

INSPECTION REPORT

THORNE GREEN TOP PRIMARY SCHOOL

Thorne, Doncaster

LEA area: Doncaster

Unique reference number: 130293

Acting Headteacher: Mrs B Foster

Lead inspector: Mrs Jackie Barnes

Dates of inspection: 4 – 6 May 2004

Inspection number: 258190

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary school with nursery
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	396
School address:	Southfield Road Thorne Doncaster South Yorkshire
Postcode:	DN8 5NS
Telephone number:	01405 813181
Fax number:	01405 741999
Appropriate authority:	Governing body
Name of chair of governors:	Mr M Oldknow

CHARACTERISTICS OF THE SCHOOL

Thorne Green Top is a larger than average primary school, with a nursery, for children aged three to 11 years. It is situated in a pleasant, refurbished building, not far from the centre of the small town of Thorne, north-east of Doncaster, South Yorkshire. There are 397 pupils on roll, including 51 pupils attending the nursery part-time. The roll in the school and the locality is falling and the school's overall numbers have reduced over time as a result. The area attracts a stable community and over three-quarters of the pupils remain at the school for the period of their primary education. Most families live within reasonable distance of the school and have at least one parent in paid employment. The economic circumstances of the area are very mixed since the mothballing of the local coal pit, but there is ready access to motorways for those travelling to their employment. The entitlement to free school meals is about 18 per cent, which is similar to the national average. Almost all pupils are from white British backgrounds, with a very small number of Asian heritage. Those who are at the early stages of learning English as an additional language have support from the LEA. The intake of pupils includes a wide range of attainment but overall is average, with a significant proportion of pupils who achieve well within a short time of entering the school. The school has identified about one in ten pupils who have special educational needs, which is similar to the national average, and seven pupils have Statements of Special Educational need. Most of the pupils with special educational needs have learning difficulties which are managed within lessons, while some have additional adults to support their learning and to help with their physical disabilities. In 2003 the school was awarded the Basic Skills Quality Mark; Investors in People, and a School Achievement Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
32073	Mrs Jackie Barnes	Lead inspector	Science English as an additional language
19344	Mr David Jones	Lay inspector	
22859	Mrs Anne Hivey	Team inspector	Mathematics Information and communication technology Geography History
14732	Mrs Enid Korn	Team inspector	Art and design Design and technology Physical education Foundation stage Special educational needs
18346	Mr Rod Bristow	Team inspector	English Music Religious education

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school which is undergoing significant changes in management at present, but is well placed to make rapid progress in the near future. The school is a welcoming place, with hard working staff who create very good relationships with the pupils, as well as taking care of their welfare and personal development. The accommodation and grounds have been carefully developed and provide a positive environment for teaching and learning. The leadership and management of the school have not been successful in building on these positive features to enable all pupils to achieve as well as they should. Although standards of attainment are satisfactory overall, with most pupils reaching the expected standards for their age, there is too much variability between year groups and across subjects. Many pupils are capable of achieving higher standards. Teaching is satisfactory overall, with regular good lessons that catch the pupils' interest, and maintain a focus on good behaviour, with the capability to improve further. An experienced headteacher has just been appointed to lead improvement. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The unsatisfactory leadership and management which reduces the effectiveness of many of the school's strengths and leads to inconsistencies in teaching and standards
- The positive attitudes and good behaviour of almost all pupils contribute well to their learning
- The unsatisfactory standards of attainment in English by Year 6
- The hard work and commitment to improvement of the staff which is resulting in regular examples of good teaching in lessons
- The positive experiences that the pupils receive in the Nursery, due mainly to good teaching, which provide a good start to their learning in school
- The limited use of assessment information to plan teaching and progress for pupils at different levels of attainment in many subjects restricts their attainment.

The school has made satisfactory progress overall since the last inspection in July 1998. This progress, however, has not been steady. Some areas, such as ICT and mathematics, have improved significantly while others have stayed the same or, like leadership and management, become less effective.

STANDARDS ACHIEVED

Pupils' achievement is satisfactory overall, with potential for further improvement.

Standards are satisfactory overall but vary across subjects and year groups. Pupils make brisk progress in the nursery, achieving well in all areas of their learning. Almost all are on target to attain suitable standards for their age by the time they enter Year 1. By Year 2 most pupils achieve the standards expected for their age in reading, writing, mathematics and science. By year 6 standards in mathematics and science remain satisfactory but are unsatisfactory in English, and also in art and design. Although standards are generally sound, pupils do not always have a suitable level of challenge in their work and this leads to many not achieving as well as they should. The achievement of pupils with special educational needs is at least satisfactory. Pupils learning English as additional language make steady and sometimes good progress, with the help of specialist staff. There is scope for many pupils to achieve higher standards in most subjects and year groups, as their progress often relies too heavily on the skills of individual teachers, without sufficient checking of how well they are doing. The 2003 national test results for seven year olds (Year 2) were about average in reading and science, above in writing, but below in mathematics. This was an improvement in writing but a fall in mathematics. Results for eleven year olds (Year 6) were well below average in English, but about the same as other schools nationally in mathematics and science. This was a big improvement from the previous year in mathematics and science, but a deterioration in English.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	E	E
Mathematics	E	E	C	C
Science	E	D	C	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Provision for pupils' personal qualities including their spiritual, moral, social and cultural development is good. Pupils have positive attitudes to their school and their learning, and most behave very well. This is one of the school's strengths. Attendance levels are in line with national figures, although some parents are still taking holidays in school time.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory overall, with regular examples of good lessons. Teachers are well prepared and in most lessons resources are carefully chosen to catch the pupils' interest, and are particularly skilful in building very good relationships with pupils which help learning. Sometimes, the teaching and work in lessons are not well matched to the pupils' levels of attainment and then they are less successful in promoting the pupils' progress. This is mainly because the school's assessment systems are not yet fully in place, so teachers cannot readily use the information to plan effectively for pupils at different levels of attainment. The limited monitoring of pupils' progress also restricts the guidance pupils receive on how to take the initiative in improving their own achievements. The school's curriculum is sound and enriched by visits, visitors and activities beyond the school day. Links with other schools are good. Pupils are well cared for and their views are valued although there is no arrangement for these views to be shared.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is unsatisfactory. Governors ensure compliance with statutory requirements. Most management systems are in place and leadership roles have been allocated. However, leadership and management are not effective as these systems are not sufficiently well synchronised to make the best use of the school's resources to raise standards and ensure pupils achieve as well as they can. A new headteacher has been appointed and is already in the school working with the acting headteacher and staff to ensure that the developments needed to make sure practice is consistently good, are in place for the new school year. The work of the governing body is unsatisfactory in ensuring the school's effectiveness. However, the governors' approach has developed significantly in recent months and indicates the likelihood of rapid improvement in the near future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school overall. They particularly appreciate the quality of teaching and that their children like school. There are some parental concerns about the behaviour of a minority of pupils affecting the learning of others, but parents feel staff treat pupils fairly. Pupils are enthusiastic about their school, and proud of their achievements.

IMPROVEMENTS NEEDED

- Provide clearer and more effective leadership and management at all levels.
- Raise standards of attainment, especially in English, focusing on individual pupils' achievement.
- Use the assessment systems and information already in place more effectively to plan for the need of individual pupils.

- Build on the pupils' positive attitudes and willingness to learn, to develop their independence.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards achieved are satisfactory overall, although there is considerable variability between subjects and year groups. Most pupils make reasonable progress although many pupils could achieve higher standards, especially in English where standards are below average by Year 6. Pupils in the Foundation Stage achieve well and standards are in line with national expectations for the age group.

Main strengths and weaknesses

- Standards are too variable from year to year and across subjects in the same year group.
- Pupils achieve very well during their time in the nursery, due mainly to very good teaching.
- Standards in reading are good; pupils enjoy books and take great pleasure in listening to stories.
- Pupils' enquiry skills are good in history but weak in science. Pupils use their ICT effectively, especially to search for information in other subjects.
- In English and art and design pupils do not achieve the standards expected by Year 6.
- In the national tests for seven year olds in 2003, results improved significantly from the previous year in writing but fell in mathematics. The results for eleven year olds showed a major improvement in mathematics, but continued to deteriorate in English.
- Overall, trends in test results over time for the core subjects are above the national average at Year 2 and Year 6, with science showing the strongest upward trend and English the weakest.
- An element of underachievement is evident in most subjects, although not consistently by one group of pupils.

