

INSPECTION REPORT

CHRIST CHURCH C of E PRIMARY SCHOOL

North Shields

LEA area: North Tyneside

Unique reference number: 108614

Headteacher: Mrs M Rowntree

Lead inspector: Mr A J Dobell

Dates of inspection: 15th to 17th September 2003

Inspection number: 255805

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	122
School address:	Kielder Terrace North Shields
Postcode:	NE 30 2AD
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E-mail:	The Governing Body
Name of chair of governors:	Mrs M Taylor
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

This small Church of England Voluntary Aided primary school is situated close to the town centre of North Shields. Its pupils are very largely from white Western European backgrounds from the local community. However, an average number of pupils speak English as an additional language, and these pupils include a few refugees and asylum seekers. The proportion of pupils eligible for free school meals is above average and the local community has an above average level of socio-economic difficulty. Children's attainment and learning skills when they enter the Nursery are below those normally found. The school's roll has fallen since its previous inspection and this has created significant financial difficulties.

The school has 122 pupils on roll from the Reception Year to Year 6. In addition, 26 children attend the Nursery on a part-time basis, giving a full-time equivalent roll of 135. An average proportion of pupils have special educational needs and no pupils have statements of special educational needs. The nature of special educational needs includes speech and communication difficulties, hearing impairment and autism. In the last two years, the school has received a Healthy Schools Award and a Schools Achievement Award. A playgroup and a mother and toddler group use the school's facilities.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	English, music, physical education, citizenship.
19374	Mrs W Sheehan	Lay inspector	
22452	Mrs F M A Farman	Team inspector	The Foundation Stage Mathematics, geography, history.
32343	Mrs P Gladwyn	Team inspector	Provision for pupils with special educational needs, Provision for pupils with English as an additional language, science, information and communication technology, art and design, design and technology.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school which, after a period of turbulent staffing, is now providing an **effective education** for its pupils and giving good value for money. Pupils enter the school with below average levels of attainment. Throughout the school, they make good progress in their learning. In 2000, attainment at the end of Year 6 was very poor. Since then, it has improved steadily so that, in 2003, attainment is likely to match national expectations. This means that the school is likely to attain at a level above that of most schools which draw their pupils from similar backgrounds. This is because the quality of teaching has improved well because of the strategies adopted by the school. The school succeeds overall in including all its pupils fully in all its activities and is committed to giving all pupils the opportunity to fulfil their potential.

The school's main strengths and weaknesses are:

- Standards of attainment are improving and pupils achieve well throughout the school.
- Most pupils have good attitudes to school and to learning and behave well in lessons and around the school.
- The quality of teaching is good overall.
- Pupils benefit from a good curriculum with good opportunities in the Foundation Stage and for activities outside class.
- The school provides pupils with a good level of care so that they develop self-confidence and an awareness of the needs of others.
- The leadership and management of the school are good and the governing body is very effective.
- The presentation of pupils' work is unsatisfactory overall and spelling is weak.
- The quality of marking is inconsistent and does not routinely refer to pupils' targets for improvement.
- Information and communication technology is not used sufficiently to support learning.
- A significant proportion of parents have concerns which have not been adequately addressed.
- Elements of health and safety, particularly regarding the quality of pupils' toilet provision, are unsatisfactory.

The school has improved well since its previous inspection. After that inspection, there was a decline in attainment, but, since 2000, attainment has improved well. Pupils now achieve well overall because of the good quality of teaching that they receive in most classes. Well-planned and taught lessons motivate pupils to concentrate well and to work with interest and enthusiasm. In one class, however, too much time is spent in managing behaviour so that progress in learning is adversely affected. The school has good strategies in place to maintain improvement and the staff is an enthusiastic and united team.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E*	E	D	C
Mathematics	E*	E	C	A
Science	E*	C	D	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E* - very low

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is good overall. Children in the Foundation Stage are making good progress in their learning and are likely to reach the goals expected nationally by the end of the Reception Year and to exceed them in personal, social and emotional development. By the end of Year 2, they are at the level expected nationally in all subjects except mathematics, where their standards are higher. By the end of Year 6, pupils' standards are above those normally found in mathematics and science and at the level normally found in other subjects. In written work, standards are held back by careless use of English, especially with regard to spelling. Effective teaching in the Foundation Stage and in Years 3 to 6 is improving pupils' achievement.

Pupils' personal qualities are good. Attitudes and behaviour are good overall. Pupils enjoy school and attendance is above the national average. The majority of pupils work hard and to good effect. Pupils' spiritual, moral, social and cultural development is good and supports their good attitudes and the mature approach to learning of most pupils.

QUALITY OF EDUCATION

The school provides a good quality of education and the quality of teaching is good overall.

The quality of teaching in the Foundation Stage is consistently good. As a result, children achieve well and make good progress in their learning. The same is true of classes in Years 3 to 6. The school has good systems in place for assessing pupils' progress, but these are not yet being used effectively to set targets for improvement for individual pupils.

The quality of the curriculum is good in the Foundation Stage and Years 3 to 6. Interesting learning activities are planned so that pupils work with interest and often with enthusiasm. Considerable care is taken to provide suitably graded work for different pupils in the mixed age classes. However, information and communication technology is not used sufficiently to support learning in other subjects. The school cares for its pupils well. Links with parents are satisfactory, but have been adversely affected by parents' concerns about mixed age classes. Community links are very good and contribute very effectively to learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher and her colleagues have led the school effectively from unacceptably low attainment in 2000 to good achievement in 2003. The school is very committed to including all its pupils in its activities. Management is good. The school rightly places strong emphasis on the professional development of staff and this is raising attainment and improving achievement. However, the computer suite is underused to support learning. The governing body is very effective. Governors are in school regularly and have a very good grasp of the school's strengths and weaknesses. They have clear strategies for managing the school's difficult financial position so as to maintain the quality of teaching and learning. Plans are in place to agree a written policy on race equality.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents support the school overall, but have concerns about the effectiveness of mixed-age classes, about behaviour and about aspects of health and safety. The school accepts that these concerns need to be addressed. **Pupils** like school, but some are concerned about behaviour. They would like their toilet facilities to be improved.

AREAS FOR IMPROVEMENT

- Improve the quality of the presentation of pupils' work, paying particular attention to the accuracy of their written work.
- Improve the quality of the marking of pupils' work so that it consistently matches best practice in the school, and ensure that marking refers to pupils' individual targets for improvement.

- Use information and communication technology to greater effect to support pupils' learning in other subjects.
- Establish strategies to improve parents' perceptions of what the school offers.
- Address the health and safety issues which concern parents and pupils, paying particular attention to the quality of the pupils' toilets.

and, in order to meet statutory requirements:

- Agree a written policy on race equality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils make good progress in their learning and achieve well. Attainment is at least at the level normally found by the end of the Reception Year and Years 2 and 6.

