

INSPECTION REPORT

**BURTONWOOD COMMUNITY
PRIMARY SCHOOL**

Burtonwood, Warrington

LEA area: Warrington

Unique reference number: 111178

Headteacher: Mr G Turner

Reporting inspector: Mr N Sherman
16493

Dates of inspection: 11th – 14th March 2002

Inspection number: 194498

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Green Lane
Burtonwood
Warrington
Cheshire

Postcode: WA5 4AQ

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Appropriate authority: The Governing Body

Name of chair of governors: Mr John Joyce

Date of previous inspection: 19th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16493	Mr N Sherman	Registered inspector	Art and design Information, communication and technology English as an additional language	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
9981	Mr S Hussein	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
7983	Mr I Johnston	Team inspector	English History Religious education	How good are the curricular and other opportunities offered to pupils?
18027	Mrs S Mawer	Team inspector	Science Geography Music The Foundation Stage	
27324	Mrs D Crow	Team Inspector	Mathematics Physical education Design and technology Equal Opportunities Special educational needs	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Burtonwood Community Primary School is situated in the village of Burtonwood which is close to the town of Warrington. The school is of a similar size to other primary schools and provides education for pupils in the 4 – 11 age range. There are 225 pupils on roll with a very even number of boys and girls. Twenty-two pupils, 10% of the school roll, claim free school meals, a figure that is average. Thirty-seven pupils, 15% of the total number on roll, have special educational needs, a figure that is below the national average. One pupil currently has a statement of special educational needs. The school currently has two pupils with English as an additional language, a figure that is below the average. Pupils enter the school with average levels of attainment.

HOW GOOD THE SCHOOL IS

Whilst there are some positive features about the school, currently it is not effective and the standard of education is unacceptable. Standards in a significant number of subjects, including English, are too low and too many pupils in both key stages do not achieve the standards of which they are capable. Whilst there is some good and very good teaching, there are weaknesses in the quality of teaching in a number of subjects and this has a negative impact on pupils' progress. The curriculum lacks depth and some subjects do not have enough time allocated to them. The school has not developed sufficient procedures to monitor and track pupils' academic progress in many subjects and far too little use is made of assessment information in planning improvements. The co-ordinators for some subjects, including English and information and communication technology, are effective and have contributed significantly in driving forward developments in their subjects. However, the leadership of the headteacher and senior management team is poor, and aspects of management, including the procedures for monitoring teaching and learning across the school, are ineffective. The school is giving unsatisfactory value for money.

What the school does well

- Pupils have good attitudes to learning.
- The quality of teaching and learning in mathematics and information and communication technology in upper Key Stage 2 is good and pupils reach standards above the national expectations in these two subjects.
- Parents make a significant contribution to pupils' learning.

What could be improved

- Standards in English, science, geography, history, and religious education at both key stages.
- Standards in design and technology and physical education at Key Stage 2.
- Pupils' progress in many subjects at both key stages.
- The quality of teaching in some subjects.
- The way in which the curriculum is planned for pupils at Key Stage 1 and Key Stage 2.
- The way in which the school assesses pupils' academic and personal progress in subjects other than mathematics.
- The way in which the school communicates with parents.
- How the school is led and managed, including the educational leadership offered by the head and deputy headteacher, and the quality of strategic planning.

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

In accordance with section 13 (7) of the School Inspections Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Since that time insufficient progress has been made in addressing the key issues identified for improvement. There is still too high a percentage of unsatisfactory teaching and measures introduced to address shortcomings in the quality of teaching have not been entirely successful. Whilst materials to support teachers in planning pupils' learning have been improved in some subjects, the lack of suitable guidance in others impacts negatively on the quality of the curriculum. The role of the co-ordinators in monitoring the quality of teaching in their subjects of responsibility has not improved sufficiently. The use of assessment information to plan improvements in pupils' learning is weak and the lack of a clear, purposeful and effective school development plan further hinders the school's progress. The role of the deputy headteacher has not been adequately developed, and the school still does not effectively communicate with parents. In addition, standards in English, design and technology, history, geography, religious education and physical education at Key Stage 2 have declined since the last inspection and the curriculum has not been developed sufficiently. The school does not have sufficient capacity to make the necessary improvements to the quality of pupils' learning.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	E	D	D	well above average A above average B average C below average D well below average E
Mathematics	D	E	B	B	
Science	E	E	C	C	

The table shows that in the most recent end of key stage National Curriculum tests, pupils attained standards that were above the national average in mathematics, in line with the national average in science and below the national average in English. When the results are compared with those of similar schools, based on the number of pupils who claim free school meals, a very similar picture in relation to attainment is evident with pupils attaining above average standards in mathematics, average standards in science and below average standards in English. The overall pattern of improvement in attainment over three years is broadly in line with the national average.