Commentary

1. When compared with all schools nationally and with schools with a similar entitlement to free school meals, the school's national test results for seven year olds (Year 2) in 2003 were better than all schools nationally in writing; average in reading and also in science where results were based in teachers' assessment, and below in mathematics. This was an improvement from the previous year in writing but results deteriorated in mathematics. The proportion of pupils attaining the higher Level 3 was about the national average in reading and mathematics and above in writing. When compared with similar schools, Level 3 results in writing were above, but reading and mathematics were below, suggesting that in this year group these standards could be higher. Girls did not achieve as well as boys, especially in mathematics, and the school is considering the reasons for this. The results below show the average points scored by all pupils in the 2003 tests, indicating clearly the improvement in writing and fall in mathematics.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.9 (15.8)	15.7 (15.8)
Writing	15.4 (14.1)	14.6 (14.4)
Mathematics	16.0 (17.0)	16.3 (16.5)

There were 61 pupils in the year group. Figures in brackets are for the previous year

2. The national test results for eleven year olds (Year 6) showed a significant improvement from the previous year in mathematics, and to a lesser extent in science, bringing them into line with

other schools nationally. Results in English continued to fall to well below the national figures for all schools and for similar schools. Girls tended to achieve better than boys in English, but results for both were low. The proportion of pupils achieving the higher Level 5 was also well below both groups of schools in English, below in mathematics and about in line with other schools in science. The school did not reach its targets at Level 4 or Level 5 in English, but was successful in achieving both targets in mathematics. Targets for the current year are challenging in both subjects.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.8 (26.3)	26.8 (27.0)
Mathematics	26.6 (25.3)	26.8 (26.7)
Science	29.0 (27.5)	28.6 (28.3)

There were 48 pupils in the year group. Figures in brackets are for the previous year

3. Standards in the core subjects seen during the inspection showed a similar pattern to the test results, with the exception of mathematics at Year 2, which has improved to satisfactory, and English in Year 6 which has improved slightly but is still below national expectations for the age group. In other subjects, the majority of pupils achieve the standards for their age although by Year 6 the standards in art and design are unsatisfactory. Pupils with special educational needs achieve well in the foundation stage. They achieve satisfactorily in the Years 1 to 6, because the work provided for them is usually similar to that prescribed in their individual education plans and is not in conflict with their needs. Some pupils achieve well in English. The few pupils learning English as an additional language have support from the LEA as well as from the school and respond well, making steady and sometimes good progress.
4. In the Foundation Stage, pupils' achievement in all areas of learning is good and the majority of pupils are on target to attain at least the standards expected for the age group by the end of the reception year. This is mainly due to teaching being at least good in both year groups and the consistently brisk progress the pupils make in the nursery. Pupils are keen to learn. Their achievements are carefully observed and recorded, and the resulting assessment is used effectively to ensure that both teaching and learning are well matched to the needs of individual pupils.
5. By Year 2, overall standards are judged to be satisfactory in all subjects apart from geography and physical education, where not enough evidence was seen to make a judgement. Standards in reading are good, with effective support from many parents, and writing has improved to a satisfactory standard for the majority of pupils. Standards and achievement in ICT and religious education are satisfactory. Pupils' achievement is satisfactory overall in Year 1 and 2, although there remain opportunities for a brisker pace to their progress in most subjects. This potential is mainly linked to the need to use assessment more effectively to plan teaching and work that matches the pupils' needs. Many of the improvements in English in recent months, especially in writing, have been well supported by the local education authority (LEA) staff, working with teachers and pupils.
6. By Year 6, overall standards are satisfactory in all subjects except English and art and design, where standards are unsatisfactory. Not enough evidence was seen to judge standards in design and technology. In ICT and religious education standards and achievement are satisfactory. Pupils' achievement is satisfactory overall, but often lacks consistency across subjects and needs to be better if standards are to improve. In physical education in Years 4 and 5, pupils' achievement is good, linked to high quality teaching based on strong subject knowledge and an enthusiasm for the subject.

7. Although most of the standards attained, and the pupils' achievements, are satisfactory overall, the evidence indicates that pupils' progress is rarely steady. The consistent rate of development that should be maintained by effective leadership and management of teaching and learning is rarely evident. The school does not yet have in all subjects, secure guidance for teachers, schemes of work, the use of assessment, the support of additional adults, and the systematic influence of subject leaders. As a result, pupils often have a bumpy ride as they move from year to year, frequently depending on the skills of individual teachers. When combined with other factors, such as staff absence or the availability of additional adults in lessons, this leads to low standards and achievement which cannot be easily remedied, as the present low standards in English in Year 6 indicate. However, the good teaching seen in many lessons is currently maintaining a basic momentum to learning which is likely to be further improved when the outline plans for better leadership and management are in place.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are good, as is the provision for their spiritual, moral, social and cultural development. Pupils' attendance is satisfactory.

Main strengths and weaknesses

- Pupils behave well overall. They show positive attitudes both to lessons and other activities.
- Relationships are good between staff and pupils and among the pupils themselves. Pupils work well together.
- Opportunities to help develop their initiative and independence are limited in many classes.
- The good provision for pupils' moral development results in them valuing and respecting others and knowing right from wrong.
- Spiritual development has improved since the last inspection and is now good.

Commentary

8. In the nursery and reception classes, pupils' personal and social development is good and almost all are on course to reach the expected standards by the end of the reception year. Teaching staff and teaching assistants have created an environment in which pupils feel secure and safe. In the nursery, children are increasingly encouraged to make decisions when choosing the order of their activities. The children in the nursery are growing in confidence and are responding well to the new routines and personal responsibility.
9. Throughout the school, pupils are interested in their lessons and have positive views about the school. They enjoy the range of activities provided, including those outside the normal school day. Their behaviour is generally good both in lessons and around the school. Inappropriate behaviour is dealt with firmly and fairly. Usually, teachers and pupils flourish in each other's company, with relationships contributing significantly to the quality of teaching and learning. Pupils work well together in pairs or groups when required to share their skills. There was no evidence of bullying or oppressive behaviour during the period of the inspection. Respect and care for those pupils who are physically disabled is regularly evident from adults and pupils. The school is at an early stage of encouraging pupils of all ages to use their initiative, make decisions, and work independently when adults are focused elsewhere.
10. The number of exclusions have been reduced significantly from the figures shown in the table below, to three fixed term exclusions in the current school year. Nonetheless, means to ensure that those pupils who find suitable behaviour difficult to maintain are improving, are not yet fully in place.

Exclusions

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	322	10	1
Asian or Asian British – Indian	2	0	0
Asian or Asian British – any other Asian background	1	0	0
No ethnic group recorded	6	0	0

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

11. Pupils are happy to come to school and there is an eagerness to learn. The majority of pupils attend school regularly and overall attendance is satisfactory. Most parents arrange for their children to attend school punctually and lessons often start on time. This has a beneficial effect on pupils' progress and achievement. A small minority of parents take their children on holiday during term time.

Attendance in the latest complete reporting year (94.3%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.3
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

12. Pupils' spiritual, moral, social and cultural development remains good throughout the school and contributes effectively to pupils' personal development. Spiritual development has improved since the last inspection and is now good. Although opportunities for spiritual development are not identified in planning, pupils respond enthusiastically to the range of activities provided. Amazement and wonder resulted from science experiments to show how celery absorbs coloured liquids; and pupils in the Year 5 classes thrived on the respect given to them by their class mates as they performed poems emphasising the beauty of the world around them. Pupils do not hide their enjoyment for learning, with expression such as 'Ah' 'Got it!' indicating their satisfaction. A growing number of pupils are provided with opportunities to reflect on their own successes and they welcome the views of others to help them improve.
13. Pupils' moral development is good. Pupils know right from wrong and are aware of how their actions affect others. Staff are usually skilful at providing guidance for individuals and groups of pupils when there are opportunities to develop a deeper understanding of how a moral position is put into practice in the day to day life of the school. This is also effectively supported through guidance in assemblies, and in the "circle time" time discussions which are a key part of the school's approach to personal development.
14. Pupils' social development is good. They gain an awareness of others less fortunate than themselves through supporting charities and opportunities are created for pupils to share problems and feelings and become more familiar with reasons why others respond in the ways they do. The wide range of activities outside the normal school day, create opportunities for most pupils to acquire social skills when experiencing team games such as football, netball and rounders. Opportunities are sought to enrich pupils' experiences whether performing in local churches, or sharing with neighbouring schools in music festivals. Events designed to prepare pupils as citizens of the future include Year 3 pupils writing to their local council requesting information; and pupils in Year 6 visiting the Mansion House and meeting the Mayor.

15. Cultural development is satisfactory. Pupils have a sound awareness of their own culture and visits to churches and a synagogue have been made. There is growing awareness of the customs and traditions of Islam and Judaism in religious education but pupils' awareness of growing up in a multicultural society is limited. They experience a range of cultures in art and music and appreciate the past when learning about other civilisations and societies in history and geography.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is sound. Teaching is at least satisfactory with many good lessons; the curriculum is satisfactory with good opportunities for enrichment; and pupils are cared for effectively. Links with the community and with parents are satisfactory, with good links maintained with other schools. The use of assessment to influence the planning of teaching and learning, and to give support and guidance to pupils on how to improve, is unsatisfactory and inhibits their progress.

Teaching and learning

The quality of teaching and learning is satisfactory, with regular examples of good lessons throughout the school. The use of assessment to ensure all pupils achieve as well as they can, is unsatisfactory.

