, although their attainment at the end of the Foundation Stage is below the expected level because of their very low starting point. Teaching is good overall, and there are some very good creative opportunities in the Nursery class. In both the Nursery and Reception classes, the children have daily access to role-play, music, movement and art and craft activities, and higher attaining children show good levels of imagination and originality in their work.
86. A good range of musical experiences is provided by staff, and children enjoy taking part in group music making activities. The children have free access to musical instruments, and show interest in the sounds they produce. In both year groups children learn simple songs which they perform with confidence. When singing action songs, most children match actions appropriately to the words of the song, but not all children make enough effort to enunciate clearly when the words are difficult or when the song moves at a fast pace.
87. Children express their ideas through drawing, painting, cutting and sticking, and modelling. Teachers encourage the children to select their own resources, and provide a good range of brushes, paints and other media from which they can choose. The children's drawings show a range of skills, but mostly the children's work is below the expected level. Teachers value the children's contributions and display their art work attractively in classrooms and corridors.

ENGLISH

88. The 2002 end of Key Stage 1 national tests show that pupils' attainment in reading and writing is well below the national average. In comparison with schools in similar contexts, the school's performance is above average in reading and average in writing. On the basis of the end of Key Stage 2 national tests, pupils' attainment in English is well below the national average, but average in comparison with similar schools. The 2002 end of Key Stage 2 results were adversely affected by the high percentage of pupils with special educational needs. Pupils are now making good progress in their work in both key stages, and this is the result of intensive monitoring of teaching and learning in the past two years. However, the high percentage of pupils with special educational needs in many year groups can sometimes mask the progress. The school is working hard to stretch the higher attaining pupils, and the 2003 end of Key Stage 2 results show an increase in the percentage of pupils attaining the higher Level 5. The inspection findings confirm the 2002 test results, and indicate that pupils' attainment is well below the expected level at the end of both key stages.
89. Since the amalgamation of the school two years ago, a range of well targeted initiatives has been introduced, and the impact of these initiatives is starting to be evident, especially in Key Stage 1. Pupils' reading skills have been systematically targeted for improvement over this period of time and the school is now in the process of developing an Oracy project, which includes drama, to raise the standard of speaking and listening across the school. The school also has plans in place which will further improve standards in writing, so that pupils can become more effective in recording their work in other subjects.

90. By the end of Key Stage 1, pupils' speaking and listening skills are well below national expectations, but most pupils make good progress from a very low starting point. The recent introduction of a more imaginative range of teaching strategies and approaches is beginning to encourage pupils to listen to each other's views and to their teachers' instructions in a more positive way. Where there is good and very good teaching, pupils participate fully and concentrate well upon their tasks, although a minority have difficulty in processing and carrying out more than one instruction at a time. Where teaching is less effective, insufficient demands are made of the pupils, and teachers are willing to accept just one word answers to questions. Pupils' independent speaking skills are very limited and they use only a small range of vocabulary. Their diction is often unclear and some pupils find it difficult to pitch their voices at a level appropriate to the activity. During the inspection, work with a targeted group of Year 1 pupils was exceptionally effective in extending the pupils' listening and speaking skills, and this additional support is very effective in addressing the weaknesses that exist in this aspect of the pupils' learning.
91. At the end of Key Stage 2, pupils' speaking and listening skills are well below national expectations. Although pupils are now making good progress overall, there are some inconsistencies in teaching which result in different levels of expectations and challenge across the key stage. Where the best teaching occurs, pupils have good opportunities to develop their oral skills and they are encouraged to contribute fully to class discussions. In lessons where teachers question pupils rigorously, the majority of above average ability pupils are eager to respond and to make further suggestions. Many average and below average ability pupils are less responsive and lack the vocabulary and range of oral expression to make informed and significant contributions to discussions. A number of upper Key Stage 2 pupils are unable to speak audibly and clearly when asked to share their work with the rest of the class. However, there are some early indications that the school's Oracy initiative is bearing fruit. For instance, in a Year 3 lesson seen during the inspection, pupils involved themselves enthusiastically in role play and asked and answered questions related to nursery rhyme characters. As the lesson proceeded, they forgot their inhibitions and provided extended oral responses, working positively together and listening carefully to one another. The lack of subject specific vocabulary poses problems for most pupils in their work in other subjects, and means that they often have difficulty in expressing their ideas clearly.
92. Standards of reading are well below national expectations at the end of Key Stage 1. Great emphasis has been placed upon raising standards of reading since the amalgamation of the schools two years ago, and the results of a range of standardised reading tests show that this focus is now having a positive impact upon standards, with most pupils making good progress from a very low starting point. More pupils are now achieving the higher Level 3 in the national end of key stage reading tests, and the school is appropriately targeting pupils who are on the borderline of Level 3 to raise standards further. By the end of Key Stage 1, above average readers are fluent and confident. They read with a good range of expression and use a range of reading strategies to help them to decode unfamiliar words. Average and below average ability pupils are often hesitant readers who find it difficult to recount the story they are reading and are uncertain about predicting the outcome. Discussion of character is underdeveloped for all abilities. Some pupils have an insecure command of vocabulary, and this means that their comprehension of what they read is sometimes confused. KS1 pupils have limited understanding of the difference between fiction and non-fiction books, though they are aware of the purposes of an index, the contents page and the work done by an author and an illustrator. Where pupils receive good levels of support at home, and practise their reading on a regular basis, this improves their rate of

progress. However, for a large number of pupils, the only reading practice they receive is in school, and this limits the progress they make.

93. As they move through Key Stage 2, pupils make good progress overall in reading, and their attainment at the end of the key stage is below national expectations overall. The best progress is seen in the lower part of the key stage where pupils have real enthusiasm for books and for reading, and as these pupils move through the school, standards of reading will undoubtedly improve. However, in Year 6, many pupils are unenthusiastic readers and have not developed a taste for a wide range of genres of writing. Higher attainers make effective use of higher order skills of skimming and scanning techniques to access information in non-fiction books, but average and lower attaining pupils have difficulty in using their reading skills in this way. In the lower part of Key Stage 2, pupils often have satisfactory and sometimes good reading skills. They read fluently and inject appropriate expression into their reading, making good use of a range of reading cues. These pupils talk intelligently about their reading books, are developing good reading habits and are eager to express their views about other books and genres of writing which they have discovered. They recount the stories well and many have good prediction skills. Lower attaining pupils have the ability to self-correct when they make errors but sometimes find it difficult to make sense of the context of the story. Library skills are generally limited, although individual pupils use public library facilities regularly and confidently. As in Key Stage 1, the amount of parental support varies considerably, and this has an impact on the pupils' progress and their attitude to reading.
94. Overall standards in writing are well below national expectations at the end of Key Stage 1, and pupils make satisfactory progress in this aspect of their learning. Pupils have a satisfactory range of opportunities to write for a variety of purposes and are encouraged to write in styles which are appropriate to their purpose. By the end of the key stage, they recognise rhyming words in a simple poem and understand that these words usually appear at the end of a line. Above average ability pupils can substitute their own rhyming words to replace the originals when re-writing the verse. However, the task of recording this learning is difficult for average and below average attaining pupils who have insecure handwriting and spelling skills. Most higher and average attaining pupils extract information accurately from a simple non-fiction text, but the pace of their work is slow, and spelling, punctuation and letter formation are not always sufficiently accurate. Although higher attaining pupils use a good range of writing skills, and write in a variety of styles for different purposes, this is not the case for average and lower attaining pupils, many of whom have difficulty in organising and developing their ideas. The lack of writing opportunities in other subjects prevents the pupils from using and applying their skills in different contexts, and limits their overall progress.
95. At the end of Key Stage 2, pupils' attainment in writing is well below the expected level, although most pupils make satisfactory progress as they move through the key stage. However, as in Key Stage 1, pupils' progress is limited by the lack of writing opportunities in other subjects. Writing in Key Stage 2 shows deficiencies in a number of areas and work in pupils' books varies widely in quality, sometimes within year groups. Pupils' spelling is inconsistent, and their presentation is sometimes poor. However, there are indications that the school's recent focus upon raising pupils' literacy skills is having a positive impact upon standards being achieved, especially in the lower part of the key stage where there are fewer pupils with special educational needs. Throughout the key stage, higher attainers know how to sequence their ideas and to present their writing in different styles, taking into account the audience for whom they are writing. These pupils understand how to write persuasive pieces, and how to extend their ideas when writing creative pieces. By contrast, lower attaining