Main strengths and weaknesses

- Standards of attainment have improved well over the last three years and are now mostly at least at the levels found nationally.
- Pupils achieve well overall with strengths in mathematics, special educational needs, English as an additional language, and science at the end of Year 6.
- Children make good progress in all areas of learning in the Foundation Stage.
- There is good imaginative writing in English.
- There is good concentration on experimental and investigative work in science and problem solving in mathematics.
- Information and communication technology is not used sufficiently to support learning in other subjects.
- Pupils make too many errors in their writing.
- There is insufficient use of graphs to represent data in science.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	15.4(15.0)	15.8(15.7)
Writing	13.0(14.4)	14.9(14.3)
Mathematics	15.8(16.5)	17.4(16.2)

There were 27 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.1(25.1)	27.0(27.0)
Mathematics	27.4(25.3)	26.7(26.6)
Science	27.5(28.1)	28.3(28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

1. In 2003, at the end of Year 2, the proportion of the school's pupils attaining at least the national expectation of Level 2 improved in each subject as a result of good teaching. However, the proportion of pupils attaining the higher Level 3 was below that normally found in reading and mathematics, but above that normally found in writing. No national figures are yet available for comparison, but these results are likely to be close to the national average and better than those attained in schools which draw their pupils from similar backgrounds. In 2003, teachers assessed attainment in science to be about average. There is no clear pattern in the results attained by boys and girls.

2. At the end of Year 6 in 2003, the proportion of the school's pupils attaining at least the nationally expected Level 4 improved well. The quality of teaching in Years 3 to 6 is now consistently good and this is having a positive effect on pupils' achievement. The proportion of pupils attaining the higher Level 5 in English was below that normally found, but the proportion attaining this level in mathematics and science was above that normally found. These results are likely to be close to the national average in English and science, and above average in mathematics. They are likely to be above the average found in similar schools. In 2003, the school did not reach its agreed targets for the proportion of pupils attaining at least Level 4 in English and mathematics, although these targets were a very demanding 90 per cent. Again, there is no clear pattern to the attainment of boys and girls.
3. Children enter the Nursery with below average attainment and learning skills. They settle quickly into their routines and make good progress in their learning in the Nursery and Reception Year because of good teaching. As a result of this good achievement, they are on course to attain the levels expected nationally in communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative and physical development and to exceed these levels in personal, social and emotional development. This good achievement means that the children are well prepared to begin their work on the National Curriculum when they enter Year 1.
4. In Years 1 and 2, pupils were making satisfactory progress in their learning during the inspection. This was because a number of pupils in one class have short concentration spans and are quickly distracted. The time taken to manage their behaviour slows the pace of lessons and adversely affects learning. However, the care taken to ensure that appropriate work is set for the different ability groups in the class ensures that pupils make satisfactory progress in their learning. Their achievement is satisfactory and an analysis of pupils' work shows that standards of attainment are at the level normally found in all subjects except mathematics, where attainment is better than is normally found.
5. Achievement in Years 3 to 6 is good and pupils are recovering well from a backlog of under-achievement. Pupils make good progress in their learning because of the consistently good teaching in each class. Standards of attainment are higher than are normally found in mathematics and science because of the good concentration on problem solving and experimental and investigative work. In English, the quality of imaginative writing is good, but standards are only satisfactory because written work contains too many errors. In the other subjects of the curriculum, standards are at the level normally found. An analysis of pupils' previous work and observations of lessons confirm this.
6. Throughout the school, pupils have satisfactory skills in using information and communication technology and their achievement is satisfactory. However, they have too little experience in using information and communication technology to support learning in other subjects, particularly in English, mathematics and science. This, coupled with the fact that there is little opportunity for individual research work in the school's small library, means that pupils' skills as independent learners are underdeveloped.
7. Pupils with special educational needs are supported well by teachers and class support assistants and achieve well. They make good progress towards the targets identified in their individual education plans. Pupils who speak English as an additional language are also well supported overall and achieve well. These two groups of pupils are fully included in all the school's activities, and this helps them to make good progress in their learning.
8. The school's concentration on English, mathematics and science over the last three years has been effective in raising standards of attainment. The school has the capacity to continue to raise attainment in these subjects and to achieve its aim of raising the profile of other subjects by increasing the amount of creativity in the curriculum.

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes to school and to learning. This is an improvement since the last inspection. There is good provision overall for pupils' spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Attendance has continued to improve and is actively promoted by the school.
- Pupils are developing into confident, mature young citizens.
- Children in the Foundation Stage have settled in well and are growing in confidence.
- The attitudes and behaviour of some pupils in Years 1 and 2 are not as good as in the rest of the school.

Commentary

9. Overall pupils' attitudes and behaviour are good and no pupils have been excluded from the school in recent years. Most pupils develop well in their attitudes and personal qualities. In lessons, the majority of pupils behave well and show good levels of sustained interest and concentration. They listen to teachers and to each other and show a positive enthusiasm for their learning. This is the result of the school's effective behaviour management systems. However, in Years 1 and 2, the attitudes and behaviour of some pupils are not sufficiently well managed and this adversely affects their rate of learning. Instances of poor behaviour are taken seriously. For example, during the inspection, the headteacher was seen to take considerable time discussing an incident involving a group of older boys and helping them to find a co-operative way forward. The behaviour of pupils with special educational needs is good in lessons and around school and they have positive attitudes to their learning. A gardening club, launched during the inspection, recruited over 30 members of all ages and this reflects pupils' enthusiasm and willingness to be involved in all aspects of school life.
10. Attendance has improved well since the last inspection. The school has introduced 'first day of absence contact' with parents to improve attendance and to ensure the welfare of pupils. The school is innovative in promoting attendance, for example, the class that achieves 100 per cent attendance for a week is rewarded with a 'non-uniform' day the following week, and pupils are keen to obtain this privilege. The majority of pupils arrive on time. However, there are a number who arrive a few minutes late and disrupt registration time.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete 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	131	0	0
White – any other White background	3	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – African	1	0	0

11. Pupils develop good personal skills. In discussion, they talk politely and have a pride in their school and their achievements. In lessons, relationships are good. Pupils co-operate well, are supportive to others and respect each other's ideas and contributions, reflecting good moral and social development. They enjoy opportunities to compete against other schools, attend residential activity weeks and are involved in community projects such as the Fish Quay Festival. These opportunities have helped pupils to become friendly and caring individuals. Through opportunities in assemblies and whole-school discussions, they have a strong understanding of racism and recognise 'the need to use words that don't upset others'. This promotes pupils' spiritual development as they become aware of the needs of others. Pupils particularly enjoy the family atmosphere of being in a small school. Older pupils support younger pupils in the playground and relationships are harmonious. They are proud of responsibilities such as helping to prepare the Nursery in the mornings and this effectively supports their personal development and their attitudes to others. School assemblies and weekly opportunities to visit the neighbouring church provide pupils with a sense of occasion and contribute well to their spiritual development. Pupils' awareness of their own and other cultures is developed satisfactorily. The school council is still relatively new, but is beginning to develop a role in shaping the school.
12. Children in the Foundation Stage quickly settle down and learn the classroom routines. They are given a good balance of opportunities to learn independently and from others. The Nursery provides a calm, supportive introduction to learning and this continues well in the Reception class. By the end of the Foundation Stage, children have progressed well in all aspects of personal, social and emotional development and exceed the levels expected for children at the end of the Reception year (the early learning goals).

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good** overall.