Main strengths and weaknesses

- There are regular examples of good teaching in lessons in all year groups.
- Pupils are taught very well when they enter school in the nursery. This gives them a good start to their learning experiences in school and promotes good achievement.
- Teachers are skilful at building relationships with pupils that encourage them to aim for success and enjoy learning.
- Staff have good behaviour management strategies which enable lessons to progress smoothly. Occasionally these are employed a little late and this fragments both the teaching and the learning.
- Teachers work hard and are committed to improvement and to the pupils.
- Planning for lessons is often not clear about what pupils at different levels of attainment are expected to achieve.
- Assessment information is not well co-ordinated and too rarely used to plan teaching and learning for individual pupils.

Commentary

Summary of teaching observed during the inspection in 55 lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (9%)	27 (49%)	22 (40%)	1 (2%)	0 (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.

16. A good start is made in the nursery with very good teaching, based clearly on the assessment of individual pupil's needs, and good knowledge of the age group being taught. The ratio of adults to pupils helps to give personal attention, so pupils are able to spend time talking with staff as well as listening and working. This helps staff to gain an understanding of how well they are progressing and whether additional challenge or reinforcement is needed.

17. Teachers generally prepare well their introduction to lessons and the use of resources, and this captures most pupils' interest and maintains their motivation. They build on their good relationships to make sure pupils are not disheartened if they make mistakes, are confident to share their ideas and are willing to participate. They praise effort and success in discussions and written work and try to ensure all pupils have the opportunities to do well. National guidance is often used to inform the planning of what needs to be taught and teachers use their own imaginative ways to help pupils consolidate their learning. For example, Year 6 pupils revised their understanding of science terminology and concepts by playing a class game which involved each pupil having a card with the answer to another pupil's question plus the next question in the game. The level of concentration was intense as each pupil listened carefully to each question in case they held the answer, and they were suitably competitive in trying to be the quickest to respond when their turn came. What could have been a dull revision session prior to national tests the following week was lively and well matched to the pupils' needs. Most teachers have adequate subject knowledge for the subjects and age groups they teach, but not always enough to develop pupils' ideas beyond the planned work should pupils raise unexpected questions.
18. Although these skills in teaching worked well and often resulted in good lessons that enabled most pupils to make progress, there were factors that inhibited learning. For example, the introduction to some lessons was too long, and in some a minority of pupils gradually lost their concentration. Occasionally this resulted in restless behaviour, but generally pupils sat quietly but not really engaged unless asked a direct question. This was not good use of time for these pupils. The use of a three part lesson worked well for some subjects and key lessons, notably mathematics, but less well in others such as science, where the pupils often needed to be engaged in practical and investigative work from an early point in the lesson. In most lessons, although the pupils sometimes had different work, it was not sufficiently different to ensure a good match to pupils' needs and skills, so some pupils had work which was too easy and others found it too hard to complete without considerable help. In these circumstances, although pupils usually made progress, it was not brisk enough.
19. The school has a range of assessment information available, although not always analysed to help to ensure a better match of teaching and learning to pupils' level of attainment. At present this information tends not to be used effectively in teachers' planning. As a result the intended achievement for pupils working at different levels of attainment is rarely identified clearly enough in teachers' planning to enable teachers to make accurate assessments of pupils' achievements at the end of the lesson or topic. Without this, there is little accurate information to guide the planning of the next stage of their learning, and so teachers tend to deliver the same lesson to the whole class. Over time this slows pupils' progress and sometimes leads to repetition as teachers try to build on pupils' previous study in another year group, without a view of what had been achieved before. The lack of rigour in the use of assessment, especially in teachers' marking in the majority of subjects, also limits the pupils' understanding of how to improve their performance. Few are specific about what they need to achieve, although they often have general ideas such as "write better" or "remember my punctuation". Where assessment is used well, such as in the foundation stage and some aspects of mathematics, the pace of pupils' progress increases and standards improve.
20. Staff generally have good behaviour management skills and cope well with pupils who find co-operative behaviour difficult. They use the school guidance, sometimes enhanced by positive and imaginative ways of recognising a pupil's improvement, or deterioration, in behaviour. This helps lessons to run smoothly as guidance for behaviour is seamlessly incorporated into the lesson. However, occasionally the behaviour is not dealt with at an early enough stage, and restlessness develops. Sometimes this is due to the behaviour of an individual or a small group of pupils, and sometimes to the loss of motivation because the lesson is not well matched to their needs. If the cause is not dealt with quickly, behaviour can interrupt the flow of the lesson and other pupils' learning.

21. The provision for pupils with special educational needs is very good in the Foundation Stage and satisfactory in Years 1 to 6. The school adheres to the code of practice well. Individual education plans have clear targets and appropriate methods to achieve these. Good use is made of external professionals to support pupils with considerable needs. The provision extends beyond the requirements of the code, and pupils with relatively mild difficulties also have individual plans. The school is not gaining good value from these additional educational plans because teachers infrequently take them into account when planning lessons. As a consequence, the support in lessons is not precisely planned to enable the pupils to achieve their targets, even though learning support assistants work well with pupils. In some classrooms, two systems are running: the learning targets in the individual education plans and also the class targets, and this duplication causes some confusion. Most teachers use the behaviour aspects within the individual education plans well. In the nursery, the support provided is very good and precisely meets the learning needs of the pupils.
22. Pupils learning English as an additional language are few in number but receive effective teaching support from the LEA's Multicultural Centre. Their needs are carefully assessed, linked to the steps that will help each of them make progress. The teaching and activities are then matched to the short term targets. The targets are most useful to class teachers when they are specific, such as "give simple descriptions in terms of the senses" rather than the more general "improve reading and writing skills". However, the suggestions for activities help to clarify the level of challenge the pupil needs. Overall, this approach is working well, with pupils making at least steady progress. However, as the pupils spend most of their time in class lessons, often with limited support, and the school has a general lack of clarity in identifying what is expected in these circumstances of pupils at different stages of learning, pupils learning an additional language need to be more clearly identified in planning for lessons.

The curriculum

The curriculum provides a broad range of worthwhile opportunities, including learning opportunities beyond the school day, and is a sound basis for ensuring pupils progress in their learning. Accommodation is good and resources are satisfactory to deliver the present curriculum. The planning of the curriculum is not sufficiently well focused on the needs of pupils at different levels of attainment.

Main strengths and weaknesses

- The use of national guidance for planning helps to ensure suitable coverage of the National Curriculum.
- The curriculum is enriched by visits and visiting specialists, as well as by residential visits and other activities outside the school day.
- Pupils in the reception and Year 6 are well prepared for the next stage of learning.
- Teaching assistants are used well to support learning and to help pupils receive equal curricular experiences.
- There is no one with responsibility for overseeing the curriculum, and staff with responsibilities rarely have the time and opportunity to carry out their leadership roles.

Commentary

23. All subjects of the National Curriculum and religious education are taught regularly. Learning is planned to avoid unnecessary repetition of the content as pupils move through school. However, because records of pupils' achievements are often limited, when topics are revisited too much time is spent ascertaining pupils' level of competence. The quality of the curriculum in junior classes has been improved appreciably and is now satisfactory in mathematics and ICT, and religious education is no longer unsatisfactory in the infants and follows the Agreed Syllabus. Statutory requirements are now met fully and national guidelines have been

introduced to support pupils' progress in all subjects, although these have not yet been adapted to the specific needs of the school.

24. Talents of teaching assistants and voluntary helpers are used effectively to help to ensure that all pupils, regardless of age, ethnicity or gender achieve equally well. Evidence indicates that in many lessons, not all pupils achieve suitably high standards, especially those at the higher levels of attainment. Pupils with special educational needs achieve well and a minority achieve in line with expectations for their age group. Their individual education plans have measurable targets. They receive effective support in most lessons but are rarely included in teachers' planning.
25. The national strategies for numeracy and literacy have added consistency to the teaching of skills. Daily literacy and mathematics lessons are taught at least satisfactorily in each class and this is having a positive effect in Year 2 to 6 on the quality of provision, particularly in the junior classes, where standards have improved significantly since the last inspection. Governors have planned provision for sex and relationships education which is delivered by the school nurse in Year 6. The school is aware that this is late in the pupils' development and they plan to move it to a younger age group with parents' agreement. The Ride project is used in Year 6 to focus on drugs and alcohol abuse. The school nurse also addresses this important issue.
26. The curriculum has been enriched considerably by activities in addition to those normally experienced during the school day, that add much to the interest of the curriculum. For example, a well planned residential experience at an activity centre in Cumbria offers valuable opportunities for the developing of personal and social skills in Year 6. Visitors provide expertise to extend pupils' development, such as the artist who worked with pupils to produce the impressive display of fabric based collage which also included the use of other aesthetically pleasing materials, and now hangs in the school entrance hall. Mrs Cherry's kitchen for Victorian role play is a huge success, with pupils dressing in period costume to experience a little of what life was like in Victorian times. There are good opportunities for pupils to develop sporting skills. Pupils have football, netball and gymnastics clubs. Recorder and clarinet tuition is given and there is a school choir for junior pupils. The school has also organised three design and technology evening which was very well attended, including pupils, parents, aunts, uncles and grandparents.
27. Pupils starting school in the nursery are well supported by visits to home, discussions with parents and, where possible, other carers, and information about their prior achievements. They also visit the nursery so they are familiar with the building and routines. This works well and they settle quickly. Pupils are also well prepared for their transfer to the next stage of their education, and a wide range of strategies are in place to support their move to secondary school. Information received from the secondary school is reported to indicate pupils settle well because they are prepared well. The accommodation is good for the number of pupils on roll. The school has already made significant adaptations for the needs of pupils and adults with physical disabilities and recognises that more will be needed as the pupils get older. Resources are adequate for a school of this size, and the Friends of Green Top have raised significant amounts of money to enhance provision. Teachers are matched adequately to the needs of the curriculum and the smooth running of the school. The appointment of an ICT technician has helped to raise standards in the subject.
28. The management of the curriculum is mainly undertaken by subject leaders with an overview by the senior management team. At present this is a weak aspect of the curriculum provision, as the subject leaders have little time to thoroughly check not only whether the curriculum in their subject is being delivered, but if it is being delivered at the appropriate levels of attainment to provide suitable challenge for all pupils. There is no direct reporting line to an identified member of the senior management team, so on occasions when information is available on the effectiveness of the curriculum, it tends to stay with subject leaders unless informally raised. This is likely to become an increasingly important issue for the school as some subject leaders