pupils have difficulty in organising their work, and lack the necessary vocabulary to bring their writing to life. Higher order skills of note-taking are well developed in the lower part of the key stage, but most of the older pupils have difficulty in deciding which are the crucial pieces of information that should be included. At the end of Key Stage 2, spelling, handwriting and presentation skills are insecure for the majority of pupils, but are showing good signs of improvement in the lower part of the key stage.

96. In Year 5, a group of pupils is following a commercial literacy project, and this group is making good progress. This initiative is part of a wider pilot involving other schools in the area, and is being closely monitored with a view to extending provision if this is appropriate. Suitably adapted tasks for pupils with special educational needs are well planned in accordance with pupils' statements and individual education plans. The special educational needs co-ordinator and learning support assistants know their pupils well and target the pupils' learning difficulties appropriately.
97. The quality of teaching in English is good overall in both key stages, but there are inconsistencies in teachers' expectations, especially between parallel classes within the same year group. The quality of teaching has improved over the last two years, but there has not been the same rate of improvement in the quality of pupils' learning. This is because some year groups contain a significant percentage of pupils with special educational needs. Where teaching is at its best, tasks are well matched to pupils' abilities, and learning objectives and success criteria are made clear to all pupils at the start of lessons. Teachers reinforce their objectives regularly throughout the lesson, and encourage and value the effort of every pupil. Well focused questions stimulate pupils to produce extended and interesting oral and written responses, and pupils are highly motivated as a result of their involvement. However, the pace at which lessons are taught varies across the school. Where teaching is less effective, teachers' expectations are not sufficiently high. There are times when introductory discussions are far too long, and as a result, there is insufficient time for pupils to complete their written tasks. In some classes, tasks are not sufficiently well adapted to ensure that they match the needs of individual pupils. Most teachers have good subject knowledge and plan their lessons well to offer pupils a wide range of learning experiences. However, in some classes, there are not enough writing opportunities in other subjects to reinforce and consolidate pupils' learning in English. Pupils have good attitudes to their work in literacy overall. In most classes pupils work effectively in pairs and groups, and sustain satisfactory levels of concentration. However, where tasks are undemanding, or where they are pitched at too high a level, pupils lose interest and do not complete the work required. Standards of marking vary widely across the school, and comments do not always show pupils how they could improve their work further. Although teachers' set appropriate targets for pupils, they are not couched in language which is accessible to the pupils, and the targets are sometimes too general.
98. The leadership and management for English are good overall. The literacy co-ordinator has worked hard to produce detailed guidelines and plans to support her colleagues in the delivery of the National Literacy Strategy. She has a good overview of teachers' planning and her scrutiny of pupils' work has helped her to identify and address the variation in standards, for instance in writing, across the school. The co-ordinator has a very good awareness of areas which require further development, and a very clear idea of how to raise standards further. Through rigorous monitoring by the literacy co-ordinator and senior members of staff, the co-ordinator is aware that there are inconsistencies in teaching within and between year groups and she has firm plans to tackle this problem. The school has recognised the need to improve the accuracy of teachers' assessments and to continue to develop assessment procedures, and the use made of assessment to inform the next stage of pupils' learning. The co-ordinator

of the Oracy project has worked effectively alongside the literacy co-ordinator to ensure that standards in speaking and listening are further developed and extended. Resources in English are good overall and the school has made a considerable investment in purchasing a range of good quality books and other resources to raise standards in literacy. Books in classrooms and in the libraries are attractive, although the main library area is small. Skills of information and communication technology are not sufficiently promoted in the teaching of literacy in some classes, and although pupils use word processing programs with confidence, they do not make enough use of them for editing and drafting their written work. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development and where the teaching is at its best, teachers maximise opportunities that arise for pupils to reflect on new ideas and emotions, and encourage them to share the feelings that literature promotes.

MATHEMATICS

99. On the basis of the 2002 end of key stage national test results, pupils' attainment is well below the national average at the end of both key stages. In comparison with similar schools, the pupils' performance is below average at the end of both key stages. The inspection findings paint a very similar picture and show that pupils' attainment is well below national expectations at the end of both key stages. Although progress has not been good enough in recent years because of weaknesses in teaching, standards are slowly starting to improve, and pupils of all abilities throughout the school are now making satisfactory progress overall. This progress is often masked by the increasing number of pupils in the school with special educational needs. For example, of the current Year 6 group of pupils, almost half have special educational needs.
100. By the end of Year 2, pupils' mathematical skills are well below national expectations overall. Although pupils undertake an appropriate range of practical and problem solving activities, a significant number of pupils have difficulty in finding the correct language to explain their work clearly, or to provide appropriate written answers when required. Most pupils can count to twenty and beyond, and many can confidently identify odd and even numbers. However, few pupils are confident when working with larger numbers and most do not understand the infinity of number. Most pupils write numbers correctly, although a small number of pupils occasionally reverse digits, and this is not always picked up and corrected by teachers. The majority of pupils have an appropriate understanding of addition and subtraction, but some have an insecure understanding of place value. Most pupils show a satisfactory understanding of fractions, such as halves and quarters, and make simple calculations using money. Although a small number of pupils can tell the time accurately, most are not confident with times other than 'o'clock' and 'half past' the hour. Most pupils correctly name a range of two and three dimensional shapes, and identify their various properties such as number of sides. In measuring activities, most pupils are able to explain and use non-standard units of measure, but are less confident in using standard measures, such as centimetres and metres. Pupils collect data, for example on their favourite crisps and animals, and most successfully produce simple graphs to display their findings. Pupils' overall learning in mathematics is hampered by their lack of vocabulary, and by the difficulties they experience when reading and interpreting written instructions.
101. By the end of Key Stage 2, pupils' attainment is well below the expected level across all aspects of the mathematics curriculum. Key Stage 2 pupils undertake a range of suitable practical activities, and on occasions they develop their own strategies and choose their own equipment. However, a significant number of pupils have difficulties in