The findings of the inspection, based on the current cohort of Year 6 pupils, are that standards in English and science are below national expectations and pupils do not make sufficient progress in these subjects. In mathematics, standards are above average. Standards in literacy are below expectations. Standards in numeracy are satisfactory. Standards in information and communication technology are above expectations. Standards

in art and design and music are satisfactory. However, standards in design and technology, geography, history and physical education are below expectations and have declined since the previous inspection. Standards in religious education are below the expectations of the locally agreed syllabus and the low status given to religious education in the school contributes to the unsatisfactory progress pupils make in this subject. The school does set targets for improvement in English and mathematics, and these have been raised by the governors following closer examination of pupils' ability. They are now at an appropriate level.

Standards at the end of Key Stage 1, based on the 2001 end of key stage National Curriculum tests and teacher assessments, indicate that standards in reading are in line with the national average and standards in writing are well below the national average. In mathematics, standards are in line with the national average. When compared with similar schools, standards are average in reading and mathematics and well below the average in writing. Standards in writing over the past three years have been well below the national average. The findings of the inspection closely relate to the National Curriculum results and indicate that standards in reading are in line with the national average, in writing they are well below the national average and in mathematics are in line with the national average. Standards in science are below the national average and reflect the findings of the assessments made by teachers in 2001.

Pupils with special educational needs do not make the progress of which they are capable, particularly in English. This is often because the targets that they are set in their individual education plans are too general. In addition, higher attaining pupils do not make sufficient progress and insufficient attention is paid to ensuring that these pupils make the gains of which they are capable.

By the end of the Foundation Stage, children reach the standards outlined in the Early Learning Goals and children make satisfactory progress in most areas of their learning, except in writing where progress is too slow.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy their learning and for the most part work well in lessons.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well in and around the school but behaviour on the playground by some pupils is often too boisterous. However, the practice of separating the boys and girls for playtime activities is not conducive to promoting positive relationships.
Personal development and relationships	Too few opportunities are provided for pupils to develop their personal initiative and pupils' personal development is unsatisfactory. Relationships are satisfactory.
Attendance	Satisfactory. Attendance rates are in line with the national average. Pupils are generally punctual

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Unsatisfactory	Unsatisfactory

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

There is great variation in the quality of teaching at the school. Teaching in the Reception class is satisfactory. Whilst there is some very good and good teaching in the remainder of the school, the overall quality is unsatisfactory. At Key Stage 2, the quality of teaching in science is poor. Where teaching is good or better, the pace of lessons is brisk and teachers plan interesting and purposeful activities that engage pupils' interests and spur them on to produce a higher quality of work. The quality of teaching in mathematics and information and communication technology at Key Stage 2 is good and the school has developed effective ways to ensure that pupils' numeracy skills are developed well through pupils' use of computers. The teaching of English is unsatisfactory and the school has yet to ensure that pupils' literacy skills are suitably developed through other subjects. There are shortcomings in the teaching of science, design and technology, geography, history, and religious education at both key stages and in physical education at Key Stage 2. Weaknesses include the planning of work that is too geared to the whole class and does not address the attainment of individual groups of pupils, including higher-attaining pupils and those with special educational needs. Expectations of pupils are too low and, as a result, pupils do not make sufficient gains in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The curriculum for children in the Foundation Stage is satisfactory. The subjects of religious education and physical education do not have sufficient status and other subjects such as history do not have enough time to enable pupils to explore topics and themes in sufficient depth. There is unsatisfactory provision for extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory overall. Pupils who have special educational needs are well supported in lessons by learning support assistants. However, some of the targets set for pupils in individual education plans are too general.
Provision for pupils with English as an additional language.	The school has few pupils with English as an additional language and those that have make satisfactory progress in the development of these skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The school makes appropriate provision for pupils' spiritual, social, moral and cultural development. However, too few opportunities are provided for them exercise their initiative through the subjects of the curriculum.
How well the school cares for its pupils	Unsatisfactory. The school has yet to develop efficient and rigorous assessment procedures to enable pupils' academic progress to be effectively monitored. A number of health and safety issues are also evident that include the lack of regular risk assessments of the school building.
How well the school works in partnership with parents	Unsatisfactory. The school is not effective in developing purposeful links with parents, although many parents do support their children in their learning. The quality of pupils' annual reports is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Poor. The headteacher and senior management team do not provide effective educational leadership for the school. The lack of a development plan further hinders progress. The role of the deputy headteacher is not effective and there are insufficient procedures in place to ensure that the quality of provision is regularly monitored and evaluated. The role of co-ordinators in supporting developments is unsatisfactory.
How well the governors fulfil their responsibilities	Unsatisfactory. Whilst the governors work hard on the school's behalf, at present they are not effective in monitoring the school's work or in holding the school to account for the quality of education it provides.
The school's evaluation of its performance	Unsatisfactory. The monitoring of teaching and learning and then using the information to plan improvements is unsatisfactory. Too little use is made of assessment information to set further targets for success.
The strategic use of resources	Unsatisfactory. The cost effectiveness of spending decisions and the deployment of key personnel in the school is not efficient. At present, the principles of 'best value' are insufficiently developed.
Staffing, accommodation and learning resources.	There is sufficient staff to enable the National Curriculum to be taught. Accommodation is generous for the number of pupils on roll. Whilst resources are satisfactory overall, there are shortages in religious education and history and in the outdoor play equipment for the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The community 'feel' of the school and the part the school plays in the day-to-day life of the village. • That their children like school • The approachability of the school • The part the school band plays in the life of the school 	<ul style="list-style-type: none"> • The quality of communication and the way in which the school works together with parents. • How the school deals with some aspects of behaviour. • The quality of educational leadership. • The range of activities provided outside lessons.