are beginning to recognise that the national guidance, that is helpful in ensuring the National Curriculum is the basis of the school's curriculum, needs to be adapted to meet the school's specific needs.

Care, guidance and support

The school's provision to ensure the care, welfare and the health and safety of pupils is good. Within the Foundation Stage it is very good. The involvement of pupils through seeking, valuing and acting on their views is satisfactory. The school's provision for support, advice and guidance based on monitoring is unsatisfactory.

Main strengths and weaknesses

- Good procedures are in place to ensure pupils work in a healthy and safe environment.
- Pupils' access to well-informed support, advice and guidance is sound in respect of their personal development but unsatisfactory for improving their standards of attainment.
- The very good quality of relationships contributes significantly to the pupils' enjoyment of school and to their general welfare.

Commentary

29. The quality of care, welfare and health and safety receives significant support from the very good, trusting relationships that exist between staff and pupils. Staff provide good role models for the pupils, and the pupils respond with trust, co-operation and respect. This relationship generates a positive learning environment and supports the progress of lessons. The level of pastoral care begins in the Foundation Stage with the good induction arrangements to provide a secure and confident start to their school life. Provision for personal, social and health education within the curriculum is satisfactory. The pupils' access to well-informed advice, support and guidance is unsatisfactory as monitoring of their achievements is often limited and only rarely informs the planning of their work. Although the headteacher is nominated as child protection co-ordinator, the acting headteacher has no active role through planning or training. Through their pastoral commitment the staff are able to respond to a child's need in respect of child protection, however procedures are not well understood and no training has taken place in recent times. Although no formal provision exist at this time for seeking or acting on the views of pupils, staff are good at listening to pupils in informal ways and many pupils are confident enough to take their view direct to the headteacher. This arrangement, although satisfactory, does not give the pupils a chance to discuss their views and persuade their peers that a change is needed. The school is currently seeking to establish a school council to provide a forum for the views of pupils and develop an understanding of citizenship.

Partnership with parents, other schools and the community

The school makes satisfactory provision for its links with parents and the community, whilst its links with other schools are good.

Main strengths and weaknesses

- Provision to parents of information about the school and their child's progress is good.
- Mechanisms for the transfer of pupils are well established and effective.

Commentary

30. Parents indicate a strong level of approval for the school's provision to inform and involve them. Notice boards about the school feature information on issues such as parental support schemes for learning and child support facilities. Regular newsletters extend the range of information to include advice on helping children develop social skills, notice of parents'

evenings as well as details of educational trips and seeking support for improved attendance. Many parents acknowledge that the school has an 'open door' policy of access to teaching staff although some parents find the teachers' responses inconsistent. Annual reports of pupils' progress meet with parental approval; however some have expressed concern that the parents' evening does not coincide with the publication of this report, restricting opportunity for discussion and advice. Parents' complaints are not frequent but are dealt with seriously, and parents at the pre-inspection parents meeting felt, fairly. They also report an increased availability of senior staff in recent months, so access to discuss a complaint is improving. The involvement of parents of pupils with special educational needs meets the Code of Practice and is valued by parents.

31. Little evidence was seen of parental contribution to learning in school during the inspection. Homework diaries are actively used to communicate between school and home, and most parents respond well, although are uncertain about what they should expect in terms of homework. However, the school receives significant support from the 'Friends of the School' group, who have made a considerable contribution to learning resources through fund raising and organising activities. The school recently made provision for four days training for parents to assist children with numeracy and to prepare for their standard assessment tests. Valued guest speakers from the community are invited to give advice to the children on personal safety and members of local sports clubs attend weekly for coaching sessions. The pupils also attend seasonal services at the church and two ministers representing local churches lead worship in the school during each term. Good provision is made for transfer to secondary school, with exchange visits for staff and pupils to ensure smooth transfer from Year 6 to Year 7. The schools collaborate on a transition project for literacy and numeracy to provide continuity of the curriculum.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. Leadership is unsatisfactory as is management and governance. This school is currently in the process of making significant changes in leadership and management.

Main strengths and weaknesses

- A new headteacher has been appointed to lead improvements from September 2004 and is already working in school alongside the acting headteacher.
- Limited vision for the school and ineffective management of key aspects such as assessment and learning has resulted in an element of underachievement and low standards.
- The governing body's systems for checking school effectiveness are not robust enough to ensure the information received from the senior management is securely based.
- The ethos and pastoral aspects of school life are effectively managed and led co-operatively by the staff team.
- At all levels of leadership and management there is clear recognition of the need for change and a commitment to improvement.
- Governors, the LEA and the senior staff have developed a sound working partnership.

Commentary

32. The leadership of the school is unsatisfactory. The headteacher resigned about six months ago and the governing body has been endeavouring to appoint a replacement for some time. The vision for the school was not sufficiently well embedded in the senior management and staff team to support a continuing sense of purpose and innovation. However, the staff team have continued to support each other in order to ensure the teaching retains its strengths. With the help of the local education authority, an associate headteacher was recruited for a term and has just been appointed as the substantive headteacher. She is to work closely with the acting headteacher, who is the substantive deputy headteacher, to ensure the school is in a stronger

position to begin the new school year. There is already evidence of increasing confidence among staff that standards and achievement can be improved.

33. At present the leadership of the middle management team, who are mainly subject leaders, is impeded by lack of time to undertake their role and uncertainty about the urgency of their subject priorities. Most have made very good use of the limited time, usually supplemented by their own time, to gain some understanding of their subject and to share professional knowledge. They have a strong commitment to ensuring all pupils have the opportunity to make suitable progress. However, few are well informed enough to report accurately on the quality of teaching and the standards throughout school in their area of responsibility.
34. The management of the school is not effective in ensuring resources and expertise are well focused on the correct priorities to ensure pupils' achieve well in all aspects of their development. There is insufficient evidence, based on monitoring and performance data, to provide a sound basis for self-evaluation. As a result, key weaknesses are overlooked or not given suitable priority, such as the limitations in the management of the school's assessment systems. Although staff development is a regular feature of the school's work, without accurate information of the strengths and weaknesses of the school's performance, the areas of staff expertise that most need improving are not readily identifiable. Individual teachers and others have made considerable efforts to keep up to date, especially in classroom practice.
35. Performance management of staff is in place and targets are set, with evidence of some impact reported by staff, especially in developing their skills in ICT and in teaching writing. Approaches to the management of resources have taken reasonable account of best value on purchases, although less so on ensuring that resources such as staffing costs help the school to achieve its educational priorities. Nonetheless, the employment of teaching assistants was a positive decision. They make a valuable contribution to pupils' learning and are generally well deployed although the rationale behind aspects such as the hours worked is not always clear. The management of the budget has ensured a suitably balanced budget has been maintained, with due acknowledgement of costs associated with the building refurbishment which has considerably enhanced the accommodation.
36. The governance of the school is unsatisfactory. Hard working and conscientious governors, with a reasonable knowledge of national priorities and their own roles, have kept close contact with the school. However, the governing body's systems for checking the school's effectiveness are not sufficiently robust, relying too heavily on the information provided by the school, and did not raise concerns about the school soon enough. Nonetheless, growing recognition by governors that the school was losing momentum led to a request for help from the LEA, which has helped to prevent further decline and set the scene for rapid improvement. The school has a basic policy for racial equality which makes reasonable provision, but the implementation is at an early stage and there is little evidence at present of a response to the analysis of the achievement of the small number of pupils from minority ethnic backgrounds. There remains much work to be done to ensure that governance again helps to shape the vision and direction of the school, through an accurate view of its strengths and weaknesses. However, the causes of the weakness in governance have been largely recognised and are in the process of being addressed.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	908,171
Total expenditure	926,507
Expenditure per pupil	2,216