Teaching and learning

The quality of teaching and learning is good in the Foundation Stage and Years 3 to 6, where there are examples of very good practice. Teaching and learning are satisfactory in Years 1 and 2.

Main strengths and weaknesses

- Interesting learning activities motivate pupils well.
- Care is taken to provide graded work for different groups of pupils, particularly in mixed-age classes.
- Good relationships in most classes help pupils to enjoy their work.

- Teachers are careful to include all pupils in learning by providing work with appropriate levels of challenge.
- Class support assistants are effective.
- The time taken to manage behaviour in one class is adversely affecting learning.
- Insufficient attention is paid to accuracy in written work.
- Information and communication technology is not used sufficiently to support learning in other subjects.
- Pupils' targets for improving their work are not given sufficient emphasis.
- The quality of marking is inconsistent and does not always clarify how pupils can make further progress.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (11%)	25 (72%)	6 (17%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- Teaching and learning in the Foundation Stage are consistently good and children's achievement is good. This is because interesting learning activities are planned for them so that they put a good deal of effort into their work and concentrate well. The Nursery provision is new since the school was inspected previously and is a valuable resource enabling children to make good progress in their knowledge, skills and understanding. Children in the Reception Year are taught in a mixed class with a small number of Year 1 pupils. The teacher ensures that they have access to the Foundation Stage curriculum while benefiting, where appropriate, from some Year 1 work. A disadvantage is that children in the Reception Year do not have access to the same level of outdoor play facilities as children in the Nursery. Children are likely to achieve the levels expected nationally for this age group by the end of the Reception Year, and to exceed them in personal, social and emotional development.
- In Years 1 and 2, 10 lessons were observed. In half of these the quality of teaching and learning was good and, in the other half, it was satisfactory. Great care was taken to ensure that appropriate work was provided for different groups of pupils in both classes. In one of the classes, a high proportion of pupils have short concentration spans and the time taken to manage their behaviour slows the pace of learning so that it is satisfactory. In the other class, the pace of learning is good.
- In Years 3 to 6, 17 lessons were observed. The quality of teaching and learning was very good in four of these lessons, good in twelve and satisfactory in one. In very good lessons, teachers have a very good knowledge and understanding of the subject, plan interesting and challenging learning tasks and take care that pupils' knowledge, skills and understanding develop systematically over a series of lessons. As a result, pupils are appropriately challenged in lessons that proceed at a brisk pace. They become engaged and interested in their work and concentrate well over long periods.
- Weaknesses in teaching and learning are that, for many pupils, writing contains too many careless errors, particularly in spelling, and neatness of presentation is not given sufficient emphasis. Information and communication technology is not used sufficiently to promote learning in other subjects, for example, in English, mathematics and science. This restricts pupils' skills as independent learners.

17. Teaching and learning for pupils with English as an additional language are good overall. Teachers understand these pupils' needs and organise their learning effectively. This works most successfully when class support assistants are available to support learning. The school's positive ethos means that these pupils feel valued, their confidence is increasing and they are able to contribute well to discussion.
18. Within class, provision for pupils with special educational needs is good. Work for these pupils is carefully planned to enable them to make progress towards their identified targets. Teachers and class support assistants co-operate well together to support these pupils. They play a full part in lessons and have full access to all that the school offers. Throughout the school, pupils with special educational needs make good progress in their learning and achieve well.
19. The school has good systems in place to analyse pupils' attainment in the National Curriculum tests and in the optional tests at the end of Years 3, 4 and 5 in English and mathematics. Information from this analysis is used well to identify any areas of learning which have weaknesses and need attention. This has helped to raise attainment well over the last three years. The school has a marking policy which aims to give constructive advice to pupils to enable them to make further progress. Pupils' work is marked regularly, but comments do not consistently point out to pupils how they can make further progress. The most effective marking is in Year 4. Errors of spelling and presentation are not consistently identified. Pupils have targets for further progress, but these are not given enough emphasis and marking does not routinely refer to them.
20. The quality of teaching and learning has improved since the school was inspected previously. This is a direct result of the strategies developed by the school to improve teaching and learning after the disappointing results in the National Curriculum tests at the end of Year 6 in 2000. A significant strength is the school's success in including all its pupils in its activities so that they feel valued and develop the confidence to make further progress.

The curriculum

The school provides a broad and balanced curriculum, which meets statutory requirements. Provision is satisfactory in Years 1 and 2, and good in the Foundation Stage and Years 3 to 6.

Main strengths and weaknesses

- In mathematics, pupils achieve standards that are above national averages at the end of Years 2 and 6.
- Extra-curricular activities are a good provision, especially through sports.
- There is a strong ethos for inclusion and the promotion of pupils' intellectual, physical and personal development.
- The school has developed innovative partnerships with the community and industry.
- There are some weaknesses in accommodation, particularly the quality of the pupils' toilets.
- The school has a deficit budget which adversely affects resources.

Commentary

21. Since the previous inspection, the management of the curriculum has improved. Emphasis has been placed on raising standards in the core subjects of English, mathematics and science and this has been largely successful. A rolling programme within the school development plan aims to improve standards in creative, aesthetic, practical and physical subjects. The planning in these subjects takes account of national guidelines. Schemes of work in art and design, design and technology and music are under evaluation to improve the provision for creativity and progression in learning. The headteacher and her colleagues monitor and evaluate the curriculum to ensure that it meets national requirements. Class support assistants have strengths in music and art, and these skills are being used well to improve learning

opportunities for pupils. Some creative links are made between subjects, for example, in science and art and design, and in history and information and communication technology, but the school does not use information and communication technology sufficiently to support pupils' learning in other subjects.

22. The provision for sex education is satisfactory. It is seen as an integral part of the curriculum, woven effectively into the science curriculum. The school nurse visits pupils to support sex education in Year 6. The school is evaluating and developing provision for drugs awareness education and education in the dangers of smoking and alcohol abuse, by using current guidance.
23. Pupils have good access to an inclusive curriculum. Teachers provide good learning opportunities for pupils with special educational needs and generally work closely with class support assistants to ensure that these pupils have access to all areas of the curriculum. The school has identified gifted and talented pupils and is monitoring and evaluating their progress.
24. The curriculum for pupils with English as an additional language is good overall. There are good arrangements for ensuring full access to the curriculum for pupils who are at an early stage of learning English as well as more advanced learners in most classes. The school uses support from the Ethnic Minority Achievement Grant in terms of signs and books in different languages. There is good liaison with parents who are encouraged to visit classrooms and share in the planning for their children's learning. Interpreters are available and used effectively for parents' meetings. All pupils are welcoming and helpful to new children, whatever their background.
25. Extra-curricular activities, including the use of visits, are good. A wide range of school clubs is available to pupils after school on most afternoons. This enables pupils to participate in, for example, football, rugby, cricket, choir and gardening. Most of the clubs provide for pupils in Years 3 to 6, but pupils in Year 2 can now take part in football and gardening after school. Pupils from both Year 2 and Year 6 speak enthusiastically about the range of clubs now available. Provision for participation in sport throughout the school is very good. There are links with the local secondary sports college, and teachers visit the school to teach physical education classes. Provision for pupils to participate in the arts is satisfactory. In Years 5 and 6, pupils learn French as part of a secondary school initiative. Visits to local places of interest and a residential visit for pupils in Years 3 to 6 in the summer term support pupils' learning out of school.
26. Very good use is made of local amenities and the community on school visits, especially to support the history curriculum. Pupils of all age groups visit the local church on a weekly basis and regularly participate in local events. Recently, pupils took part in a run to raise money for cancer. Pupils speak enthusiastically about when the choir sings as part of local community events for the elderly. Pupils in Year 3 have participated in a local industry and technology initiative, making picture frames and setting up enterprises. Further, pupils develop their interest in books and make progress in reading as a result of connections with the local library. The school has links with the local School Health Adviser and a joint notice board displays strategies for parents and children to raise awareness of safety on the road.
27. There are good, effective links with nearby schools and play schools. The school takes part in tournaments and competitions with nearby primary schools in a variety of sports. Year 6 pupils go on to several secondary schools and staff from these schools visit, whilst pupils attend these schools for sample 'lessons', for example, in science.
28. The Diocese monitors the condition of the school building and recent improvements have included rewiring, a new Nursery and replacement windows. These improvements have developed the learning environment well and improved working conditions for staff and pupils. Accommodation and resources are judged as satisfactory overall. However, the school is operating with a deficit budget, partly due to falling numbers of pupils, and this is having a detrimental effect on planning for improvements and on the purchase of resources. The school