Inspectors endorse parents' positive views of the school. Inspectors also support some of the concerns expressed by parents. The school has yet to fully develop effective links with parents. Inspection findings show that the quality of information to parents, especially about pupils' progress, is unsatisfactory. The school's progress is hampered by the lack of purposeful leadership and effective management. There is unsatisfactory provision for extra-curricular activities. Procedures for monitoring and promoting good behaviour are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Although there are slight variations from year to year, when they start school the children's attainment is broadly average, although their writing skills are slightly weaker. This is confirmed by the baseline assessments that are carried out in the school. By the end of the Foundation Stage, the vast majority of children achieve the Early Learning Goals in all areas of learning apart from writing. In number work, speaking and listening and reading a few exceed the early learning goals.
2. The end of Key Stage 1 National Curriculum test results over the past three years indicate a mixed picture of achievement. The 2001 results indicate that standards in reading and mathematics were in line with the national average and an improvement over those for 2000, when they were well below average in reading and below average in mathematics. Standards in writing were well below the national average and have been since 1999. When the pupils' most recent results are compared with their peers in similar schools, based on the number of pupils who claim free school meals, pupils attained average standards in reading and mathematics and well below average standards in writing.
3. The findings of the inspection are that by the end of Key Stage 1, standards in speaking and listening and reading are in line national expectations. In writing, standards are well below the national expectations. Pupils make too few gains in the development of their writing skills as they move through each of the classes in Key Stage 1. The school has rightly identified the need to boost the overall quality of pupils' writing but, at present, the work initiated is having a limited impact. Too few opportunities are provided for pupils to extend their literacy skills through other subjects and this restricts their learning. Progress in reading is satisfactory. Standards in mathematics are in line with national expectations and pupils make satisfactory progress in developing their understanding of number, shape and measurement as they move through each of the Key Stage 1 classes. Standards in science are below the national average and reflect the 2001 teachers' assessments. All groups of pupils do not make the progress of which they are capable, and make unsatisfactory progress in the development of their investigation skills.
4. On the basis of the 2001 end of Key Stage 2 National Curriculum tests, the pupils' results in English are below the national average. The number of pupils attaining the higher level was below the average. Over three years, the results in English have been below the national average although those for 2001 were better than those in 2000 when the results were well below the national average. The school's efforts to boost pupils' progress in handwriting, for example, contributed well to the improvement in standards in 2001. When the results are compared with those of similar schools, standards were below average. The findings of the inspection are that standards in English are below the national expectations and confirm the data from the tests over the past three years. Progress in speaking and listening is satisfactory. Progress in reading is satisfactory, although more could be asked of higher-attaining pupils, who are not always provided with sufficient opportunity to extend their reading skills by exploring and researching different avenues of information. However, it is in writing that progress is often too slow. Whilst pupils understand the need to punctuate their work carefully, the depth and quality of their writing does not match the standards that pupils

are capable of attaining. Too few write imaginatively using interesting and rich vocabulary. Standards in handwriting are insufficiently high.