Balances (£)	
Balance from previous year	46,920
Balance carried forward to the next	78,280

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Children can join the nursery at the start of the term following their third birthday and many attend for more than one year before they enter the reception year. There are 53 children, who attend either the morning or the afternoon sessions. All children transfer to the reception classes in September, at the start of the school year. The 44 children in the reception year are taught in two similar mixed age classes.
38. The accommodation for the Foundation Stage children is good. The nursery classroom is large and the reception classrooms share an additional large area for activities such as water experimentation. The two year groups have the benefit of sharing a secure outdoor site that has a mix of grass and hard surface play areas. It is not yet fully equipped or used as an outside classroom. Classrooms are decorated brightly with children's work and there are a satisfactory range and quantity of resources.
39. Children enter the nursery with average standards. They benefit from good teaching overall. They achieve very well during their time in the nursery, due to the very good teaching they receive. In the reception year, where much of the teaching is good, children achieve well. By the time they enter Year 1, children are well prepared for more formal schooling. They have above average standards in their personal, social and emotional development. All children, apart from those identified as having special educational needs, are achieving the early learning goals for language literacy and communication, mathematical development, knowledge and understanding of the world, and physical development. They should reach the early learning goals for creative development by the end of the reception year. The higher achieving pupils are meeting the learning goals associated with reading, writing and number very securely. Pupils with special educational needs make good progress and achieve appropriate standards but most are unlikely to achieve the early learning goals by the end of the reception year.
40. Teaching in the nursery is very good. The teacher knows each child very well and she intervenes sensitively as each child plays, extending the learning. Very good support staff share this approach. In the reception year the teaching is predominantly good. Teachers have high expectations, which at times leads to over-directed teaching methods, with children sitting still for too long a time. In both years, support staff are used very well and they contribute very significantly to the teaching and learning. Children with special educational needs are supported very well in the nursery, where their specific needs are taken carefully into account. In the reception year, these children are supported well so that they can participate in aspects of the lessons.
41. The curriculum in the Foundation Stage is good, with good breadth and is well planned to incorporate all the areas of learning. The curriculum is very good in the nursery, where the Foundation Stage philosophy of children learning through play is very well practised. A recent innovation, 'Highscope', permeates through the planning and the teaching. In this system, children are encouraged to choose an activity and to report to others how they progressed. This dialogue effectively develops children's language and social skills, in particular their confidence, and their ability to negotiate and to resolve conflicts. The 'Highscope' philosophy is not fully extended into the reception year. When it is practised, children have opportunity to select activities. For the majority of the time, there is a lack of balance in the reception classes between adult led and child initiated activities.
42. The leadership of the Foundation Stage is satisfactory and there are examples of teamwork within the topics covered in the curriculum. 'Highscope' has been partially introduced into the reception year. The styles of teaching in the two year groups lack sufficient similarity and some of the very good practice in the nursery class, particularly in developing initiative taking, is not

transferred to the reception year. The management role has been effective. The curriculum is well planned, and procedures for monitoring and recording the progress of the children are very thorough and constructive.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Children enter with around average levels for their age.
- They achieve very well in the nursery due to the very good teaching they receive and the 'Highscope' approach which encourages independence, and many leave this class with standards above those expected for their age.
- Children leave the reception class with above average standards for this area of their development.

Commentary

43. The quality of teaching is good and children achieve well. All staff place considerable emphasis on promoting children's personal, social and emotional development even though the approach varies between the two year groups. There are good relationships between the adults and the children and this helps the children to become confident. Rules and routines are consistently reinforced and children try hard to conform. In the nursery, the emphasis is on children making choices and negotiating. This very good practice leads to very good achievement and progress and many older children are working towards achieving the early learning goals. By the end of the nursery period children confidently select their own equipment and express their own needs as they play together. They collaborate in a constructive manner, showing a good interest in their learning. In the reception year teaching is satisfactory. Adults encourage children to listen attentively, to share, to consider the needs of others and to take turns. However, in most lessons, they provide limited opportunity for children to initiate their own ideas and to follow these through.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is very good.

Main strengths and weaknesses

- Children enter the nursery with around average spoken language skills and they achieve very well due to the priority placed upon this aspect of their learning.
- Most children recognise the sounds of letters and many words before they leave the reception year and they achieve well in this aspect of their learning. All children, except those with special educational needs, attain the early learning goals for this aspect of their learning by the end of the reception year.

Commentary

44. The teaching is good and children achieve well. In both year groups, teachers use music well to develop children's listening skills. The teaching in the nursery is very good and children listen to music and story sessions with considerable enjoyment and sustained attention. In the reception year, where the teaching is good, children show good standards when they listen intently to music in order to perform a series of movements in their dance lessons. These skills are used well in phonics lessons, where children identify the sounds in words. In both year groups, teachers provide a good model of spoken language for the children. The opportunities provided in the nursery for children to enter into meaningful conversation are very good. As part

of the 'Highscope' practice, children interact with others and negotiate plans and activities as they select their work and inform others. By the reception year, children respond to teachers' questions clearly and confidently, frequently in fully formed sentences.

45. In the nursery there is a good emphasis on traditional children's literature. Encouraged by the very good teaching, children join in the refrains as they listen to stories. The questions the teacher asks develop reading skills of predicting and inference, essential qualities in a competent reader. Children read their own name and that of others. Older children enjoy browsing through books with a friend. These children are starting to hold a pencil securely enough to write their own names. In the reception year, children achieve well, due to good teaching. They recognise the initial and final sounds in many words and write well formed letters. The higher achieving children are starting to write short pieces, such as descriptions under the title "guess who I am?" independently. All children in this year group are introduced to books and most are well established on the reading scheme. Reading records are well maintained. The teaching closely reflects the literacy strategy. However, although literacy skills are taught well, the teaching is overly directed by the teacher, with children expected to sit still for too long a time.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good.

Main strengths and weaknesses

- Children enter with standards around those expected for their age.
- They achieve well in the nursery and in the reception year through consistently good or better teaching.
- Most children securely achieve the early learning goals when they leave the reception class.

Commentary

46. The teaching is good overall and children achieve well. In the nursery, children are introduced to counting and numerals. Skills such as estimating are introduced well at registration times. Children develop good understanding of size and of balance and symmetry as they build bridges with large blocks and they use mathematical language comparing sizes as they return the blocks at the end of the session. The teaching is very well structured to reflect the ways in which young children learn, with adults interjecting to extend children's counting skills. By the end of the nursery, children are familiar with numbers to six. In the reception year, teachers build upon this good beginning. Through good teaching, children read and write numbers confidently and the majority of children are starting to record simple addition sums. In the lessons seen, children were learning how to record their counting quickly, using the skill of tallying.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good. Teaching is good overall and children achieve well.

Main strengths and weaknesses

- Children enter with standards around those expected for their age.
- They receive good support in the nursery and in the reception year and they achieve well.
- Most children attain the early learning goals.

Commentary

47. There are good opportunities provided in both the nursery and the reception classes to develop children's knowledge and understanding of the word. Teaching is very good in the nursery, where children are encouraged to explore and investigate, and good in the reception year. In both classes, children have the opportunity to observe materials such as water, dough and sand, to observe plants grow and to use a wide range of construction toys. Religious education is a regular part of the provision in the nursery and reception classes and children are familiar with bible stories and festivals, as well as principles such as caring for others. Children are also developing a sense of place. In the nursery they draw maps related to the story of the 'Three Billy Goats Gruff' and from another story they identify that the jungle and the mountain tops are habitats for various animals. Reception children visit a farm, where they observe animals in their habitats. Children's ability to manipulate the mouse and control computer programs is good in both year groups.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

Main strengths and weaknesses

- Children are provided with a broad range of activities and they achieve well.
- Teaching is good and music is used well to develop children's control of their body.
- By the end of the reception year, most children are achieving most of the early learning goals.

Commentary

48. In many activities within the nursery and the reception classes, children are presented with opportunities to manipulate small objects, such as pencils and most develop sufficient precision to attain the early learning goals. Nursery teaching is good. In both classes, children have outdoor provision that successfully develops their ability to pedal trikes and negotiate spaces. In dance lessons, where the teaching is good, reception children show a satisfactory ability to control and move their bodies into stretches and curls in time to the music and to use space appropriately. Children achieve well because they concentrate very well and they attend carefully throughout. There remain opportunities to further improve achievement, such as encouraging movement in directions other than straight forward and having more chances to practise and develop their skills. Children have a good understanding of the relationship between exercise and heart rate, due to good teaching.

CREATIVE DEVELOPMENT

Provision in creative development is satisfactory. Teaching and achievement are good overall and most children are on course to reach the early learning goals.

Main strengths and weaknesses

- Children enter with levels around those expected for their age.
- Children achieve very well in the nursery, due to the very good teaching they receive and the opportunities provided.
- Too few opportunities are provided in the reception year and this restricts their achievement and progress.
- The majority of children should reach the early learning goals by the end of the reception year.