appreciates the need to address the health and safety issues that concern parents and pupils, paying particular attention to the quality of the pupils' toilets.

29. The school is appropriately staffed with a good balance of experience and expertise. The procedures for inducting staff new to the school have been effective and, as a result, there is a good team spirit, enthusiasm, shared commitment and confidence in the school's systems.

Care, guidance and support

The school takes good steps to ensure pupils' care, welfare, health and safety. Its procedures to ensure that pupils work in a safe and healthy environment are satisfactory. The school provides a good level of support, advice and guidance to pupils, and makes good attempts to involve pupils in its work.

Main strengths and weaknesses

- The school supports pupils very well and pupils are confident that adults in the school will help them.
- Pupils' achievements are celebrated and their personal development is monitored closely.
- Procedures for child protection are now good.
- Induction links for children in the Foundation Stage and for pupils new to the school are very good.
- The surface of the playground and pupils' toilets are unsatisfactory.

Commentary

30. The school has very good arrangements to support pupils who may feel insecure. Pupils have ready access to supportive and caring adults who help with any personal problems. Most feel secure in the knowledge that there are adults in school who will help them. All adults who work in the school are aware of any medical problems that pupils have. This ensures that pupils have a good level of care. Members of staff check pupils' personal development systematically and celebrate pupils' academic, sporting and personal achievements. They take pupils' views seriously, for example, suggestions made by the school council. All staff are very watchful for any incidents of unacceptable behaviour, for example, racial abuse. They record any such happenings and take the necessary action to deal with them. The procedures for child protection are good. The headteacher has been recently trained and all staff have been given guidance. This is an improvement since the previous inspection. The headteacher and all staff emphasise the school's central aim that all pupils should be fully included in all the school's activities so that they feel valued. As a result, their self-confidence grows and they feel appreciated and cared for.
31. The school has very good links with the mother and toddler group and pre-school playgroup which use the school. This helps children to settle well when they enter the Foundation Stage. Parents are happy with these arrangements and with the strong links which the school has with the receiving secondary schools. These ease pupils' transfer to the next stage of their education. These are valuable elements in the school's arrangements for the care and welfare of its pupils.
32. There are good procedures for identifying pupils with special educational needs and these pupils are fully included in learning. The school uses external agencies to support pupils where this is useful and the Code of Practice for special educational needs is fully complied with. As a result, pupils with special educational needs achieve well in their learning.
33. The school's caring ethos ensures that pupils who speak English as an additional language are valued and supported effectively. In most classes, they receive good support and achieve well. These pupils often move on after a short time so that it is difficult to judge the long-term effect

of the provision. However, in discussion, they said that they enjoyed school and feel that they are making good progress.

34. Concerns over the state of the playground and the pupils' unsatisfactory toilet provision, particularly for older pupils, prevent care from being very good. This reflects the findings of the previous inspection.

Partnership with parents, other schools and the community

Relationships with parents are satisfactory with some good features. The use of the community to promote learning has improved considerably since the previous inspection, and is now very good.

Main strengths and weaknesses

- Community links are used very effectively to support learning.
- The school provides clearly written information for parents, and parents particularly value curricular guidelines and pupils' annual reports.
- Links with neighbouring secondary schools and pre-school organisations are good.
- There has been insufficient communication with parents where perceived concerns exist.

Commentary

35. Overall, parents have positive views about the school, with the majority feeling that their children are making good progress. However, over a quarter of parents who returned questionnaires were concerned that their suggestions were not dealt with satisfactorily and inspection evidence found some justification for this. The school accepts that there is scope for ensuring that parents are consulted more effectively.
36. The school has become very effective in using local expertise to support pupils' learning and making positive links between the curriculum and activities in the community. The Education Business Partnership has been particularly helpful in promoting these links. For example, pupils in Year 3 were involved in making picture frames, and this topic developed into a project where they organised their own art gallery with a café and shop. Pupils visited a local art gallery and shops in order to research jobs and business opportunities. Computer skills were effectively incorporated as pupils designed their invitations. People in the local community, including parishioners and residents in neighbouring sheltered accommodation, were invited to the event.
37. The quality of the school's written information to parents is good. Newsletters are sent out regularly and provide a useful mix of future dates, procedural information and details of events happening in school. Pupils' annual reports are particularly comprehensive in literacy, numeracy and science and provide clear information on how pupils can improve their levels of attainment. Staff are constantly seeking ways of using parents' talents to support pupils' learning and have been well supported by parents in recent projects. Teachers are supportive towards families who speak English as an additional language. For example, a teacher was observed taking considerable time discussing with parents how their child had settled into the new academic year, and suggested games and methods by which the parents could help to support their child. The parents were invited to join the class and observe their child's learning.
38. The school has yet to establish sufficient strategies to address instances when parents have perceived concerns. For example, parents' anxieties about mixed-age classes have not been sufficiently well addressed. Also the school has not made parents sufficiently well aware of its approach to behaviour and bullying in order for parents to gain a full understanding of the actions that the school takes.
39. Parents of pupils with special educational needs are kept informed of their progress and encouraged to support their learning. Individual education plans are shared with parents so that they are aware of their children's targets for improvement.

40. Good links have developed between the school with both the pre-school playgroup and the mother and toddler group. This provides parents and younger children with the opportunity to become involved with the school from an early age and promotes good community relations. Good links also exist with the two main secondary schools. These links are especially strong in sport and are developing in other areas of the curriculum.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and her colleagues are good and the governing body is very effective.

Main strengths and weaknesses

- The governing body is very effective and has a clear vision for the school.
- The school has an inclusive ethos and seeks to involve all pupils equally in its work.
- The headteacher and her colleagues are working effectively to lead the school forward.
- The professional development of staff has a high priority so that the school can involve all staff in planning its future development.
- Subjects are managed efficiently by teachers.
- Reducing pupil numbers have resulted in budget deficits which have adversely affected the school's ability to improve resources.
- The governing body has not yet approved a written policy on race equality.