5. The results of the 2001 Key Stage 2 National Curriculum tests in mathematics indicate that standards were above the national average. When the results are compared with similar schools, standards were above average. The results were a good improvement over those for 2000 when standards were well below the national average. The findings of the inspection indicate that standards are above national expectations and reflect the findings of the most recent tests. The teaching of mathematics in upper Key Stage 2 is often good and is characterised by high expectations of pupils by the teachers. Pupils make good progress in Key Stage 2 and are confident in their use of number. They have a good understanding of shape, space and measure and the increased use of computers to support pupils' learning ensures, for example, that they make equally good gains in their understanding of handling and interpreting mathematical data.
6. The National Curriculum tests for science in 2001 indicate that pupils attained standards that were in line with the national average. When the results are compared with similar schools, standards were average. The school significantly boosted the number of pupils reaching the national average in 2001 compared to the previous two years when standards were well below the national average. However, inspection findings differ from the most recent test results and indicate that standards are below the national average. The difference between the inspection findings and the most recent National Curriculum tests is attributable to the low standards in investigation work, where standards are below expectations. Pupils of all abilities make too few gains in learning, particularly in their understanding and development of investigation skills where standards are often below average.
7. By the end of Key Stage 1, standards in information and communication technology are in line with national expectations and pupils make satisfactory progress. At Key Stage 2, greater attention is paid by teachers to ensuring that pupils' understanding and use of computers is extended to support learning in other subjects of the curriculum. As a result, pupils make good gains in learning and standards are above national expectations by the end of Year 6. Standards in art and design and music are in line with expectations at the end of both key stages. At Key Stage 1, standards are in line with national expectations in physical education and design and technology.
8. Pupils do not, however, reach sufficiently high enough standards in a number of subjects at both key stages. Their attainment is often below national expectations in geography and history at the end of both key stages and in physical education at the end of Key Stage 2. In religious education, at both key stages, pupils do not reach the expectations outlined in the locally agreed syllabus. In all of these subjects, pupils do not make the progress of which they are capable. Some subjects do not hold sufficient status on the school's curriculum and do not have enough time allocated to them to enable pupils to explore topics and themes in sufficient depth. This contributes significantly to the slow progress being made by pupils.
9. Standards in several subjects have declined since the previous inspection. In addition, when the pupils' 2001 Key Stage 2 test results are compared with the results they achieved at the end of Key Stage 1 when they were aged seven, they show that pupils have made unsatisfactory progress in English and science. The school does set targets for improvement in English and mathematics. However, evidence indicates that these have had to be reviewed upwards in light of recent involvement by governors in the setting targets for improvement in English and mathematics.

10. Other groups of pupils at the school make similarly unsatisfactory academic progress. Higher attaining pupils, for example, are often asked to undertake work at the same level as others in the class and the challenge for them and the expectations of them are too low. Pupils with special educational needs who are withdrawn for additional support in smaller groups often make better progress as a result of the support they are given. However, overall progress by pupils with special educational needs is unsatisfactory. The school has a small number of pupils with English as an additional language. Inspection evidence indicates that these pupils are proficient in their use of English but they too do not make sufficient gains in learning in those subjects found to be below national expectations. There is no significant difference between the attainment of girls and boys.

Pupils' attitudes, values and personal development

11. Pupils' positive attitudes make a significant contribution to their achievements. As at the last inspection, pupils have good attitudes to the school. They respond positively to teachers and support staff. They show much enthusiasm and interest in lessons and other school activities. For example, in a Year 4 information and communication technology lesson, pupils concentrated well as they tried to recall previous facts about programming the 'roamer' machines. Similarly, in a Year 6 mathematics lesson, pupils worked well because they were very interested in finding the perimeters and areas of shapes. Pupils greatly enjoy band practice after school and put much effort into this. The youngest pupils are developing positive attitudes to learning. Children in the Reception class, during a story in the first session of the morning, responded well to questions about books generally and also about sounds made by certain letters in words. They raised their hands to speak. They were keen to answer questions and also discuss their ideas about what an illustrator does.
12. Behaviour is satisfactory overall. This represents a slight deterioration since the last inspection when behaviour was generally good found to be good. Pupils usually behave sensibly in classrooms, at assemblies and at break-times. When lessons are well presented and teaching is good, pupils behave well. The behaviour of some pupils in Years 1 and 3 is not as good as others. However, generally, the school is an orderly community. Some parents are highly concerned about bullying but records show that it is not a major problem. Pupils say that when it occurs, it is dealt with promptly. Pupils also say that they often discuss bullying as an issue in 'Circle Time' and in assemblies. School rules are clearly displayed around the premises. These factors are successful in giving pupils a sound understanding of the impact of their actions on others. There were three temporary exclusions at this school in the last academic year.
13. There is segregation of boys and girls at lunchtime in the playgrounds and this offers potential for sending confusing messages to pupils. In any event, it is against the best interest of establishing a whole school identity where all pupils feel they are treated fairly and equitably.
14. Relationships are satisfactory. Pupils listen to and respect each other's contributions in lessons. A good example of this was seen in a Year 3 music lesson where all pupils listened with respect, as they each used different pitched voices to sing their names. Pupils generally show high levels of respect for the feelings, values and beliefs of others. However, there are occasions in some lessons when pupils do not demonstrate sufficient interest in or respect for what their classmates are doing.
15. Pupils' personal development is not as good as at the last inspection, and is now unsatisfactory. This is because pupils are not given enough opportunities to develop

their level of independence. There are too few opportunities for pupils to develop independent learning skills, such as research, and too few opportunities given to pupils to use and develop their initiative. This was highlighted at the last inspection and is still the case. The exception is a good opportunity for Year 6 pupils who are currently carrying out a research project using computers to support their learning in geography. When given responsibilities, pupils respond positively, but they do not actively seek such responsibilities. Older pupils do help younger ones at lunchtimes and this fosters positive relationships.