tackling problem solving activities because of limitations in their understanding of mathematical language. In particular they find it difficult to identify the correct form of computation required to answer a problem. This has a significant effect on the pupils' overall attainment. Many pupils are confident in undertaking work in addition and subtraction, although some lack a clear knowledge of place value, especially in relation to decimals. Many pupils are able to recite multiplication tables, and then use the facts when undertaking multiplication tasks, but are less secure when dividing. Most pupils have a satisfactory understanding of simple fractions, although some lack confidence in identifying equivalent fractions and mixed numbers. Pupils can generally use co-ordinates in the first quadrant, to produce various shapes and figures, but are much less confident about negative numbers. Most pupils calculate the area and perimeter of simple shapes, but few are able to find the range of symmetries in two dimensional shapes. Pupils collect data on a variety of issues, such as in Year 6 where they find information about favourite food and sports teams, and they successfully produce a range of suitable graphs to illustrate their findings. However, pupils are less confident in interpreting data which is presented to them in graphical form.

102. The overall quality of teaching and learning is satisfactory. During the inspection, examples of excellent, but also unsatisfactory, teaching and learning were also observed. This inconsistency in teaching needs addressing if standards are to rise further. Lessons are generally well planned, and are appropriately based on the pattern of the National Numeracy framework. Teachers in both key stages make careful allowance for the provision of problem solving activities, successfully recognising this as an area for development in pupils' work. Teachers sometimes plan for the provision of work to suit pupils' particular needs, especially the lower attainers, but there are times when pupils are presented with similar activities, which do not then match their differing requirements. Where teaching is at its best, introductory mental arithmetic sessions are lively affairs, which capture the pupils' interest and attention. Conversely, when teaching is unsatisfactory, introductions are over-long, and pupils start to lose concentration. Teachers are well aware of the need to extend pupils' mathematical vocabulary, and most successfully address this issue during lessons. Teachers generally provide clear instructions and, together with the teaching assistants, they give well directed support. As a result, pupils, including those with special educational needs and English as an additional language, usually make satisfactory gains in their knowledge and understanding. Where teaching is excellent and where, for example, subject knowledge is particularly secure, the lesson is especially brisk in pace, the teacher has very high expectations, pupils are consistently challenged and they work well for extended periods, making outstanding progress in their mathematical knowledge. Where teaching is unsatisfactory, where lesson objectives are unclear, where pupils are uncertain what they have to do and where they do not take the work seriously, then pupils make too little progress.
103. Most pupils enjoy their work in mathematics. With a small number of exceptions, pupils settle to their tasks with interest and enthusiasm. They work well with other pupils, know what they are expected to do and make appropriate efforts to accomplish their tasks. Pupils are usually well behaved, and this enables them to concentrate well and contributes towards their progress. However, some pupils in the upper part of Key Stage 2 have some difficulty in managing their behaviour, and this can affect the learning of others. Teachers generally hold appropriate summary sessions to check pupils' understanding and celebrate some of the work done. Some pupils are keen to take care with the presentation of their work, although others take little pride in its appearance. Teachers mark pupils' work promptly, but, although appropriate comments of advice and praise are sometimes added, this policy is not carried out

consistently. On occasions, teachers are too lenient in their marking, giving praise when it is not deserved.

104. The co-ordinator is knowledgeable and hardworking, and she supports her colleagues well. She also has the opportunity to see work being undertaken in the classrooms. She has carefully analysed the school's previous national test results, and has contributed well to the improvements that are being made. She is fully aware of the main weaknesses that remain in terms of the pupils' attainment, such as those relating to problem solving and the pupils' knowledge of, for example, place value. She is also aware of the shortcomings in teaching, such as the lack of consistency in relation to the mental session and marking, and strategies are being introduced to tackle these weaknesses. Satisfactory assessment procedures are in place, and they are being used effectively to identify pupils' current attainment and to measure their progress. However, not enough use is made of assessment information when planning the next stage of pupils' learning. Information and communication technology is appropriately used, especially in relation to data handling. Mathematics is used effectively in other subjects of the curriculum, such as science, design and technology and physical education, for measuring and counting, and this helps enhance pupils' numeracy skills.

SCIENCE

105. The 2002 end of Key Stage 2 national test results indicate that pupils' attainment is well below the national average and below average in comparison with similar schools. The 2002 results were adversely affected by the high percentage of pupils with special educational needs. The 2002 teacher assessments at the end of Key Stage 1 indicate that pupils' attainment is well below national expectations. The inspection findings indicate that whilst pupils' attainment is below national expectations at the end of both key stages, there are indications that attainment has improved recently, and pupils of all abilities are making satisfactory progress from a very low starting point.
106. By the end of Key Stage 1, pupils' investigative skills are below the expected level, and many pupils have difficulty in recording their ideas and observations independently. Only a small number of pupils understand the notion of fair-testing and are able to use their previous knowledge to predict what might happen next. Pupils' progress is hampered by their ability to express their ideas clearly using scientific language, and by weaknesses in their literacy skills.
107. By the end of Key Stage 2, pupils' knowledge and understanding of basic scientific enquiry are unsatisfactory. Although pupils have experience of using a limited range of scientific equipment, and have undertaken some practical work, they do not have enough opportunities in some classes for planning and carrying out their own investigations. Pupils are sometimes reluctant to put forward their own ideas and have insufficient understanding of the concept of a fair-test. Their ability to predict likely outcomes is limited, as is their ability to draw rational conclusions from their practical work. Pupils' ability to record their work is unsatisfactory because of weaknesses in their literacy skills, and their scientific vocabulary is limited.
108. By the end of Key Stage 1 pupils recognise and name the major external organs of plants and animals, and recognise a limited range of common animals. Higher attaining pupils in Year 2 describe the basic conditions that plants need to grow and survive, such as water, light and a suitable temperature. However, they cannot describe the differences between living and non-living things, or the differences between plants and animals without a great deal of prompting. By the end of Key Stage 2 most pupils have

a satisfactory knowledge and understanding of living things. However, there is a wide spread of ability within classes and lower attaining pupils struggle with the more difficult scientific concepts. Most pupils confidently explain the basic idea of a food chain, and name both producers and consumers, but lower attaining pupils lack the scientific vocabulary to explain their ideas clearly. By the end of Key Stage 2, most pupils know the major organs of the body, such as the lungs and heart, and the higher attaining pupils explain their basic function and know why, for example, the heart beat increases during rigorous exercise. Most pupils know the basic food groups and the importance of a balanced diet in maintaining a healthy life style. Pupils have a secure understanding of how drug misuse adversely affects the human body.