Commentary

41. Governors have a clear understanding of the school's strengths and weaknesses and, led by their experienced chair, are passionately ambitious for the school to succeed. Many governors are in school regularly and some have particular links, for example, for literacy and special educational needs. Governors will question the headteacher and other staff about the school's procedures and plans, but value the spirit of co-operation and working together that has been developed. One governor expressed the view that 'small is beautiful' so that the school is able to function as a happy extended family. Governors are very aware that reducing pupil numbers have badly affected the school's financial position, and understand the need to increase numbers.
42. The headteacher has established a valuable unity of purpose among her colleagues and there is an impressive determination to raise standards, offer pupils an education of good quality, and so reverse the trend of falling pupil numbers. To this end, the professional development of staff has been given a high priority and is linked to the priorities identified in the school development plan. As a result, the school is able to develop in a systematic and supported way. Good systems for analysing pupils' standards of attainment in English and mathematics have been developed and are being used well to guide the planning of future teaching and learning. However, targets for improvement for individual pupils are not yet given sufficient emphasis in the school's daily routines.
43. Subjects are now managed effectively by the staff team. The management of special educational needs is good. Individual education plans for pupils on the register for special educational needs are effective and are reviewed regularly. The school meets the requirements of the special educational needs Code of Practice. The management of pupils who speak English as an additional language is also good. Their progress is monitored regularly and help is sought from external agencies where appropriate.
44. The day-to-day management of the school is good. Its routines are straightforward and easily understood. Procedures for ordering and paying for goods are clear and well managed by the school clerk. The school's procedures for achieving best value from its expenditure are satisfactory overall. Care is taken to ensure financial prudence, but, in two areas, best value is

not being achieved. The computer suite is underused and money is being spent on heating and lighting a temporary building for Years 5 and 6 when classrooms are unoccupied in the main school.

45. The main barrier to raising achievement is the school's budgetary situation. The reduction in the number of pupils in the school has meant that income has gone down so that expenditure exceeded income in the financial year 2002-03 and is expected to do so again in 2003-04. This restricts the school's ability to improve its facilities and resources as a means of raising achievement. The school is well aware of its budgetary difficulties and has strategies in place to improve its financial situation.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	385,406
Total expenditure	452,006
Expenditure per pupil	2,518

Balances (£)	
Balance from previous year	- 19,738
Balance carried forward to the next	- 66,599

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS AREAS OF LEARNING IN THE FOUNDATION STAGE

46. The school's provision is good overall and the addition of a Nursery is an improvement since the previous inspection. When they enter the Nursery, many children have limited social skills and difficulties in speaking clearly. This does not reflect the findings of the previous inspection. Children in the Reception Year are taught alongside nine Year 1 pupils and the class teacher plans different work for each year group. This provision is managed well and this ensures that the school meets the requirements of the Foundation Stage and of the National Curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The focus on improving children's social skills and personal development.
- The high quality support from adults in the school who work closely with parents.
- Careful assessment of personal, social and emotional development.

Commentary

47. Children achieve very well in this area of learning and quickly become secure and settled in the school. This is because teaching is very good and children receive high quality support and care from their teachers, nursery nurses and class support assistants. Parents are closely involved in this area of their children's development and this is a key factor in developing children's confidence. As a result, children quickly develop positive attitudes to each other and to adults. Procedures for checking children's progress in this area are very good so that any problems are addressed quickly and children learn to work co-operatively with each other and with adults. Most children are likely to exceed the requirements of the early learning goals by the end of the Reception Year. This is an improvement since the previous inspection.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- The consistently good teaching and a rich curriculum result in positive attitudes to learning.
- There is not enough emphasis on children speaking in sentences and some have difficulty in writing clearly.

Commentary

48. Children achieve well and make good progress in this area because the quality of teaching is good and they are provided with interesting learning activities. They develop good listening skills, but speaking skills do not develop as quickly because adults do not consistently expect them to speak in sentences. Children listen well to stories, for example, Goldilocks and the Three Bears, and understand how to change the setting of the story. However, when responding to questions, many answer in single words. This does not improve speaking skills and limits their ability to write at any length. Reading develops well as a result of the frequent opportunities for pupils to experience stories and poems. Most children write recognisable letters by the end of the Reception Year. Many children enter the Nursery with limited communication skills. They make good progress overall and most children are likely to have reached the required early learning goals by the time that they begin work on the National Curriculum in Year 1.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Consistently good teaching by all adults results in positive attitudes to learning.
- Thorough assessment helps children to achieve well.
- Children have limited skills in writing numerals.

Commentary

49. Most children make good progress in learning mathematical skills because of the sensitive and skilful teaching from all adults. Many children have limited experience of counting when they start school. Good opportunities are taken to develop these skills. For example, the Nursery teacher creates opportunities during registration for children to work out the number of absentees. These skills are developed further in the Reception class where children learn to add on one more. Careful records of children's progress are kept and these are used well to plan the next stages of learning. Successful planning of learning means that most children are on target to meet the requirements of the early learning goals by the time that they leave the Reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good outdoor learning opportunities for children in the Nursery are not matched by similar provision for the Reception Year.
- Good quality teaching provides varied and interesting learning activities.
- There are good systems for assessing pupils' learning and achievement.

Commentary

50. Consistently good teaching ensures that achievement in this area of learning is good. All children increase their computer skills effectively. For example, children in the Reception class work confidently when creating self-portraits on the screen. They have good mouse and key board skills. Children in the Nursery have good outdoor facilities. These help them to become aware of change as they look at creatures such as spiders. However, children in the Reception class do not have regular access to this good provision, which means that achievement is adversely affected in some areas of learning. In spite of this, children make good progress overall because their work is assessed regularly so that future learning can raise their attainment systematically. Children are expected to reach the required early learning goals by the end of the Reception Year.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- A good quality curriculum and effective teaching enable pupils to make good progress overall.
- There is limited provision outdoors for children in the Reception Year.
- Some children have limited pencil control.

Commentary

51. All children in the Foundation Stage have good opportunities to increase their ability to use tools confidently. For example, children in the Nursery showed good skills when cutting cardboard boxes with plastic saws. These good skills develop because good teaching provides children with opportunities to improve their competence systematically. Good planning meets their changing needs well. However, for some children, control over pencils is less well developed. Opportunities for children in the Reception class to use outdoor climbing apparatus and large wheeled toys are restricted and this limits their ability to use space effectively. However, movement skills such as running and jumping are developing well and most children are likely to achieve the early learning goals by the end of the Reception Year.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Good quality teaching means that children paint and sing confidently.
- Some children have immature drawing skills.