16. As at the last inspection, attendance is satisfactory. It is broadly in line with the national average. There is no unauthorised absence. Punctuality is generally satisfactory. Parents confirm that the great majority of children like school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is satisfactory in the Foundation Stage, and unsatisfactory overall in Key Stage 1 and Key Stage 2. During the inspection, the quality of teaching was very good in 5% of the 42 lessons seen, good in a further 24% and satisfactory in a further 57% of lessons. Teaching was unsatisfactory in 14% of lessons. All of the unsatisfactory teaching occurred in Key Stage 1 and Key Stage 2. At the time of the last inspection, teaching was unsatisfactory in 15% of lessons. Not enough has been done to improve the quality of teaching since the last inspection.
18. There is great variation in the quality of teaching in some subjects and in certain parts of the school. Teaching of mathematics and information and communication technology is often good at Key Stage 2 leading to pupils making more significant gains in their learning. There are shortcomings at Key Stage 2 in the teaching of English, science, design and technology, history, geography, physical education and religious education. At Key Stage 1, the teaching of English, history and geography is unsatisfactory. The characteristics of unsatisfactory teaching include weak subject knowledge and understanding, poor classroom organisational skills and the weak management of pupils. Further shortcomings lie in the weak use of time, the planning of pupils' learning that does not sufficiently meet the needs of higher-attaining pupils, and in not making full use of assessment information to plan pupils' learning. Some of the literacy and numeracy sessions, for example, are too long and often commence first thing in the morning and extend for well over an hour. Some pupils, particularly at Key Stage 1, lose interest in what they are doing and the quality of their learning suffers.
19. Some teachers' expectations of what pupils can achieve are often too low. Higher attaining pupils are not sufficiently challenged and are often asked to undertake the same work that their classmates are doing. Pupils with special educational needs are given support in individual lessons. However, the planning of their learning is too general and teachers make little reference to pupils' individual educational plans when planning their learning.
20. The quality of teaching in the Reception class is satisfactory. The principles outlined in the Early Learning Goals that guide and support the learning for children of this age are generally used well in planning pupils' learning. A suitable range of equipment is to hand to support the children in their learning, and some use is made of structured imaginative play to promote pupils' early literacy and numeracy skills. However, there is too much equipment in the class and this makes the learning areas cluttered. Strengths in teaching include the effective use of the support member of staff who is drawn into lessons well to support children's learning. Children are managed well and

this results in them having a strong and close rapport with the adults who support their learning.

21. Most teachers have a satisfactory knowledge and understanding of how to teach the National Literacy and Numeracy strategies at Key Stage 1 and Key Stage 2. These have been implemented in all classes. However, in literacy the school has yet to promote effective ways to develop pupils' literacy skills through other subjects. Some teachers make effective use of information and communication technology, for example, to develop pupils' understanding of the writing process and Key Stage 2 pupils in particular make secure gains in their learning of how their writing can be amended, edited and re-drafted using a word-processor. However, in some subjects pupils' writing development is restricted by the over-use of commercial worksheets that require little input, and which do not extend pupils' creative writing skills. Teachers do not make sufficient use of design and technology or science to extend pupils' literacy skills. Some teachers are more successful in ensuring that pupils' numeracy skills are extended through some subjects of the curriculum. However, there are missed occasions to develop pupils' skills in subjects, such as design and technology, where too few opportunities are provided for pupils to estimate or measure when making their artefacts or models.
22. The features of very good and good teaching seen in both key stages during the inspection included the devising of interesting activities to which pupils respond well. Year 6 pupils, for example, produced some very good work in history using computers by exploring the school's admission registers to determine the number of children who were enrolled at the school following their evacuation from London during the Second World War. This work resulted in pupils determining how long the evacuees stayed at the school and the reasons why the children were evacuated. Where teaching is good, teachers have good subject knowledge and manage pupils effectively, resulting in the time in lessons being used to good purpose. In most classes at both key stages, relationships between teachers and pupils are based on mutual trust and this helps pupils to develop the confidence to approach the teachers and other adults to seek support and additional guidance when faced with particular difficulties.
23. The impact of teaching is further restricted by the lack of time and status that some subjects have. These include religious education and physical education. In some year groups, despite being timetabled, pupils only have the opportunity to do physical education if they complete other work. The time available for religious education is less than that prescribed in the locally agreed syllabus. The time for English and mathematics takes virtually half of the teaching week. This results in other subjects receiving less than their fair share of the time available and pupils are unable to explore the full programmes of study outlined in the National Curriculum in sufficient depth. As a result, pupils do not make the necessary gains in their knowledge, understanding and skills as they move through the school.
24. The quality of marking and the use that teachers make of day-to-day assessments of pupils' progress varies from class to class. Marking is supportive and praises pupils for the effort that they have applied in completing their work. However, some marking is over-generous and gives pupils an artificial view of the quality of the work they have produced. In general, too few teachers make sufficient use of marking to give pupils clear guidance on how they may improve their efforts. In some lessons during the inspection, pupils commented that they had undertaken the same work in a previous class. As the school's assessment procedures have not been sufficiently developed, teachers take too little heed of what pupils have already mastered in planning the next steps in their learning. Overall, the use of homework is often restricted to English and

mathematics and the school does not make sufficient use of homework as a tool for extending pupils' personal development by supporting and extending their learning in other subjects.