Commentary

49. Teaching is good overall and children's achievement is good in the nursery and satisfactory in the reception year. Children in the nursery have the opportunity to select and use paint and adults teach them how to apply it. They have many opportunities to be involved in a wide range

of role play situations. These, very effectively, stimulate their creative imaginative development and their ability to use language imaginatively. These opportunities are frequently linked to children's literature. Through very good teaching, children in the nursery are encouraged to listen carefully to music and to imagine, for example, various animals moving. In the reception year, children are provided with too few opportunities to make choices and explore ideas. In music lessons, for example, children do not explore how sounds can be changed by the way they play instruments, nor do they have sufficient opportunity to explore movements to music. No opportunities to explore paint and collage materials were seen in this class during the inspection.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Standards in reading and writing by the ages of seven are as expected nationally.
- Standards by the age of eleven remain below those expected.
- Teaching has improved and is consistently good, and sometimes better.
- Management of English is unsatisfactory.
- Relationships are at least good, with social skills contributing to the quality of learning.
- Presentation of pupils' work varies considerably.

Commentary

50. National tests in 2003 indicated that standards for pupils in Year 2 were in line with what was expected nationally in reading, which reflects standards identified during the last inspection, and above in writing which is an improvement. However, standards in Year 6 were well below those expected nationally for pupils aged eleven and there has been a downward trend since the last inspection. The results are about the same as the figures for other schools nationally who have a similar entitlement to free school meals. Present inspection findings indicate that there has been some improvement since testing in 2003 at the age of eleven and standards are now below those expected.
51. Standards in writing, which has become a school priority, are now improving, particularly in Years 5 and 6. After a good start in the nursery and reception years, pupils are introduced to a wide range of writing styles including poem, script, story, letter, and instruction and report writing. Older pupils use lists and bullet points well. Most pupils in Year 2 use capital letters and question marks accurately and present their writing well. More able pupils use a joint script and use speech marks. The introduction of a programme which links sounds and letters to help pupils to spell more accurately has led to an improvement. The small number of pupils being challenged to write at the higher level 3 is holding back an overall improvement in standards.
52. Pupils in Years 3 and 4 are taught to write in paragraphs and more attention is being given to the teaching of common words and spelling patterns. Technically, writing is sound and pupils use punctuation well, with pupils in Year 6 using paragraphs and punctuation accurately and with brackets used for effect. An important focus for improvement has become the need to encourage pupils to write more complex sentences and to use more exciting vocabulary. This is more evident in the Year 5 classes, where the use of more varied vocabulary has a high profile. Pupils are praised when using adjectives such as 'ballistic' and using descriptive imagery such as, 'as vicious as a shark' and 'soothing water, relaxing all who stand below' in their poetry lessons.

53. Speaking and listening skills are improving and most pupils achieve the expected standards for their age by Year 6. Role play is valued in nursery and reception classes, and teachers continue to create opportunities for pupils to share their experiences orally in infant classes. Pupils enjoyed growing seeds in Year 2, and were excited to share their investigations in the central area when exploring plants. Most pupils listen attentively to their teachers and are eager to contribute to the lessons. The strategy to encourage pairs or small groups to discuss their work together was particularly effective in Years 5 and 6. Opportunities are arranged for pupils to express themselves in discussions within lessons. This is helping pupils to explain their ideas and share their opinions. This gives them greater confidence for speaking to wider audiences in class assemblies or school productions.
54. Reading has improved since the last inspection and standards at the end of Year 2 and 6 are now good. Pupils take pleasure in reading and are proud of the progress they are making. The purchase of more varied and challenging books and increased opportunities for pupils to read individually and in groups have contributed to this progress. Parents are given the opportunity to contribute to the rising of standards in reading, and progress is shared in reading logs. Pupils are looking forward to using the new fiction library and the school is grateful for the volunteers who have catalogued and classified the new books. Pupils in Year 2 know how to use an index to search for information. At present, computer technology is underused to develop research skills on a consistent basis. Many pupils use home resources to search information such as when finding out that 'coconuts are self-pollinating'.
55. Standards have risen generally in 2004, assisted significantly by the intervention and support of the Local Education Authority. Assistance with more sharply focused planning has enabled teachers to clarify teaching objectives; match activities more closely to pupils' needs and enable skills to be taught effectively. Subsequently, the standard of pupils' work during the week of the inspection contrasted significantly with the work in pupils' books since September 2003. An analysis of previous work identified standards which were lower in comparison; untidy and often poorly presented and often unfinished. The use of assessment to provide challenging targets for improvement is at an early stage and marking rarely identifies the progress made or informs pupils how to move on. Teachers' planning and marking is not yet consistent enough to enable the National Literacy Strategy to become fully embedded in the school's work. Pupils have good social skills. In Years 5 and 6, pupils evaluate their own contributions and those of others.
56. Pupils with special educational needs make steady progress and generally achieve suitably high standards. When they are supported by adults in lessons, their speaking skills are used more frequently which enables the staff to help them with sentence structures and vocabulary, as well as spelling. Pupils learning English as an additional language make steady and sometimes good progress, helped by the detailed work with the local education authority's support staff. The achievement expected of both groups of pupils, is rarely identified in teachers' planning which makes monitoring their progress difficult.
57. The teaching of English during the inspection was good overall and has improved since the last inspection. Where teaching was at its best in the two Year 5 classes, a wider range of teaching strategies motivated pupils. Introductions were brief and the additional time was then used effectively to match teaching to the wide ability range in the class. Pupils thrived on the value given to their contributions. Throughout, the emphasis was on 'how could they improve', whether in the quality of their writing or in their 'performance' skills. The pace of teaching and learning maintained throughout was impressive. Excellent relationships enabled pupils to share their poetry and their very good social skills enabled them to comment positively or to make suggestions for improvement. This self and peer evaluation, which involved pupils in their own learning, is worthy of emulation. In a Year 2 lesson, lower attaining pupils were taught during the 'class' introduction by a support teacher using the same planning but with the information more closely matched to their ability. This contributed significantly to the quality of learning for that group of pupils and was evident in their understanding in the following activities. Group targets designed to challenge pupils have been introduced recently and there are procedures for

tracking the progress of pupils on a half yearly basis. However, there is little evidence that this information influences lesson planning and matches teaching to learning needs. Intervention programmes are managed effectively and teaching assistants are contributing significantly to progress being made by less able pupils in Years 3 and 4.

58. The co-ordinator provides enthusiastic support to her colleagues but has few planned opportunities to influence standards. Often she uses her own time to look at pupils' books, or to analyse data or review planning. She does not have sufficient allocated time to share her talents and skills with less secure colleagues nor has she been developed or challenged as a subject leader.

Language and literacy across the curriculum

59. Literacy skills are being introduced increasingly well in other subjects, especially speaking and listening skills. Pupils are encouraged to explain their methods in mathematics. In music, pupils in Year 6 used their knowledge of syllables and root words to compose lyrics; bullet points were used effectively when comparing the Gospels of Luke and St Mathew in religious education; and non-chronological writing is used to recount events in history and geography.

MATHEMATICS

Provision in mathematics is satisfactory.

Main strengths and weaknesses

- Standards are about what is expected nationally for pupils at the ages of seven and eleven and their achievement is satisfactory.
- Teaching has improved for pupils in Years 3 to 6.
- Pupils are less motivated during whole class lessons.
- The pupils with the highest levels of attainment need greater challenge.
- Assessment systems are now in place, but the information is not used frequently enough in the classroom.

Commentary

60. Standards in mathematics by the age of seven have been maintained since the last inspection. At age 11, pupils' standards have improved as pupils are now at the standard expected nationally. Across the school, able children do not reach the standards expected.
61. After analysing pupils' previous work in mathematics, the co-ordinator's files and observing nine lessons, teaching is judged to be satisfactory overall, with some good lessons. Pupils are well behaved especially when the work is interesting. In a Year 1 class the teacher captured their imagination with her magic cloth, which covered some of her nine marbles. As if by magic, bad behaviour also disappeared. There is very little excitement in other lessons across the school. Across the school there is too much watching and listening and not enough doing consequently mathematics time is wasted correcting bad behaviour. Correction of behaviour is done well but it should be avoided in the first place. Although teachers explain the mathematics well, they do not monitor the pupils to see when they need to improve concentration, for example, by getting the whole class to show an answer on their whiteboards. Where teaching is good, resources are used well to help pupils concentrate as they listen. For example, in a Year 2 lesson, the teacher used money well to illustrate addition. Pupils concentrate better when they work in pairs with coins to make the amount, rather than watching others.
62. Work in books reveals that tasks are very similar and not suitably matched to different abilities. Teachers' planning, which has improved, does not include opportunities for assessing the pupils and only the good lessons show that all abilities are catered for. The hardworking co-

ordinator is not given time to monitor the mathematics curriculum. In Year3, the three times table is taught well but this higher attaining set does not start multiplication by three until May. This is too late if they are to do well at age 11. Teacher subject knowledge has improved because all teachers have attended a five-day course.