109. Pupils' understanding and knowledge of materials and their properties are unsatisfactory at the end of both key stages. By the end of Key Stage 1 most pupils name some common materials, such as those in the school buildings, but only the higher attainers link the properties of materials to their function. For example, the majority of pupils have difficulty in explaining why tables need to be made of materials that are sturdy. Higher attaining pupils know that materials such as chocolate melt when warmed, and solidify on cooling. However, pupils are not secure about changes that are irreversible. By the end of Year 6 pupils' knowledge and understanding of materials and their properties are very variable. Most pupils know the three states of matter but only the higher attaining pupils know the characteristics of solids, liquids and gases. Whilst most pupils are familiar with terms, such as evaporation and condensation, few pupils are able to explain and give examples of these processes. Higher attaining pupils know that there are different ways of separating mixtures, but do not always use the appropriate scientific vocabulary to explain their ideas. Most pupils know that materials change when heated or cooled and that some materials do not change back to their original state, such as paper when burnt.
110. Pupils' understanding of physical processes is below the expected level at the end of both key stages. By the end of Key Stage 1, pupils know that a complete electrical circuit is necessary for a bulb to light, and can name different sources of light. Their understanding of forces as pushes and pulls is at a low level, and they have not had enough experience of investigating this aspect of the science curriculum. By the end of Key Stage 2, most pupils describe accurately how objects can be seen when reflected light enters the eye, although they are less secure when discussing how sound travels. Pupils know how shadows are produced, and higher attaining pupils know that the size of the shadow depends on the distance between the light source and the object. Most pupils know that there are different forces, such as gravitational force, magnetic force and friction and higher attaining pupils know that force is measured in Newtons. However, only a few pupils can measure such forces accurately, for example, when pulling an object across different surfaces. Pupils' knowledge of the relationships between the earth, moon and sun is satisfactory, although not all pupils are confident about explaining why night and day occur.
111. The quality of teaching during the inspection was generally satisfactory and this is reflected in the satisfactory progress that pupils of all ages and abilities are currently making. However, until recently, there were weaknesses in the teaching of science, and pupils' progress was not as good as it could have been. Most of these weaknesses have been addressed, but there is still some inconsistency in the quality of teaching within key stages, and sometimes within the same year group. Although teachers' planning has been closely monitored, there has not been enough monitoring of classroom practice, and consequently inconsistencies in terms of the delivery of the agreed curriculum have not been picked up.

112. In the lessons seen during the inspection, relationships between adults and pupils were very good, and resulted in a good, positive learning environment. Pupils, including those with special educational needs and those for whom English is an additional language, benefit from good additional support, and the work of classroom teaching assistants is crucial in helping these groups of pupils to make progress. Teachers manage pupils very well, and the vast majority of pupils take a full and active part in lessons. Where teaching is at its best, pupils have good opportunities to carry out investigations, and to develop the associated scientific vocabulary. Tasks are well matched to pupils' individual needs, and teachers show a good command of the subject which enables them to present activities in an enthusiastic way that motivates the pupils in their learning. In a Year 1 lesson seen during the inspection, very good teaching of scientific vocabulary helped the pupils to explain their ideas clearly and to learn a great deal about materials and their properties. Where teaching is least effective, teachers do not provide enough practical opportunities for pupils to find things out for themselves. Pupils speak enthusiastically of the work they have done in science and have positive attitudes to learning. They collaborate well on shared tasks, and willingly share ideas. During the inspection, good examples were seen of higher attaining pupils spontaneously helping their classmates who were having some difficulties.
113. The leadership and management of the subject are satisfactory overall, but there has not been enough monitoring of teaching and learning so that standards can be improved further. Although teachers make some ongoing assessments of pupils' progress and attainment, this practice is not consistent throughout the school, and overall, not enough use is made of assessment information when planning the next stage of the pupils' learning. Resources are satisfactory overall but need to be reviewed to allow more investigative work to be incorporated into the curriculum. Insufficient use is made of information and communication technology to support pupils' learning. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development as they learn how to respect living things, to appreciate the wonder of nature, and to share resources and work co-operatively with one another.

ART AND DESIGN

114. Pupils' attainment in art and design is below national expectations at the end of both key stages, and their progress is unsatisfactory as they move through the school. Although there are examples of good work on display throughout the school, coverage of the National Curriculum programmes of study is too patchy, and there are inconsistencies in teaching. Not all staff have the necessary confidence and expertise to extend the learning of the higher attaining pupils. The school has adopted the national curriculum guidelines to ensure a whole-school approach to the subject, but in some classes, teachers do not deliver what has been planned, with the result that there is inconsistency in the learning of pupils in different classes in the same year group. As this is a new school there is no previous report against which to compare standards.
115. By the end of Key Stage 1, pupils' drawing and painting skills are underdeveloped. Although pupils have opportunities to make pictures using different media, the teaching does not always help them to extend their skills to a sufficiently high level. On occasions, art activities are little more than colouring exercises, and pupils do not systematically learn skills such as mark-making, observational drawing, or paint mixing. In Year 1, pupils' work is of a higher quality, and some good examples of work are on display in and around the classroom. This is because of good teaching which helps the pupils to master new skills and to use them in their work. For example, Year 1 pupils have recently produced some good quality designs using string blocks for printing.

Pupils' knowledge of the work of well-known artists and craftspeople is poor, as many pupils have difficulty in retaining information.

116. By the end of Key Stage 2, pupils' drawing and painting skills are at a lower level than expected. There are pockets of good practice within the key stage, and some good work was seen during the inspection in individual lessons. However, pupils' progress is too patchy and there is not enough systematic development of skills. In a drawing lesson seen during the inspection, pupils made good strides in their learning because of skilful teaching which enabled the pupils to make accurate drawings of hands, eyes and noses. However, not all teachers have the necessary skills to advance the pupils' learning in this way, and there are times when pupils are given low level colouring exercises which do little to extend them in their learning. By the end of the key stage, pupils have experience of mixing paints to achieve different shades and tones, and have used their painting skills well in Year 5 to create still life pictures. However, pupils' work sometimes lacks originality, and some pupils have difficulty in coming up with their own ideas. This weakness is exacerbated in those classes where teachers set very prescriptive tasks which constrain pupils' creativity. Throughout the key stage there are too few opportunities for the pupils to work in three dimensions, and pupils' knowledge of the work and style of well-known artists and craftspeople is weak.
117. Although some good examples of teaching were seen during the inspection, teaching overall is unsatisfactory because there is too much variation within key stages and year groups. Where teaching is at its best, teachers demonstrate a secure knowledge of the subject, and enable pupils to acquire, develop and practise the necessary skills. They enthuse pupils in their learning, and help them to extend their learning by teaching advanced skills. However, in some classes, teachers do not see art and design as a subject in its own right, and pupils' experience is confined to colouring pictures as part of history or religious education topics, for example. The use of sketch books in Key Stage 2 is underdeveloped, and pupils do not use them enough for preparatory work, such as recording ideas, or collecting materials. Teachers display pupils' work well around the school, but not all displays are annotated to show the stimulus of the activity, or to provide information about the skills that have been used. In a few classes, links with other subjects such as literacy are well developed. For example, Year 5 pupils recently produced very individual pirate faces, and other year groups have made posters linked to the topic of 'bullying'. Where teaching is at its best, pupils are given the opportunity to evaluate the work of others, and this critical appraisal helps them to see ways in which they might improve their own work. However, this good practice is not a feature in all classes. Most pupils respond well in lessons, and are particularly enthused when they are encouraged to explore different media, or to experiment with colours. Generally pupils' behaviour is good, and pupils are willing to share resources and comment positively about the work of their classmates. Currently little use is made of homework in art and design to extend pupils' learning.
118. There are weaknesses in the leadership and management of the subject. The subject is not a current priority within the school, and although the co-ordinator and other senior staff have monitored teachers' planning, there has been little monitoring of classroom practice. As a result, the school has not dealt with the issue of teachers who do not deliver the planned lessons, or who do not give enough time to the subject. Planning is generally based on the government recommended scheme. Although teachers make ongoing records of pupils' progress, the practice is inconsistent throughout the school, and there are no whole-school assessment systems in place for art and design. Some good use is made of information and communication technology in individual classes to support pupils' learning, and the co-ordinator is keen to develop this further. The school has a satisfactory range of art materials and reproductions of artists' work. Where the

subject is taught well, it makes a good contribution to the pupils' spiritual, moral, social and cultural development. However, there are missed opportunities for pupils to reflect on the beauty of art in the environment, and the work of well-known artists.