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

25. The curriculum for Key Stage 1 and Key Stage 2 pupils meets statutory requirements. However, the overall quality and range of the curriculum are unsatisfactory, and there are shortcomings in the quality and range of provision in some subjects, including physical education and religious education. The amount of time allocated to these subjects is substantially less than that recommended nationally. In geography and history, work planned for pupils is not sufficient in depth. This leads to pupils making superficial gains in their learning and is further reflected in the standards which pupils attain. This overall picture represents a decline in provision since the previous inspection.
26. The curriculum provided for children in the Foundation Stage is appropriately based upon the national guidance and the recommended Early Learning Goals. Planning for the more formal aspects of teaching is at least satisfactory and pupils have appropriate opportunities for the development of language and numeracy skills. However, the provision for the more imaginative and creative aspects of the curriculum could be improved further, particularly where pupils are engaged in structured play in unsupervised situations.
27. In Key Stage 1 and Key Stage 2, the National Literacy and National Numeracy Strategies have been implemented appropriately. Teachers are confident in using them and there are some cross-curricular links, particularly in English, although these are not fully explored for the benefit of pupils' progress in writing and for higher attaining pupils. Some literacy lessons, especially for the younger pupils and for those with special educational needs, are too long and these pupils lose their concentration and their quality of learning suffers.
28. The school's provision for pupils' personal, social and health education is unsatisfactory. This is because there is no whole school policy or approach. This represents a decline in the quality of provision since the last inspection. Considerable work is done through 'Circle Time', assemblies and in sex and drugs education but teachers are using a variety of methods in teaching. There is no whole school plan for the development of pupils' personal and social education and planning is very much left to individual teachers. Consequently, lessons vary in their content, and activities do not always build on pupils' previous learning.
29. Long term planning is inadequate and does not ensure that pupils' learning both within subjects and across the whole curriculum builds on prior learning. Schemes of work are very recent and have not yet had any significant impact upon curriculum provision. The school uses the locally agreed syllabus for religious education and additional national advice but has not devised a scheme of work for the school. There is a list of topics to be taught in each year group but without appropriate support for teachers nor any guidance of expected attainment. Without an overall view of the curriculum, the school cannot ensure continuous and increasing challenge both within subjects and across the curriculum as pupils move through each key stage. Despite being highlighted in the previous inspection, the school has not made sufficient provision for

meeting the needs of higher attaining pupils or ensuring that they will receive their full curriculum entitlement during their time in school.

30. The provision for pupils with special educational needs is satisfactory. They have equal access to the curriculum and are fully included in all aspects of school life. Individual education plans are in place for all pupils on the special needs register. Outside agencies, such as speech therapy and the educational psychology service are involved where appropriate, which effectively supports pupils with additional needs. Annual reviews for pupils with a statement of special educational needs are carried out appropriately and their needs are suitably addressed.
31. There is unsatisfactory provision for extra-curricular activities. This represents a decline since the last inspection where such activities were extending pupils' learning. Parents are disappointed at the lack of extra-curricular activities, pointing out that much is provided by the parents themselves. There are a small number of after school clubs, such as computers and sports. There are no lunchtime clubs operating. Very little is available for younger pupils. Clubs such as computers depend on staff availability. The only music provision is a practice session for the band once a week. The number of sports is limited. The school depends exclusively on parents to run rugby and football sessions. A residential opportunity is available for Year 6 pupils at the 'Conway Centre' and at Kingswood. This allows them to develop a sense of independence and to take part in outdoor pursuits.
32. The community makes a satisfactory contribution to pupils' learning. This is a similar picture to that of the last inspection. Members of the clergy from the local churches lead several assemblies each year. This makes a positive contribution to pupils' spiritual and moral development. The 'Go Gambia' project informs pupils about issues in the lives of the many children sponsored by the school. Informative newsletters are exchanged between the school and the school in Gambia. The school has a few local sporting links which have been an important factor in pupils' achievements in competitions. The link with an amateur dramatics group in the village enables pupils to see various performances. The school band continues to promote excellent links with the community. A good example of the warm regard of the community towards the school was reflected in the recent 'old pupils re-union' held in school. The opportunity was taken for a few of these special visitors to talk to pupils about life in the village as far back as the 1930s. School trips in the wider community are adequately planned. For example, Year 6 recently paid a visit to 'Eden Camp' as part of their 'World War 2' topic.
33. The school has satisfactory relationships with other schools. Most pupils transfer to the local High School. Satisfactory arrangements are in place with this school for induction, giving Year 6 pupils confidence about the next stage of their education. A good example of the positive relationship with local schools is the 'art and drama weekend' held at the High School each year, in which all local schools participate.
34. Overall, the provision for pupils' spiritual, moral, social and cultural development is satisfactory and makes an appropriate contribution to the quality of pupils' learning. This provision has deteriorated since the last inspection when it was reported as good overall.
35. Provision for pupils' spiritual development is satisfactory. Assemblies are used appropriately to provide pupils with relevant opportunities to reflect on their lives and on issues affecting the lives of others. In a good assembly during the inspection, a local minister discussed with younger pupils the array of foods we enjoy which are produced