Commentary

52. Skilled teaching ensures that children achieve well in the Nursery and Reception classes. They quickly learn to hold and use paint brushes correctly and paint well. All adults take good opportunities to increase children's sense of rhythm and singing skills. This was evident for example, when the Reception children sang number rhymes accurately from memory and maintained rhythm well. In spite of some immature drawings, most children are on target to reach the required early learning goals by the time that they leave the Reception Year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- The quality of teaching is consistently good in Years 3 to 6 and pupils' achievement is good.
- Pupils enjoy their learning and work with enthusiasm in most lessons.
- Pupils' writing contains good imaginative work.
- The subject leader is well qualified and keen to improve attainment further.
- Teachers plan interesting learning activities in most classes.
- Pupils' writing contains too many errors, for example, in spelling.
- Marking does not consistently clarify for pupils how can improve their work or reach their individual targets.
- Information and communication technology is not used sufficiently to support learning.
- The small library does not enable pupils to research information independently.

Commentary

53. In 2003, at the end of Year 2, pupils had made good progress in their learning and were attaining average standards. By the end of Year 6 in 2003, pupils were attaining standards which are likely to be close to the national average and better than the average attained in schools which draw their pupils from similar backgrounds. This is a good improvement in

standards over the last three years. As a result of these improvements, standards of attainment in English are back to the level found when the school was inspected previously.

54. In all classes, apart from one, pupils listen attentively and speak clearly. As they get older, their ability to express their ideas improves well. Pupils' reading skills are satisfactory throughout the school. However, some pupils are reading relatively simple texts which offer them little challenge. Pupils' understanding of how libraries are organised and how to find out information from books is inconsistent. The imaginative content of written work is often impressive, but the quality of the work is often marred by careless errors. For example, in a Year 5/6 lesson, one pupil spelt the word 'know' correctly in one line and incorrectly on the next line.
55. Improvements in attainment are the result of improvements in the quality of teaching and learning. These improvements mean that pupils are now achieving well after a period of under-achievement. When the current subject leader took on this role in 2001, she found standards low. She developed higher expectations among staff and ensured that teachers' planning enabled pupils to make progress systematically by building on knowledge, skills and understanding gained in previous lessons. During the inspection, there were good examples of teachers planning over a sequence of lessons so that pupils would build up their skills systematically in a particular area.
56. The quality of teaching is good overall. The National Literacy Strategy is used effectively and provides a secure structure for teaching and learning. Teachers are adept at involving all pupils in learning through skilfully directed questioning. Pupils feel that their ideas and contributions are valued and so they are very happy to become involved. Teachers use praise and humour well to motivate pupils and most lessons have a brisk pace so that pupils' concentration is maintained. High expectations for effort and behaviour are usually met. Pupils with special educational needs, and those who speak English as an additional language, are almost always supported well and make good progress in their learning. Class support assistants are effective with these pupils and with others and, because they are well briefed, play a full part in supporting learning. Homework is generally used well to support learning. Work is marked regularly and pupils' good work is appreciated. However, marking does not routinely indicate how pupils can improve their work and there are many examples of misspellings not being pointed out. Marking does not generally refer to pupils' individual targets for improvement.
57. Pupils' attitudes to learning are generally good and this reinforces their good achievement. For example, in a very good lesson in Year 4, pupils settled quickly (helped by a quick session of 'brain gym') and worked with sustained interest and concentration as the lesson moved swiftly from one activity to the next. As they changed the setting of a story, there was some good quality descriptive writing. This included 'hundreds of years ago in the centre of Rome', and 'one sunset in May'. These phrases set the scene effectively for the rest of the writing. Challenging questioning ensured that all pupils were fully involved in the lesson. In contrast, in a satisfactory lesson, pupils were slow to settle and then short concentration spans of a significant number of pupils slowed the pace of the lesson and of learning. The teacher spent too much time managing behaviour instead of pushing learning forward. However, the teacher had carefully prepared suitable work for different ability groups in the class, so that, in their group work, their achievement was satisfactory.

Language and literacy across the curriculum

58. Pupils practise English in other subjects such as geography and history, although this is not planned systematically. There is little evidence of information and communication technology being used to support learning, for example, by enabling pupils to improve the first draft of a piece of writing. The school's small library is sited in the entrance hall and provides little opportunity for pupils to research topics individually and so develop the skills of independent learning.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- The upward trend in standards and achievement.
- The recent emphasis on investigation and the place value of numbers.
- The consistently good quality of teaching in Years 3 to 6.
- Pupils' positive attitudes and behaviour in lessons.
- The commitment and enthusiasm of the subject leader.
- The interesting and varied curriculum.
- The marking of pupils' work does not consistently explain how they can improve to reach their targets.
- There is insufficient use of information and communication technology to support learning.

Commentary

59. Standards in mathematics are above average by the end of Years 2 and 6. This is an improvement from the National Curriculum test results of 2002 and from the previous inspection. These recent and significant improvements are a direct result of the new subject leader's efforts and enthusiasm. There is careful observation of teaching and checking of planning, and this is helping to raise standards. The school analyses the results of the national tests by gender, ethnicity and ability, and is starting to use the findings of this analysis to provide suitable work for different needs, interests and abilities. There is no significant difference in the performance of girls and boys.
60. Leadership ensures that pupils enjoy and take pride in their work and gives all members of staff confidence. This is having a positive effect on the standards that pupils achieve. The school deals sensitively with pupils who have special educational needs and the support from class support assistants and teachers enables them to achieve at a similar rate to their classmates. Teachers and class support assistants work hard to support pupils who speak English as an additional language. Overall, the carefully structured mathematics curriculum increases pupils' skills, knowledge and interest well.
61. Most pupils enter the school with a below average range of skills in number. They develop and increase these in Year 1 and, by Year 2, show good achievement in learning and in using new skills. Teachers ensure that pupils build on their previous knowledge. Their skills in number and problem solving are better than in the other elements of mathematics. The analysis of pupils' work confirms this.
62. This good rate of learning and achievement continues in Years 3 to 6. It ensures that, by Year 6, the majority of pupils achieve standards higher than expected for their age. The school has succeeded in reversing a backlog of under-achievement through good teaching and effective subject leadership. As a result, many pupils already understand the concept of inverse operations, for example, and use these confidently. The analysis of pupils' work shows that their skills in number and mathematical investigation are better than in other elements of mathematics.
63. The use of the National Numeracy Strategy provides a clear structure for the teaching of mathematics. The school constantly seeks ways to increase further pupils' confidence and ability in decision making and problem solving. This is an improvement since the previous inspection.
64. The quality of learning and achievement in mathematics reflects the quality of teaching. It is good overall throughout the school. No teaching is less than satisfactory. There is some very

good teaching in Years 3 and 6. In the best lessons, teachers ensure that all pupils take an active part. They make learning fun and pupils respond accordingly. The time taken to manage behaviour restricts learning in lessons that are less effective. All teachers use questions carefully to ensure that pupils understand and explain their reasoning. For example, one pupil explained how to check multiplication answers:- 'Multiply nine by three... because it's the inverse operation of 27 divided by three'.

65. All adults provide good examples for pupils in their respect and value for each other and for the pupils' efforts. This in turn increases pupils' self-esteem and respect for each other. It also ensures that the vast majority of pupils behave well in lessons and concentrate hard. Teachers' secure knowledge and understanding of the subject ensures that lesson planning meets pupils' different needs and abilities. The work analysis shows that teachers do not use marking consistently to tell pupils what they need to do to reach their targets and to improve further.