63. Pupils in Years 1 and 2 know their addition and subtraction facts and can explain why an answer is correct. By Year 2, pupils choose from a growing range of mental strategies, but they need guidance on which is the best strategy to use and why. They have sound understanding of number patterns to 20 and fractions such as a half. The able children are just grasping a quarter. Lower attaining pupils understand number to 10 and calculate 'one more' and 'one less'.
64. In Years 3 to 4 they make steady progress but they need to see a number line in their head rather than draw it. Guidance is good in Year 6 as teachers check that pupils know how to tackle problems. They know when and when not to use a calculator. Year 6 pupils can change fractions to decimals, do multistage problems, as well as add and subtract decimals. However there are still pupils in the top set who have to recite their seven times table to answer 6x7.
65. There are satisfactory assessment procedures which track progress as pupils move through the school. These are not yet having a noticeable affect on planning. Individual targets have been introduced to sharpen progress; however, marking rarely refers to acquired skills nor are pupils consistently informed how to improve. Computer technology is used satisfactorily to support learning.

Mathematics across the curriculum

66. Mathematical skills are used satisfactorily to support learning in other areas of the curriculum. Charts and tables are used well to record investigations in science, scales and graphs in geography and timelines in history.

SCIENCE

Provision in science is satisfactory

Main strengths and weaknesses

- Good teaching is evident in both infant and junior classes.
- Pupils in the oldest year groups co-operate well, which contributes effectively to successful practical work.
- Good results at the higher Level 5 in the 2003 national tests for Year 6.
- The leadership and management of the subject makes too little contribution to the pupils' achievement and the quality of teaching.
- Unlike the planning of the pupils' experiences in science, there is not enough rigour in planning the progression of pupils' skills and understanding, so some skills are underdeveloped.

Commentary

67. The standards attained in science and pupils' achievement are satisfactory by both Year 2 and Year 6. Most pupils could achieve higher standards in scientific enquiry. The school's 2003 results in science for Year 2 pupils, based on teachers' assessment, were about the same as all schools nationally and as those schools with a similar entitlement to free school meals. Almost all pupils attained the Level 2 expected for the age group and about a quarter attained the higher Level 3. The national test results for Year 6 pupils showed a significant increase from the previous year and were about the same as all schools nationally and similar schools. Almost all pupils achieved the Level 4 expected for the age group, which compared very well with similar schools, and over a third of the pupils achieved the higher Level 5 which was about

the same as other schools nationally and similar schools. The results exceeded the school's targets for both Year 2 and Year 6. In lessons and written work, the overall achievement of pupils is satisfactory but there is variability between classes, and few pupils are making suitable progress in developing their skills of scientific enquiry.

68. The pupils benefit from the regular teaching of science and the use of the national guidelines for the subject. These ensure pupils have a suitably broad range of scientific experiences, often in the form of scientific topics such as growth and electricity. The school's own curriculum and guidelines for science are in the process of review but not yet complete. This is a disadvantage, as teachers are having to make too many individual decisions about planning pupils' progress, including the range of skills they need to develop and how best to ensure that pupils at all levels of attainment make brisk progress.
69. The planning of individual science lessons works reasonably well in ensuring pupils are curious and gain the knowledge they need. The teaching is good overall in both key stages. Interesting activities are planned, with good use of resources, although the introduction to lessons is often too long and reduces the time for the essential practical and investigative elements of science. However, the overall planning and assessment of pupils' progress through the school is not rigorous enough to ensure pupils have a suitable depth of understanding and the full range of skills they need. Teachers' knowledge of the science they teach is sound overall, often because they prepare lessons carefully. On some occasions, however, they are not able to move pupils' understanding forward if unexpected questions arise during discussions.
70. The school lacks a unified approach that enables teachers to recognise what needs to be achieved in each year group, and to get the best value for pupils' learning from every science lesson. Even in good lessons, there are opportunities for pupils to achieve more. For example, Year 2 pupils recently began to explore the natural environment within the school grounds in order to observe the plants and creatures that it sustains. Most were able to observe with reasonable accuracy, and the quality of their recording when matching what they saw to their illustrated worksheets was good. The lessons produced much enthusiasm and many new random experiences. However, without being clear about what question or hypothesis their explorations were contributing towards, their observations lacked the focus of scientific enquiry and few pupils refined their ideas by using the evidence of their observations. At the end of science lessons, teachers often attempted, through class discussion, to organise what pupils had observed from their practical work in order to reach conclusions. While this was useful in bringing the pupils' evidence together, the pupils' skills in analysing their own evidence were often curtailed by the lack of clarity about the focus of their work. As a result, they were less confident about the final conclusions, which were often mainly provided by the teacher.
71. Most pupils have good attitudes to science, behave well and have the personal skills to work with others. They could reasonably be expected to take more initiative in their science work, within a systematic approach to planning and checking their progress.
72. The management of the subject is unsatisfactory. The subject leader has limited time available and has used much of this in developing the incomplete curriculum guidelines. Monitoring of pupils' progress and of teaching is minimal. The use of assessment data is basic and, although teachers have a reasonable knowledge of pupils' levels of attainment, this knowledge is too rarely reflected in the teaching strategies they choose or the tasks they set for different groups of pupils. When additional adults are in the classroom, pupils with special educational needs are usually well served and make steady progress, but without this support their written work is often incomplete. Despite the limitations of the guidance and support for teachers within the school, individual teachers have worked informally together to develop their practice. Discussions between staff have been the source of successful developments, including the use of stimulating resources to capture the pupils' interest. There have been improvements since the last inspection in the quality of teaching, and in the use of ICT, which is used regularly for gathering information.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory.

Main strengths and weaknesses

- National guidelines are now in place.
- Standards in the junior classes are no longer unsatisfactory.
- Resources have been improved significantly since the last inspection.
- The ICT assistant is used well to support teachers and pupils.
- There is good emphasis on skill development.
- Little is done to develop independent thought and so the pupils do not achieve as well as they might in Year 6.
- The co-ordinator does not have sufficient time to carry out her role as monitor.
- The ICT suite is not well used in the morning.

Commentary

73. Standards in ICT by the age of seven have been maintained since the last inspection. At age 11, pupils' standards have improved and are now at the standard expected nationally. Pupils now follow a nationally accepted scheme of work and achievement is steady in all year groups. A wider range of resources, including a new ICT suite and ICT technician have improved standards and benefited pupils with special educational needs who now have more time on the computers and most make steady, and sometimes good, progress towards suitably high standards.
74. No ICT lessons were observed in the infants. After analysing pupils' previous work in ICT, looking at the co-ordinator's files and observing three lessons in the juniors, progress through the school and teaching in the juniors is judged to be satisfactory, with some good features. The pupils are fascinated by ICT and lessons offer excitement and challenge.
75. The use of full time technical support has built teachers' confidence and subject knowledge. However, the technician's skills and the new ICT suite are not timetabled in the morning. The ICT suite was often empty in the morning. The ICT suite has improved standards as most pupils have regular "hands on" experience, but is not large enough to allow the whole class to access computers at the same time. At present, the pupils not working at the computer are not well provided for. The teachers do their best by using a big screen so all can see but, for example, composing music in Year 3 away from the computer is not very exciting. The pupils become restless and bored. Pupils in Year 2 have experienced control technology by giving instructions to programmable toys. In Year 5, they use the computer to control a set of traffic lights. They find the task challenging and are excited when their traffic lights work. Concentration levels are high and there are no discipline problems. In Year 6, the pupils enjoy multimedia tasks. They can rotate digital pictures and link pages. They are excited about adding sound.
76. The co-ordinator gives her time freely but management of the subject is only satisfactory because she is not given the time and opportunity to carry out her monitoring role. Though assessments are made there is little evidence that they affect teachers' planning.

Information and communication technology across the curriculum

77. Search engines are used to support knowledge and understanding of Victorian children. Pupils use the Internet well to research information for all subjects. In Year 5, they are knowledgeable about the country they are studying. Older pupils use word processing skills appropriately to record their literacy skills.

HUMANITIES

Work in **geography** and **history** was scrutinised. No lessons were observed in history throughout the school and geography was not seen in the infants. In geography, two junior lessons were observed, but there was insufficient evidence to make judgements on geography in the infants. Other judgements on standards have been made after a scrutiny of planning; talking to subject co-ordinators; analysing pupils' previous work and discussions with pupils. It is evident that standards are in line with what is expected nationally by the ages of seven and 11 in history and by 11 in geography. Planning indicates sound coverage of National Curriculum requirements and that skills and knowledge are built upon year-on-year. The monitoring of teaching, learning and assessment by the co-ordinators has been limited because they are not given the time and opportunity to carry out their role. Assessments of pupils are made but they appear to have limited impact on teachers' planning for pupils' individual differences. Good strategies are promoted to enrich pupils' studies in history and geography and the locality is used effectively. In both subjects, pupils are developing good research skills and are eager to further their skills and knowledge. A range of visits and visitors play an important part in making learning interesting and relevant. Planning is taken from national guidelines and is used to ensure that progress is made year on year and that requirements are met.