in third world countries, such as cocoa beans, pineapples and tea. Pupils were left to reflect on the poignant fact of how little these people are paid compared with people in this country. Occasionally, opportunities in lessons are well used to engender a sense of awe and wonder in pupils. A group of pupils from Year 2 talked with amazement about the Great Fire of London that they had studied in history and how they were delighted about dressing up in traditional Hindu wedding clothes. A good school initiative was the development of a 'Millennium Garden', which provides pupils with a place for quiet reflection in the summer time. However, spiritual development is not always planned for sufficiently and is generally not a strong feature of lessons.

36. The provision for pupils' moral development is satisfactory. Most teachers generally have suitable expectations of pupils' behaviour and pupils respond accordingly. However, this is not always the case and, where class management is unsatisfactory or poor, pupils' behaviour often rapidly deteriorates. The school has a clear set of values, which are discussed in assemblies at the start of the academic year and which set out the principles of right and wrong. Each class also has a set of rules to help guide and promote good attitudes and behaviour. Pupils are reminded of these when an appropriate occasion arises. Consequently, pupils' attitudes and behaviour towards each other are mostly satisfactory. Pupils develop a sound understanding for the need to look after the environment through their participation in community projects, such as the development of a local nature park.
37. There is satisfactory provision for pupils' social development. Teachers and staff throughout the school provide pupils with appropriate role models, which generally encourage the development of positive attitudes and usually satisfactory social behaviour. Older pupils take on additional monitoring responsibilities and during lunch times are encouraged to sit and mix with the younger pupils. Pupils are encouraged to help those less fortunate. They are involved with regular fund raising for children at a school in the Gambia with which the school has links. In lessons, pupils mostly work well together. There are occasional opportunities for pupils to co-operate and collaborate in group tasks. For example, related to their work in design and technology and history, a group of Year 6 pupils prepared and produced a wartime menu for four guests. The school has also been involved with local community projects. For example, pupils helped to design a sculpture for the redevelopment of an old mining site. Older pupils have an opportunity to participate in residential visits, such as an art and drama weekend at the Conway Centre and an annual visit to Kingswood to enhance pupils' study of information and communication technology and earth sciences. However, there are only a small number of extra-curricular activities to further promote their personal and social development.
38. Provision for the cultural development of pupils is satisfactory. Pupils enjoy learning about some of the major world religions and show respect for the faith of others. In literacy lessons, they study a satisfactory range of books and poetry written by a variety of authors and poets. In art and design, pupils study the work of well-known artists, for example, Matisse and Klee. Art does not have a high enough profile in school to provide an effective contribution to pupils' cultural development and insufficient opportunities are provided for pupils to visit places of cultural importance, such as museums and art galleries. The school has a very good brass band, which effectively promotes both the social and cultural development of those pupils who participate in it. However, overall, music is not featured highly within the school. For example, there is no school choir.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Staff show caring attitudes towards pupils in their day-to-day contact with them. Satisfactory relationships between staff and pupils successfully foster a positive family ethos where pupils are valued.
40. Since the last inspection, a Kidzone' group has been established, operating on the school's premises. This has considerable benefit in providing very young prospective pre-school pupils with an opportunity to get a feel for the school. Induction arrangements are sound with a sensitive introduction to the Reception class. These arrangements are successful in giving new pupils confidence in starting school life. The school has established a breakfast club that is growing in popularity. It provides many pupils with an early start to the day with the benefit of a basic and healthy breakfast.
41. As at the last inspection, arrangements for child protection are satisfactory. The designated officer deals with issues effectively. Staff are vigilant at all times. However, written information and guidance on the school's policy and procedures are not issued to all staff and, as a result not all staff are clear about the school's procedures in respect of child protection.
42. Overall, the school's arrangements to ensure the health, safety and welfare of pupils are unsatisfactory. This marks a decline from the good attention that was paid to health and safety at the time of the last inspection. Risk assessments have not been carried out in the last two years, and the school has not had an appropriately trained officer to deal with health and safety matters. This means that a variety of potential threats to the safety of pupils are not checked. The storage of equipment and toys in Reception is unsatisfactory. Arrangements are made to test electrical equipment and appliances regularly and fire drills are carried out frequently and are appropriately recorded. There is a sufficient number of trained and qualified staff to administer first aid. A positive feature of the school's work is its use of external agencies to promote good health. For example, the school nurse and a dental hygienist both attend the school regularly and give talks for classes on issues of health and hygiene.
43. Procedures to monitor and improve attendance are sound. Families and pupils are well known to staff. Parents are given frequent reminders about the importance of good attendance and punctuality. Pupils achieving 100% attendance over the school year receive a certificate to celebrate the fact.
44. Procedures for monitoring and promoting good behaviour are satisfactory. This is generally a similar picture to that of the last inspection. A number of appropriate policies are in place, including a new 'school discipline and routines' policy. Behaviour issues are sufficiently recorded in teachers' diaries, lunchtime and serious incident records. Any problems are carefully monitored. Pupils say that the school has adequate procedures to deal with bad behaviour and bullying. Good use is made of a wide variety of rewards to promote better behaviour. For instance, certificates are awarded at achievement assemblies to celebrate good behaviour. However, the practice of segregating boys and girls at break and dinner times is not conducive to promoting a strong sense of inclusion between the boys and girls.
45. Procedures for assessing and monitoring pupils' personal and academic performance are unsatisfactory overall. In addition, there is insufficient guidance for teachers in planning work at levels appropriate to pupils' ability. This was identified as a key issue in the last inspection and the school has not made sufficient progress in addressing this. There are satisfactory procedures in place for monitoring pupils' progress in