DESIGN AND TECHNOLOGY

119. Standards in design and technology are below national expectations at the end of both key stages and pupils' progress is unsatisfactory. The school has recently made significant changes to the way in which the subject is taught, and as a result, standards are set to rise. However, currently, pupils do not have the necessary skills and knowledge on which to build, as a result of poor curriculum coverage in the recent past. Resources are limited, and this constrains the skills that can be taught. Pupils of all ages and abilities often make satisfactory progress within individual lessons and during units of work, but teaching is inconsistent, with some teachers not devoting enough time to the subject, and not following the agreed whole-school curriculum framework. As this is a new school there is no previous report against which to compare standards as they are now with standards as they were previously.
120. By the end of Key Stage 1, most pupils understand the importance of an initial plan to convey what they intend to do, but their ability to produce a working design is limited. Some of the activities are insufficiently challenging, such as the design for 'Joseph's Coat of Many Colours' where pupils used a template outline which constrained their creativity. During this exercise, pupils considered different ways of joining materials, such as using safety pins, staples, sewing or pinning the material, and higher attainers recognised the 'pros and cons' of the different methods. One of the weakest areas of pupils' learning is their ability to evaluate their finished products. Pupils are insufficiently critical of their work, and too satisfied with their first attempts. As a result, the standard of the finished products is below the level expected for their age. Opportunities for pupils to learn how to use and handle a range of tools and equipment are limited by the lack of suitable resources.
121. Pupils in Key Stage 2 take part in a wider range of activities and in some instances, such as in Year 5, the work is of a satisfactory standard. In Year 5, there have been opportunities for pupils to evaluate commercial products prior to undertaking their own work, such as when they made musical instruments. In this instance there was evidence of individual designs, the selection of appropriate materials and an evaluation of the finished product. On another occasion, Year 5 pupils visited a local restaurant and saw at first hand how pizzas were made prior to making them themselves. However, this good practice is not consistent through the key stage, largely because of differences in teachers' knowledge and expertise. Pupils' work at the end of the key stage is often of a low standard. Initial designs are poorly presented and do not show how the work is to proceed. Pupils work with a narrow range of materials, and do not give enough thought to the suitability of the materials they have chosen for their work. Pupils lack the ability to evaluate and critically appraise their work, and struggle to identify ways in which they could improve the finished products. Pupils' experience of using information and communication technology to support their work in design and technology is limited.
122. During the inspection the quality of teaching and learning was satisfactory. However, taken overall, teaching is unsatisfactory because it is inconsistent and pupils do not therefore make enough progress as they move from year to year. Over time, pupils' learning has been adversely affected by the limited range of experiences provided for them. Individual lessons seen during the inspection were well planned and pockets of

good work were seen. However, some teachers lack confidence in teaching design and technology, and do not give enough emphasis to the planning and evaluating parts of the subject. In both key stages there are times when the tasks are over-directed by the teachers, and as a result, the outcomes are very similar, and pupils' creativity is constrained. Where the best teaching occurs, good opportunities are provided for the pupils to consider ways in which they could improve their work, and for them to consider whether the materials they intend to use are suitable for the purpose. Pupils in both key stages enjoy work in design and technology and are enthusiastic about what they have done. However, they do not always take enough pride in the finished product. Pupils co-operate well when working on joint tasks and share resources willingly.

123. The overall quality of leadership and management is satisfactory. The subject is led by an enthusiastic co-ordinator who has a very clear idea of how standards can be raised. However, not enough has been done to monitor teaching and learning through direct observation. Although shortcomings in teachers' planning have been picked up and addressed, there is currently no mechanism for ensuring that the planned lessons actually take place. Although teachers make satisfactory ongoing assessment of pupils' progress in lessons, there are no whole-school assessment procedures to enable teachers to track pupils' long-term progress and attainment, and this is unsatisfactory. The resources for design and technology are limited and this adversely affects the range of activities that can be provided for pupils.

GEOGRAPHY

124. Pupils' attainment at the end of Key Stage 1 and Key Stage 2 is below national expectations. Although pupils of all ages are beginning to make satisfactory progress in individual lessons, because of recent curriculum developments, there is some inconsistency in the quality of teaching and learning, and overall, pupils' progress is patchy and therefore unsatisfactory. The pupils' experience of the world in which they live is extremely limited, and many pupils enter Key Stage 1 with very little geographical knowledge and understanding. In addition, weaknesses in reading and writing make it difficult for pupils to access information, and to record their ideas. The school has recognised the importance of the pupils learning through first-hand experience, and an increase in the number of educational visits has had a very positive impact on the pupils' learning. As this is a new school there is no previous report against which to compare standards.
125. By the end of Key Stage 1, most pupils have a satisfactory appreciation and knowledge of the locality in which they live. They describe the type of housing in the area, some of the main physical features, such as the shops and the school, and higher attainers make a distinction between manmade and natural features in the environment. There are some good opportunities for the promotion of pupils' social and moral development as they consider the features that make their environment attractive, and note the detrimental impact of vandalism on buildings. Although generally the pupils' mapping skills are under-developed, most understand that maps provide routes for people to follow, and some pupils have had experience of plotting a route around the local housing estate. Pupils' knowledge of other localities is poor, and they have little appreciation of the wider world in which they live.
126. At the end of Key Stage 2, pupils' knowledge and understanding are weak. However, within the key stage, there are pockets of very good progress, usually occurring in classes where teachers really enthuse the pupils and encourage them to learn through first hand experience. During the inspection, some very good progress was seen in a

Year 5 lesson, where pupils really used their geographical skills to plan a visit to a holiday location. In this class, the teaching is particularly good, and the pupils are encouraged to draw on their literacy and information and communication technology skills as well as acquiring new geographical knowledge. Throughout the key stage, many pupils have difficulty in explaining their ideas because they lack the necessary geographical vocabulary. Although most teachers are now giving good attention to addressing this weakness, there is still some way to go with the older pupils whose past experience, knowledge and understanding are very limited. Pupils' mapping skills are an area of weakness across the key stage, and few pupils really understand the purpose of maps and atlases for locating places, identifying geographical features or for planning routes. Most pupils have too little knowledge of contrasting localities, and have difficulty in making connections about the lifestyle of inhabitants and the climate or physical environment, for example.