Mathematics across the curriculum

66. Pupils use mathematical skills in other subjects such as design and technology and geography, but teachers do not plan this systematically. There is not enough use of computers to support learning. This is evident from the lessons during the inspection and past work in pupils' books. As a result, pupils' understanding of how mathematics can contribute to other subjects is limited.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The consistent focus on science enquiry skills across the school.
- Teachers' subject knowledge is good.
- Lack of opportunities to use information and communication technology to enhance teaching and learning in science.
- Lack of opportunities to present and analyse data.
- Lack of opportunities to analyse and interpret measurements and observations graphically.
- Lack of analysis and evaluation of national test results to guide planning and improvements to teaching.

Commentary

67. At the time of the last inspection, standards were satisfactory at the end of Year 2 and Year 6. By the end of Year 2, standards in science are satisfactory and pupils make satisfactory progress overall. A small number of pupils in Years 1 and 2 are achieving less well than they should because tasks are not always extended effectively enough. Pupils make good progress in Years 3 to 6 overall and inspection evidence shows that, by the end of Year 6, standards for this year group will be above the national average.
68. Pupils with special educational needs, and those with English as an additional language, make good progress in their learning when teaching is good. These pupils enjoy practical work and achieve well when well supported in recording and evaluating scientific ideas. In these lessons, teachers and class support assistants work well together to plan and support learning through effective questioning and resources so that pupils make good progress. In an infant class, however, where behavioural support strategies were less effective, pupils made less progress when unsupported. There is evidence that work lacks challenge through teachers' lack of understanding of previous assessments and there are missed opportunities to develop higher order skills for higher attaining pupils.

69. The quality of work seen during the inspection in displays and pupils' books was satisfactory in Years 1 and 2 overall, and good in Years 3 to 6. Pupils work well together in groups to solve problems, make observations and draw conclusions. Science displays contain key questions to encourage thinking and interaction from the Foundation Stage to Year 6. Good links are made with other subjects. In one Year 4 display, pupils had used different media to sketch parts of a skeleton, comparing their careful observations with x-rays, actual samples of bones and pictures. In Year 3, pupils had combined numeracy objectives to consider favourite fruits as part of their Healthy Eating unit, constructing group bar charts with questions for other pupils. In Year 6, standards are good, but there is little evidence in the written work of graphical representation and detailed analysis of results from graphs, especially for higher attaining pupils.
70. Pupils in all years have a clear understanding of the science enquiry process, and their predictions and planning are valued and explored. Creative and inspirational investigations clearly motivate pupils' learning. There are some examples of teachers' marking providing prompts and targets to encourage thinking, but this is not consistent across the school. In Year 4, one question invited pupils to reflect on relationships within their results: 'Does the water evaporate faster the bigger the puddle?' There is effective praise relating to science objectives:- 'You are really thinking like a scientist. Well done!' 'This is very good, you are thinking more about how the whole investigation takes place'. In all year groups, however, there is no evidence that information and communication technology is being used effectively to enhance teaching and learning in science. There is a lack of consistency across the school in the standards of acceptable presentation seen in books; pupils do not always take care in layout and the use of high standards of English is not always encouraged.
71. In Years 1 and 2, only one lesson was observed, and the quality of teaching and learning was satisfactory. Resources did not clearly match individual pupils' needs so that they made good progress and unsatisfactory expectations for behaviour reduced the pace of learning. The teacher's sound subject knowledge, however, enabled misconceptions to be addressed and focused on key scientific vocabulary. Pupils who previously all identified a tomato as a vegetable were impressed to learn that it was actually a fruit, as defined by the presence of seeds within it.
72. In Years 3 to 6, teaching and learning are good overall. Lessons are based on practical investigation and observations, and high quality challenging questioning from the teacher develops pupils' knowledge and understanding well. Teachers' subject knowledge is very good and pace effective. Learning is promoted through teachers' good understanding of the science enquiry process. In one Year 6 lesson, pupils made good progress in understanding how to construct and solve 'decision tree' diagrams for humans and animals through clear visual modelling, using actual pupils' height, hair and eye colour, and through well targeted questions. In a Year 4 lesson on moving and growing, the teacher's clear modelling and emphasis on scientific language and resources ensured that her pupils could make connections with how internal bone structure affects its purpose and stability.
73. Pupils have good attitudes to their work. They listen well and are keen to participate in practical activities, working well together in small groups. Analysis of displays, photographs and recorded work in Year 3 showed pupils working effectively together in small groups to investigate food chains. Pupils in Year 2 have worked together to investigate how the angle of a slope affected how a car travelled, drawing the conclusion that if the slope is too steep the car will crash. When changing the weight of the car, a group noticed that the heavier the weight of the car, the further and faster it would go.
74. Leadership and management of the subject are good overall. Good progress has been made since the previous inspection. The co-ordinator has a good subject knowledge and a good understanding of pupils' needs. He has ensured that there is a high focus on science enquiry skills, planned systematically throughout the school. Systematic monitoring and evaluation of teaching and learning have taken place during the last two years, and examples of pupils' work

are regularly scrutinised. Results from National Curriculum tests are not analysed effectively, or findings related back to staff to raise standards further. Opportunities for enhancing teaching and learning in science have yet to be maximised in whole-school planning. In some classes, marking of pupils' work focuses clearly on the learning needs of individual pupils, but pupils are not consistently given points to reflect on or given targets to understand how to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- The new computer suite.
- Teachers' subject knowledge.
- Information and communication technology is not used effectively to support learning in all subjects.
- Planning in some lessons fails to build upon previous assessments of pupils' skills.

Commentary

75. The majority of pupils in Year 2 reach the standard expected nationally for their age group. By the end of Year 6, standards are also average overall and pupils make sound progress. Progress since the last inspection is satisfactory. However, the computer suite is not in use for much of the week. This is adversely affecting standards. Pupils throughout the school, including those with special education needs or who speak English as an additional language, make satisfactory progress overall.
76. By the end of Year 2, pupils name items of computer equipment, such as the mouse, keyboard and printer. Most use a keyboard to type simple text, producing short sentences. They place gaps between words using the space bar, and most pupils use capital letters and full stops into their writing. Using a 'paint program', pupils are learning to produce images for greeting cards. Most pupils know how to access the menu to print their finished work.
77. By the end of Year 6, most pupils have good skills in word processing. They change the font, colour and size of their work successfully, and move portions of text from one place to another. Most pupils use the mouse accurately to merge pictures into their text. Pupils have experience of multimedia presentations and most pupils are independent in printing the work they have produced. They use simulations and are familiar with locating information on CD ROMs and the Internet. Pupils access the Internet confidently and accurately, using and recalling information effectively for subjects such as history and geography. In art and design, the use of a digital camera has enhanced observational skills in Years 3 to 6. In Year 6, pupils have not yet developed confident skills in sending and receiving e-mails, but since adopting a progressive scheme of work and secure e-mail site, this area has been integrated into the Year 3 curriculum.
78. The overall quality of teaching and learning is satisfactory in Years 1 and 2. Teachers are generally keen and enthusiastic, and communicate this to pupils. The co-ordinator has worked alongside teachers to successfully raise confidence and improve subject knowledge. Teachers provide clear and careful instruction as to how pupils are to use equipment and computer programs. As a result of these aspects of teaching, pupils make satisfactory gains in their knowledge and understanding. In Years 3 to 6, only one lesson was observed, which was in Year 4. This was a very good lesson, with lively and enthusiastic teaching, a brisk pace and a good level of subject knowledge. As a result, pupils were fully involved, concentrated well and achieved above average standards when using the Internet for research. In weaker lessons in Years 1 and 2, however, teachers' planning sometimes did not build on what pupils had previously learnt, pupils did not always fully understand the tasks presented, and in one case, higher attaining pupils were not sufficiently challenged.