In **History** pupils are aware of how to carry out good historical enquiry when using photographs, books and the internet to investigate Myths and Legends in Year 5. Discussion with pupils underlined the importance of well planned visits which make the subject come alive. Pupils enjoy and benefit from role play, and pupils in the infants can talk about old objects, including toys, and can make comparisons to their own toys. Pupils in Year 3 have a good awareness of life during Anglo-Saxon times, and compare the life styles researched with those within their living memory. Timelines are used in Year 3 to help pupils sequence events. The national programme of work has been adopted and this is raising standards. Assessments of pupils are made but do not yet have sufficient impact on teachers' planning to help cater for individual differences. The co-ordinator's training needs training have not yet been met and time to carry out the role is very limited.

Geography

Provision in geography is satisfactory

Main strengths and weaknesses

- Resources have improved since the last inspection.
- The co-ordinator has too little opportunity to carry out her role.
- Assessments are in place but do not sufficiently influence teachers' planning for individuals and groups of pupils.

Commentary

78. Teaching was satisfactory in all lessons observed in the juniors and some sessions had good features. Atlases which were not available in sufficient numbers at the last inspection are available now, and the range and quality of maps provided is good. In Year 5, maps are used well to identify local places and landmarks and pupils understand and use keys well. Their topics on different countries are researched well. Pupils were well motivated in this lesson as they were allowed to select their topic and had the freedom to explore maps and identify their own questions for others. Maps are used well throughout the school to identify places of interest and areas they are studying. In Year 2, pupils use maps to identify islands, especially the fictional Island of Struay. Good links are made to literacy here. Pupils' cultural development is broadened by studying other countries, such as the world food display produced by Year 5.

Religious Education

The provision in religious education is satisfactory.

Main strengths and weaknesses

- Statutory requirements are now met by the age of seven.
- Religious education contributes to pupils' personal development.

Commentary

79. Achievement and standards attained in religious education are satisfactory by Year 2 and Year 6 in relation to the locally agreed syllabus which the school now follows. Statutory requirements are now met. Since the last inspection a policy and scheme of work has been produced. Assessment procedures, although in line with national recommendations, are at an early stage of development.
80. Religious education contributes to the pupils' spiritual, moral, social and cultural development. Pupils have time for reflection; respect the beliefs and values of others and contribute to a wider understanding of world religions. They are introduced to the customs, festivals and traditions of Islam and Judaism.
81. Pupils have a sound understanding of the main Christian festivals, with younger pupils becoming familiar with the parables of Jesus, particularly at Christmas and Easter time. Pupils in Year 3 compare Christmas time in other countries; are introduced to the story of the Creation; and compare the tradition of marriage in Christian and Jewish faiths. . Older pupils compare the stories in the Bible, Torah and Quran. Visits to local churches, synagogue and Minster provide a greater understanding of how communities worship, with older pupils secure in the vocabulary associated with similarities and differences.
82. The teaching of religious education is satisfactory overall. In the good lesson in Year 4, the teacher used her good subject knowledge and a wide range of teaching strategies to enable pupils to find out information about the Mosque and Muslim customs and traditions.
83. The subject co-ordinator has ensured that skills and understanding are built upon each term, and has improved resources since the last inspection. However, despite all her efforts, management of the subject remains less than satisfactory because she has had no opportunities to monitor teaching and learning in order to raise standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In the infant classes, one lesson was seen in art and design, two in design and technology and none in physical education. No lessons were seen in music. In junior classes, one lesson was seen in art and design; none in design and technology; three in music and three in physical education. Evidence was also collected through discussions with pupils; scrutiny of their work, assemblies; liaison with subject leaders and discussions with other staff.

Art and design

84. Standards are around those expected for their age in Year 2 and are below the age expectation by Year 6. The work sample shows that skills are not developed systematically from Years 3 to 6. There is no additional provision for talented pupils. The subject co-ordinator has made good decisions, bringing artists into school to work with the pupils. The work produced at these times, particularly wall hangings using a range of textiles and weaving skills, is very good, indicating that many pupils are under-achieving at other times. In the two lessons seen,

teaching was good in one and satisfactory in the other and the standards the pupils achieved reflected the quality of the teaching. In the good lesson, pupils developed their observational drawing skills well. A good feature in the planning is the development of drawing skills to link with topics being studied in history.

Design and technology

85. Standards are around those expected for their age in Year 2. There was insufficient evidence to judge standards by Year 6. However, in one Year 5 class, the work sample showed that pupils had received good teaching and they were meeting expected standards in their ability to design and evaluate their products. No teaching was seen in the Years 3 to 6 and no finished work was seen for pupils in these years, so the pupils' practical skills cannot be judged. In the two lessons seen, in Years 1 to 2, teaching was satisfactory in one lesson and unsatisfactory in the other. In the satisfactory lesson, pupils demonstrated a sound knowledge of joining techniques and they worked well, showing good attitudes and behaviour. In the unsatisfactory lesson the tasks did not have a clear focus and they were not sufficiently demanding for the pupils. There was a lack of resources. The prescribed methods for managing pupils with behaviour problems were not followed and the first part of the lesson was disrupted.

Physical Education

86. Standards are satisfactory overall by Year 6. There was insufficient evidence to judge standards by Year 2. In swimming, two-thirds of the pupils in Year 6 achieve the standards expected for their age, and a larger proportion of the Year 5 are already at this standard. Standards in athletics and gymnastics in Years 4 and 5 are around those expected for the pupils' age. The teaching seen in these year groups was good and at times very good. These teachers have good subject knowledge and an enthusiasm for the subject. Health issues were included well in warm up stretches and activities that raise the pulse rate. In the two lessons seen, pupils made noticeable gains in their skills and achieved well. In the gymnastics lesson in Year 5, around one third of the pupils showed good skills and these pupils benefit from the gymnastics club. In both lessons, pupils developed their speaking and listening skills as they discussed their work and their attitudes were good. The curriculum is well planned, using schemes from the local education authority. The co-ordinator has shown good leadership, including preparing a bid to achieve the healthy schools award. At present, pupils do not receive the two hours a week of physical activity recommended by the government.

Personal, social and health education

87. Pupils have opportunities to experience responsibility and exercise initiative, learn how to keep healthy and protect their personal safety and consider the needs of others when living in a community. The school is actively planning for the introduction of a school council to give pupils the opportunity to influence aspects of their school life and to act with responsibility on behalf of others. At the present time the school's provision lacks formal structure and continuity, and opportunities are lost to develop pupils' initiative and responsibility. Junior pupils are selected to act as prefects. Pupils are aware of the need to consider others through their fund raising activities for charity and the support for local residents with Harvest Festival collections. A significant example is the support and consideration shown by all the children for disabled pupils in their community whom they accept without discrimination. Support is given to the development of their social skills and values through a range of visits to outside venues in addition to extra-curricular activities in school. Through the school's community links and in contact with other schools the pupils recognise that they are one of many, and their good behaviour and attitudes reinforce this finding. Visiting speakers help support awareness of the need for personal safety, including fire and road safety officers as well as the school nurse.

Music

Provision in music is satisfactory.

Main strengths and weaknesses

- Pupils enjoy their music lessons and collaborate well.
- All pupils learn to play the recorder.
- There is a good range of instrumental work.
- The subject co-ordinator does not have adequate opportunity to influence standards and achievement in class music.

Commentary

88. Attainment is in line with national expectations by Year 6. Not enough evidence was available to judge standards by Year 2. The school benefits from more than one member of staff who has expertise in music, and a range of instrumental work is provided for pupils in Years 3 to 6 by visiting peripatetic staff, including cello, violin, viola, flute and guitar. A member of staff teaches the clarinet and the majority of staff introduce all pupils to recorder work from Year 2 onwards. Instrumentalists are encouraged to perform in assemblies, where they gain valuable performance practice. Experiences are extended by opportunities for pupils to represent the school in festivals with other schools and to celebrate in festivals at Harvest and Christmas time at churches. Club activities extend pupils' recorder skills.
89. Overall, the teaching of music was satisfactory. In the three lessons observed in Key Stage 2, pupils enjoyed their activities and collaborated well together. Where teaching was at its best, introductions were brief and pupils were encouraged to compose and perform. Pupils in Year 6 built on their understanding of notation to compose lyrics, showing a good link with their understanding of syllables and root words in literacy. Links with other subjects were apparent in Year 3, when ICT was used well to enable pupils to use the 'compose program' to vary pulse, pitch and rhythm. They responded well when challenged to improve their composition.
90. The co-ordinator is enthusiastic and has a clear vision of how she wishes to improve standards. She intends to introduce ensemble work and is ready to review the curriculum guidelines. Standards would benefit from improvements in the management of music which could allow the co-ordinator time to monitor the provision outside her classroom. She is not aware that lessons do not always promote essential skills and knowledge nor do they always allow good opportunities for creativity, exploration and improvisation. Leadership of the subject is sound. Despite the good use of limited time, management is unsatisfactory at present.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	4
The effectiveness of management	5

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