127. The quality of teaching and learning is too variable within key stages and sometimes within year groups and is therefore unsatisfactory. However, some good and very good examples of teaching were seen during the inspection. When teaching is of a high standard, good emphasis is placed on the development of geographical skills, and pupils are encouraged to find things out for themselves. Teachers have a good subject knowledge and present activities in an exciting way. Conversely, when teaching is barely satisfactory, there is an over-reliance on pupils completing undemanding worksheets, which do not really promote geographical skills, and which are not always sufficiently challenging for the higher attaining pupils. Pupils' progress is significantly enhanced when they learn through first-hand experience. When pupils make visits to the local area, for example, they have a much better grasp of the issues and their recollection of their learning is much clearer. Pupils of all ages and abilities generally have good attitudes to learning, and most take a full and active part in lessons. Pupils are especially enthusiastic when they are talking about visits, or when they are engaged in open-ended tasks that require them to organise their own learning.
128. Although the co-ordinator is keen to raise standards in the subject, geography is not a current area of priority in the school, and there has been little in the way of monitoring classroom practice. As a result, there are inconsistencies in teaching which have not yet been identified and addressed. The recent redesign of the whole-school curriculum is starting to have a positive impact, but there is currently no mechanism to ensure that the agreed planning is actually being implemented in all classes. Teachers are not always sufficiently secure in their knowledge of the National Curriculum programmes of study and this leads to variation in expectations of what the pupils can and should achieve. Good efforts are made to arrange visits for pupils to places that are different from their own locality, and pupils talk with enthusiasm about these trips. Resources are inadequate and this adversely impacts on the standards pupils achieve and the progress they make.

HISTORY

129. Pupils' attainment in history is below national expectations at the end of Key Stage 1 and at the end of Key Stage 2. Pupils' progress is just satisfactory in Key Stage 1, where new initiatives are starting to have a real impact, but unsatisfactory in Key Stage 2 where the impact of developments in curriculum and teaching are not yet evident, and where there are gaps in pupils' knowledge and understanding arising from past weaknesses in teaching and learning. The school has given a great deal of time to developing the curriculum, and history is now taught regularly in all classes. However, the 'blocking' of history into half termly units of study, means that there are sometimes

lengthy gaps between topics, and this presents a problem for those pupils who have difficulty in retaining their learning. The school is committed to raising the profile of history in the school further as and when the subject becomes a focus of the School Development Plan. As this is a new school there is no previous report against which to compare standards as they are now with standards as they were previously.

130. By the end of Key Stage 1, most pupils make a clear distinction between the past and the present, and identify simple differences between homes and toys in the past and those of the present day. However, although pupils record their ideas accurately, even more demands could be made on the higher attainers in terms of the content and presentation of their written work. Some good attempts have been made to introduce the pupils to the idea of different ways of recording and presenting historical evidence, such as the photographs the Year 2 pupils looked at of holidays in the past, and most pupils understood that photographs are an accurate and reliable source of evidence. Some pupils have a secure knowledge and understanding of the life and work of Florence Nightingale and of the Fire of London in the 17th century, but most pupils have very little recollection of important people and events from the past.
131. Although pupils' attainment is below the expected level at the end of Key Stage 2, in the lower part of the key stage, pupils' attainment is much better, and is approaching the expected age related level. In the lower part of Key Stage 2, some of the higher and average attaining pupils talk knowledgeably about the reign of Henry VIII, the Reformation, Tudor houses and the religious beliefs of the ancient Egyptians. Their knowledge and understanding of these topics are secure, and higher attainers demonstrate a real understanding of the notion of cause and effect. When they are given the opportunity to do so, these pupils hold a well informed and articulate conversation about their learning, and show a real enthusiasm for the subject. Conversely, older Key Stage 2 pupils have little real understanding of the impact of change, and have little recall of the topics they have studied. Pupils have few historical skills, and have no clear understanding of the difference between primary and secondary evidence. In the upper part of the key stage, the presentation of pupils' history work is sometimes poor, and pupils do not have enough opportunity to use computers to support their learning, or to extend their literacy skills.
132. Teaching and learning are currently satisfactory in both key stages, but the improvement has been recent and more needs to be done if standards are to be raised. However, there is too much variation in the quality of teaching and learning, within and between key stages, and this has yet to be addressed by the co-ordinator. Where teaching is at its best, the pupils are highly enthused and are very keen to talk about their work. Conversely, there are times when pupils are given low level tasks, such as colouring, and in these lessons, pupils show little enthusiasm or interest. Teachers do not always provide enough opportunities for pupils to use their literacy skills to support their learning in history, and in the main, there are not enough problem solving tasks where pupils can follow through their own lines of research and enquiry. Good use is made of visits to places of historical interest, and pupils generally have a good recollection of these first hand learning experiences.
133. There are weaknesses in the overall leadership and management of history. The subject is not a current area of development in the school and therefore there has been little in the way of monitoring the quality of teaching and learning through the direct observation of lessons or the rigorous sampling of pupils' work. Although the monitoring of teachers' planning has led to good developments in the curriculum, some of the initiatives are in the early stages of implementation and are not yet consistently reflected in practice. Assessment procedures are unsatisfactory and do not inform

teachers about strengths and weaknesses in the pupils' learning. Although the range and quantity of learning resources are satisfactory overall, more exciting resources would enhance the pupils' learning further.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. Standards by the end of Year 2 are broadly in line with national expectations, and by the end of Year 6 they are below expectations. Pupils throughout the school are now making satisfactory progress. However, this has not always been the case, and older Key Stage 2 pupils have some gaps in their learning arising from weaknesses in teaching and the curriculum in the past. Younger Key Stage 2 pupils are on course to attain the expected level by the time they reach Year 6. As this is a new school there is no previous report against which to compare standards.
135. By the end of Year 2, pupils confidently name items of computer equipment such as the monitor, the mouse and the keyboard. They successfully use a keyboard to type text. Pupils in Year 1, for example, write their names and short phrases about different materials, and pupils in Year 2 are beginning to write simple sentences, such as about themselves and their friends. Pupils readily place gaps between words using the space bar and some are able to introduce capital letters and full stops into their writing. Using an appropriate paint package, pupils produce an interesting range of pictures, such as those of flowers and computers produced in Year 1, and those of Joseph's multi-coloured coat in Year 2. Most pupils confidently and independently access the menu to print their finished work. Many pupils successfully undertake simple modelling activities, exploring aspects of real and imaginary situations presented on the screen, although a small number find this difficult, especially in relation to understanding the written instructions. Most explain how to give instructions to a floor turtle to make it move over varying distances.
136. By the end of Year 6, the majority of pupils show satisfactory skills in word processing, and are confident in changing the font, colour and size of their work and moving portions of text from one place to another. However, most pupils do not make enough use of computers for drafting and editing their written work in subjects such as history, geography and literacy. Pupils in Years 3, for instance, have produced suitable writing in letters and cards, and those in Year 6 have produced their thoughts about moving to secondary school. A small minority, however, lack confidence and independence in carrying out changes to the presentation of text. Most pupils use the mouse accurately to produce various forms of art work, and a number can merge their pictures into different forms of text. For example, pupils in Year 4 have successfully produced work for newspaper reports. A significant number of pupils currently have limited skills in controlling events, for example, in using a computer to control lights. A small number of pupils, in Year 5 and Year 6, successfully use simulations, for example when producing spreadsheets to budget and plan for an outing. Most pupils, however, find the exercise difficult, and do not achieve the expected level in this aspect of their work. Pupils readily access the Internet to provide information on, for example, different countries in Year 5, and John Lennon in Year 6. Pupils in all year groups collect and record a range of data, relating to their favourite food and animals, producing suitable graphs and charts to display their findings. As with other aspects of the subject, however, a number of pupils need help from adults to carry out the required routines. Pupils are being introduced to electronic-mail, and they are being provided with the opportunity to contact other pupils.
137. The overall quality of teaching and learning is satisfactory, with some examples of good practice being observed during the inspection. Whilst a small number of teachers lack