79. Resources for information and communication technology have improved significantly since the school's previous inspection, but there are still shortcomings. The school has introduced national guidelines into its scheme of work and these are being systematically implemented to ensure that skills are taught progressively. The co-ordinator is knowledgeable and manages the subject satisfactorily. The school has insufficient software for control and modelling, or to develop opportunities for data collection or for analysis using sensor equipment.

Information and communication technology across the curriculum

80. Through the work in word-processing and accessing the Internet, the subject is beginning to make a contribution to the development of pupils' skills in curriculum areas such as art and design, history and geography. The use of information and communication technology is not yet, however, fully exploited across all areas of the curriculum, especially in English, mathematics and science.

HUMANITIES

81. History was inspected individually and is reported in full below. Geography was sampled.

Geography

82. The current humanities focus is on history so that it was not possible to see any geography lessons during the course of the inspection. There is, therefore, no judgement on the quality of teaching and learning in geography. The analysis of pupils' work shows that the curriculum meets the requirements of the National Curriculum. This is confirmed by an analysis of the subject leader's file and discussion with the subject leader. Discussions with Year 6 pupils and the analysis of work across the school show that standards are satisfactory. This reflects the findings of the previous inspection.

History

Provision in history is **good**.

Main strengths and weaknesses

- The interest and enthusiasm that pupils show for history.
- Pupils' knowledge of historical facts and events.
- The subject leader's knowledge and enthusiasm.
- The rich and varied curriculum.
- Good quality teaching and learning.
- The marking of pupils' work does not consistently give suggestions for improvement.
- Pupils' writing skills are not very well developed.
- There is not enough use of information and communication technology in all year groups.

Commentary

83. Standards of work by Year 6 meet the expectations for most pupils of this age. This reflects the findings of the previous inspection. The school makes effective use of the rich local history. This increases pupils' understanding of belonging to a community and their awareness of how it is constantly changing. The subject leader's enthusiasm is infectious and it ensures that pupils and members of staff develop an interest in and love of history. This is an improvement since the previous inspection.

84. It is not possible to make a judgement on the quality of teaching and learning for Years 1 and 2 because no lessons were seen during the week of the inspection. However, the analysis of

pupils' work shows they reach the standards expected for their age. They successfully place familiar events on a time line and learn about the work of famous people. As they get older, pupils in Year 3 use books to research Celtic life. Careful teaching ensures they learn how to make notes but many have difficulty in spelling words correctly. Pupils in Year 4 make effective use of the Internet to research life in Ancient Egypt. This increases their understanding of the use of information and communication technology. There is not, however, enough use of information and communication technology to support learning in all year groups. Pupils have ample opportunities to discuss their opinions, and speak confidently about their findings. For example, pupils in Year 6 give reasons for and against Queen Elizabeth the First's possible liaison with Francis Drake. By Year 6, pupils produce some interesting written opinions on past events such as Hitler's role in World War II. This reflects the good quality of teaching.

85. The quality of teaching and learning is consistently good in Years 3 to 6. Teachers have a very good knowledge of the subject and make the work interesting. This enthuses pupils so that they enjoy their work and are very eager to learn. All teachers make their high expectations for behaviour clear. Pupils respond well to this and behaviour in lessons is very good overall. These are improvements since the previous inspection.
86. Pupils with special educational needs achieve similar standards to their classmates because of the support that they receive from class support assistants and their teachers. The school supports pupils who have English as an additional language effectively and this enables them to achieve satisfactory standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Lessons and pupils' work were sampled in art and design, design and technology, music and physical education.

Art and design

- 86 Standards at the end of Years 2 and 6 are average and pupils make satisfactory progress in their learning. There is some systematic teaching of skills, which is improving pupils' observation and sketching skills. Information and communication technology is used well to support learning. Pupils are beginning to appreciate aspects of history by studying the art of a particular period. They are also becoming aware of multicultural issues through an awareness of similarities and differences between western art and art from other traditions. Teaching and learning were satisfactory in the lessons observed, but the range of media used is limited and this adversely affects pupils' achievement. The subject is led and managed well and the subject leader's enthusiasm is beginning to raise awareness and standards.

Design and technology

87. Because of timetable constraints, no lessons in this subject were taught during the inspection. An analysis of work and discussions with pupils indicates that standards are satisfactory by the end of Years 2 and 6, and pupils make satisfactory progress in their learning. The use of a range of materials, tools and techniques promotes achievement. There is evidence of a sound understanding of the processes of planning, designing and making, but little evidence of the finished product being evaluated to see how it could be improved further. Participation in an Education Business Partnership in Year 3 had a positive effect on pupils' learning. The subject leader is relatively new, but is enthusiastic, and has identified areas for improvement.

Music

88. Whole-school singing is satisfactory. Pupils sing tunefully, but with no great enthusiasm. Two lessons were observed during the inspection. Pupils in Year 1 sing well and have a good recall of songs learned previously. Pupils in Year 3 were having their second lesson on the recorder. They have a secure early understanding of musical notation and clap a rhythm and cross-rhythm successfully. Teaching was good in the lessons observed, with the school taking advantage of the specialist skills of a class support assistant to raise standards. A recently appointed subject leader plans to raise the profile of music in the school. For example, she plans a school production involving music and drama at the end of this school year.

Physical education

89. Attainment in physical education is at the level normally found at the end of Year 2 and Year 6. During the inspection, two dance lessons were observed. In Year 1, pupils built successfully on previous work and made good progress in linking movements while listening carefully to the music. In Year 6, pupils linked movements successfully with some attention to fluidity and the quality of movement. The quality of teaching and learning was good and pupils' good attitudes were a positive element in learning. Links with a local specialist sports school are increasing opportunities and raising attainment. Attainment in swimming is above the national average. The recently appointed subject leader is managing the subject effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. Pupils' personal, social and health education is clearly integrated through subjects across the curriculum as well as evident in whole-class discussions. The impact of the provision and of staff professional development is clearly seen throughout the school, and is an integral part of teaching and learning in all classes. The school achieved the Healthy Schools Award in 2002, reflecting the effectiveness of health education. Pupils are encouraged to take responsibility for their own actions and to reflect on issues. A strength in lessons throughout the school is the value placed on pupils' opinions and their support for each other. There is now a school council with a strong emphasis on pupil-led issues, well supported and guided through training. The governing body takes a lead by attending some council meetings and talking to pupils about their roles in the school. Pupils were elected from each class, by the class, in conjunction with principles in the recent local council elections. This is an effective beginning in education in citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