subject expertise, they are all keen and enthusiastic, providing pupils with suitable opportunities to use the computers, both in the classrooms and in the computer suite. Teachers and teaching assistants usually provide clear instructions for pupils, as well as careful demonstrations on using the computers. Occasionally the introductory session is too long, however, and a small number of pupils find it difficult to maintain their concentration. Teachers generally make good use of questions to probe the pupils' understanding, but in some cases, do not give enough time for pupils to formulate their answers. Planning is satisfactory, showing sound subject knowledge, and an appropriate range of activities is provided, enabling all pupils, including those with special educational needs and English as an additional language, to make satisfactory gains in various computer skills and techniques. Where teaching is good, and where pupils benefit from detailed instruction and support, pupils of all abilities make good progress. Teachers provide some opportunities for the use of information and communication technology in other subjects, such as science and geography, and this allows pupils further opportunities to develop their skills, but this practice is not consistent throughout the school. Pupils usually show good attitudes to their information and communication technology work. They are enthusiastic and interested, and settle well to their work, showing high levels of concentration. Pupils of all ages clearly enjoy the subject, and share computers amicably showing good levels of respect for the equipment. Teachers and other adults provide well directed and suitably informed help and advice, especially where pupils lack confidence, and this enables the pupils to make the required progress.

138. The co-ordinator, who has only recently taken over the subject, is keen and enthusiastic, and she supports her colleagues well when required. She does not yet have the opportunity to observe other lessons taking place, although she does collect samples of the work produced. She is also fully aware of the areas that still need developing, and she has drawn up a most appropriate action plan to ensure that this happens. Assessment procedures are currently informal, and limited information is available to identify pupils' knowledge and skill levels, or to provide appropriate new work. Many pupils find the use of computers exciting, and the excitement generated, such as when producing images on the screen or printing out completed work, helps enhance pupils' spiritual development. The school makes appropriate extra provision for pupils through the popular computer club.

MUSIC

139. Pupils' attainment in music is in line with national expectations at the end of Key Stage 1, and pupils of all abilities make satisfactory progress. No lessons were taking place in Key Stage 2 during the inspection, and it is not possible to make secure judgements about standards at the end of Key Stage 2. As this is a new school there is no previous report against which to compare standards.
140. The school has justifiably concentrated most of its efforts in the past two years on raising standards in English, mathematics and science, and until recently, music was not taught on a regular basis in all classes, and there was no whole-scheme of work on which to base planning throughout the school. This situation is beginning to change, and the input of the music co-ordinator has been instrumental in establishing music as a key feature of the Key Stage 1 timetable in all classes. However, she has not yet had the time to extend this influence through Key Stage 2, where the curriculum is more patchy, and where there is very little monitoring of the teaching and learning that are actually taking place in lessons. Currently the school offers no musical extra-curricular activities such as recorder groups or choir, and this is a disadvantage to the pupils,

many of whom would benefit from taking part in pleasurable activities such as these, which would help to further develop their social skills as well as their love of music.

141. The quality of singing is satisfactory throughout the school, but is better in Key Stage 1 where pupils have regular singing sessions that are led by the music co-ordinator, and that progressively develop the pupils' skills. By the end of Key Stage 1, pupils have a satisfactory sense of pitch and rhythm, and sing with enthusiasm. Where songs have a clapping accompaniment, most Key Stage 1 pupils join in at the right time, and with the correct rhythmic pattern. Pupils could be stretched still further by singing in parts, and by singing more demanding songs which require them to enunciate quickly and clearly, thereby enhancing their oracy skills. During the inspection, Key Stage 2 pupils' singing in assemblies was satisfactory.
142. Key Stage 1 pupils have regular opportunities to compose class compositions, and they attain satisfactory standards in this aspect of their work by the end of the key stage. However, there are not enough opportunities for them to compose their own pieces of music in small groups. This is mainly because two classes of pupils are taught at the same time, making it difficult for the teacher to organise small group work. During the inspection, Year 2 pupils successfully followed a pictorial score, and played a sound story on instruments. The pupils worked well, considering which instruments would be the most effective for the sound they wished to produce, and playing their parts at the right time. Pupils have a satisfactory understanding of how to keep a steady beat and rhythmic pattern, and during the inspection, very effectively accompanied a song with an 'ostinato' clapping pattern, which was especially demanding because it had rests, resulting in syncopation.
143. By the end of Key Stage 1, pupils' listening skills are satisfactory, although their attention span is sometimes short. Pupils listen especially well to the composition of their classmates, and to short extracts of music. However, pupils have little recall of what they have heard, and often lack the necessary vocabulary to express their ideas, and the feelings the music evokes.
144. The teaching of music is satisfactory overall in Key Stage 1. In Key Stage 2, the teaching of music is insufficiently regular in some classes, and overall the teaching of music is therefore unsatisfactory. The teaching of music by the music co-ordinator is good. She has a good subject knowledge and this means that she is confident when presenting activities, and effective in building on the pupils' previous learning. Lessons move at a good pace, and contain a good range of listening, appraising, composing and performing activities. The practice of teaching two classes in Key Stage 1 simultaneously is effective, in that the pupils benefit from the expertise of the co-ordinator, but the large group that results from this doubling up of classes constrains the range of practical music making opportunities that can be offered. Key Stage 1 pupils have positive attitudes to music and especially enjoy taking part in practical activities. They take a full and active part in lessons, and behave well, taking turns, and sharing instruments.
145. The co-ordinator provides good advice for colleagues, and has a satisfactory overview of planning throughout the school. However, although she monitors the subject well in Key Stage 1, she has not yet had the time to work with colleagues in Key Stage 2, or to monitor their classroom practice, and this aspect of her role is unsatisfactory. Some teachers throughout the school lack the necessary confidence, knowledge and expertise to teach music, and the school recognises that there is a need for professional development in this subject. Currently, Key Stage 1 teachers attend the music lessons that are led by the co-ordinator, and this opportunity for professional

development is very valuable and could usefully be extended through Key Stage 2. The school is at a very early stage of introducing assessment systems and procedures which will give a clear picture of pupils' progress as they move through the school, and currently assessment is unsatisfactory. There has been good development of the curriculum over the past two years, and the co-ordinator has introduced a scheme of work to help guide teachers' planning. However, in Key Stage 2, the amount of time given to the subject varies from teacher to teacher, and plans are not always implemented in practice. Resources are just satisfactory in Key Stage 1, but in Key Stage 2 they are poor, and constrain the range of practical music making opportunities that can be offered. In Key Stage 1, the subject makes a good contribution to the pupils' spiritual, moral, social and cultural development as they show respect for the contributions of their classmates, and share the experience of listening to, and reflecting upon the mood of different pieces of music.

PHYSICAL EDUCATION

146. Standards by the end of both Year 2 and Year 6 are broadly in line with national expectations. Pupils of all ages and abilities make satisfactory progress as they move through the school. As this is a new school there is no previous report against which to compare standards.
147. By the end of Year 2 pupils move confidently around the hall, showing clear awareness of space and other pupils. Pupils in Year 2 confidently develop the gymnastic skills of hopping, skipping, jumping and rolling, using both the floor and simple apparatus and introducing appropriate balances into their work. As they move through Key Stage 1, pupils readily develop their athletic skills of running, jumping and throwing, and they further develop their skills through taking part in a variety of relay activities. Pupils understand and explain the need to warm up for, and recover from, exercise.
148. By the end of Year 6, in games, pupils successfully develop their throwing, hitting and catching skills, and they show appropriate levels of performance, in catching in particular. Most control a ball well, and they strike the ball accurately. By the end of the key stage, most pupils demonstrate satisfactory control of their bodies in gymnastics, varying the speed, level and direction of their movements. They carefully introduce spins and turns into their work, and most try to start and finish their movements and sequences appropriately by assuming a clear starting position, and finishing off with a roll or jump. Pupils in a number of classes readily develop their athletic skills of running, throwing and jumping. Those in Year 6 show the expected levels of skill, showing suitable techniques and control in all areas. By the end of the key stage, most pupils swim the recommended distance of twenty five metres. Most pupils recognise and explain some of the effects that exercise has on their bodies.
149. The overall quality of teaching and learning is satisfactory, with good practice also being observed. Good use is made of visiting coaches, to enhance the quality of advice and support given to pupils. Teachers provide suitable planning, clear instruction and careful demonstration, together with a varied range of resources, allowing all pupils, including those with special educational needs and English as an additional language, to make satisfactory gains in their physical skills. Where teaching is at its best, and pupils are given pointers for improvement, this enhances their progress. However, this good practice is not consistent in all classes. Teachers have a secure subject knowledge and have suitable expectations of the pupils' performance. Where the teaching is good, and where the teacher provides particularly good instruction and coaching, pupils make good gains in their skills and techniques. In all lessons, pupils

join in appropriately and make a satisfactory physical effort. Lessons are generally conducted at a lively pace, with teachers showing good overall control and management skills. Teachers usually take the opportunity to use pupils to demonstrate good practice, but opportunities are often missed for the pupils to discuss the quality of the work seen, so that they can identify the ways in which they might develop their own work further. Teachers and teaching assistants provide help and support to pupils in all aspects of their work, and this contributes towards the progress they make. In turn, pupils usually show good attitudes, enjoying themselves, working well, especially with a partner or group, and carrying equipment carefully and safely, as requested by staff. Just occasionally, a small number of pupils do not always give the teacher their full attention.

150. The co-ordinator is enthusiastic and knowledgeable, and he is fully aware of the work being tackled in all classes. As yet, however, he has had little opportunity to observe lessons taking place, to see for himself the standards being achieved. Assessment procedures are limited, with little information being consistently recorded about individual pupils to identify either their current attainment or the progress they are making. Activities involving counting and measuring, in various aspects of physical education, especially in relation to athletic activities, give appropriate support to the school's initiative in numeracy. The school makes good provision for extra-curricular sporting activities, and the school has a number of successful sports teams. These activities contribute well to the development of pupils' social skills. The school also has a number of talented pupils, and these have been helped to gain recognition in various local representative teams.

RELIGIOUS EDUCATION

151. Pupils' attainment at the end of Key Stage 1 and Key Stage 2 is below the expectations of the Locally Agreed Syllabus. Pupils make satisfactory progress in Key Stage 1, from a very low starting point, but in Key Stage 2, progress is unsatisfactory because of some inconsistencies in teaching. These have been recognised by the Senior Management Team and are to be addressed through the next cycle of monitoring. As this is a new school there is no previous report against which to compare standards as they are now with standards as they were previously.
152. As they move through Key Stage 1, pupils develop their understanding of Christianity, but their knowledge is superficial, and patchy. A visit to the local church helps the pupils to gain an understanding of how people gather to worship, and increases their knowledge of some of the important features of the building. A small number of pupils know about baptism, but few understand the symbolism of the sign of the cross on the baby's forehead. Pupils have some knowledge of well-known stories from the Old Testament, such as 'Joseph and his coat of many colours', and 'Noah's Ark', but are less secure about the parables of Jesus. The pupils' knowledge and understanding of other world faiths are unsatisfactory, and although some pupils recall work about Hinduism and Islam, their thoughts are muddled. Pupils have little recorded work in their books, and therefore few prompts to help them to recall their previous learning.
153. As they move through Key Stage 2, pupils have opportunities to explore elements of Christianity, Hinduism and Islam. Pupils gain insights into the faith and beliefs of others and develop respect for those with beliefs that are different from their own. However, pupils' knowledge of the different religions they have studied is patchy, largely because some teachers do not always follow the agreed whole-school plan. Most pupils have difficulty in comparing and contrasting aspects of the main world faiths. For example,

although pupils know about the 'Commandments' for Christians, and the 'Five Pillars of Islam' for Moslems, they do not make the connection that these are both sets of rules which guide the lives of those who follow them.

154. The teaching of religious education is satisfactory in Key Stage 1. In Key Stage 2, the quality of teaching is unsatisfactory. There is too much variation between classes, and this results in patchy coverage of the curriculum, and gaps in pupils' learning. A strength of teaching throughout the school is the emphasis teachers place on supporting the pupils' moral and social development by providing opportunities for them to consider important religious events and issues and the impact of these on peoples' lives. A weakness is the lack of recording which means that pupils have few prompts with which to recall their previous learning. Some teachers do not have enough knowledge of the requirements of the Locally Agreed Syllabus, and are weak in their understanding of aspects other than Christianity. Teaching is not always sufficiently exciting, and tasks are often undemanding. There are exceptions however, as seen in a good lesson in Year 5 during the inspection, where the teacher brought the lesson to life, and provided good opportunities for the pupils to find things out for themselves using information and communication technology and books.
155. The co-ordinator has a good understanding of the subject and has produced guidance to support teachers' planning for specific topics and themes. She has some opportunity to review the work that is carried out in Key Stage 1, where she is based, but she has little overview of teaching, learning or standards in Key Stage 2. The lack of consistency in provision between classes has been recognised by the school but has not yet been addressed. There are no formal assessment procedures for religious education, and so teachers have very little accurate knowledge of the pupils' progress or attainment. Resources are satisfactory overall.