mathematics. This information has started to be used appropriately to address areas for development and to guide curriculum planning. The monitoring of pupils' subject performance in information and communication technology is satisfactory but assessments are not used effectively to guide curriculum planning in the subject. Assessment and monitoring of pupils' performance in science is poor. It is unsatisfactory in English, all of the foundation subjects and in religious education.

46. The school does not have a secure overview of standards in most subjects throughout both key stages, and has only just begun to analyse and reflecting on data received from national tests and assessments undertaken. The results are not yet being used effectively to identify areas for development and to track individual pupils' progress. The school has not developed any system of self-evaluation by pupils to ensure they have a clear understanding of their learning objectives in order to determine the next steps in learning or to set their own relevant targets for improvement. An assessment, recording and reporting co-ordinator has recently been appointed, and a whole school policy on assessment, recording and reporting has just been devised. It is at a draft stage and has yet to be agreed. Therefore, there is no consistent basis for judgements about standards throughout the school. In the Foundation Stage, children's attainment on entry to the school is satisfactorily assessed using the local authority's guidance and the information is used appropriately to develop children's learning towards the Early Learning Goals.
47. The school has satisfactory procedures in place for identifying pupils with special educational needs. The class teacher and, where applicable, the special educational needs co-ordinator set targets for these pupils which are reviewed regularly. However, sometimes these targets are too broad and do not set out clear stepping stones towards the overall learning objectives. The school has started to track the progress that pupils with special educational needs make across the school. The special needs register is reviewed regularly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has yet to fully develop effective links with parents. The good links and relationships found at the last inspection have deteriorated considerably, although parents are still making a strong contribution to pupils' learning.
49. A small number of parents have a low opinion of the quality of education provided by the school. This came through in the inspection questionnaire and the parents' meeting held prior to the inspection. Some common threads are evident. The parents who attended the pre-inspection meeting and who completed the pre-inspection questionnaire mentioned they were comfortable about approaching the school regarding any difficulties their children may have and that their children receive sufficient homework. A number said that teaching is good and pupils' behaviour is good in school. Some parents expressed concerns about a number of aspects of the school's provision, including how it is led and managed. Inspection findings support some of the positive views. However, inspection findings also support the negative opinions of parents.
50. Some parents are rightly concerned about the quality and amount of information they receive about their children's overall progress. Inspection findings show that the quality of information to parents, especially about pupils' progress, is unsatisfactory. This is because pupils' annual reports often give insufficient detail about what pupils know, can do and understand. The quality of pupils' annual reports was identified in the last report

as a weakness. The school provides a useful brochure about the Reception class, in addition to the main prospectus. Both booklets are of good quality giving relevant information about the day-to-day life of the school. Although newsletters are provided regularly, some parents think they are too infrequent and would like them to contain more about pupils' achievements. All parents are issued with details about the behaviour policy.

51. Inspection findings indicate that links with parents in supporting their children in their learning are effective, and their involvement has a sound impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good.
52. The Parent, Teacher and Friends Association gives very good support to the school through organising many successful social and fundraising events. The group has been a tremendous source of support for the school over the years. Most recently, the group has funded the purchase of three computers for the school. Many parents are helping with school activities regularly and this is supporting learning considerably. For example, parents listen to readers, help in the library, support lessons, including swimming, and accompany school trips. They sometimes give talks for pupils. For example, a postman and fireman have recently discussed their work with pupils in reception as part of their 'people who help us topic'. Most parents have signed up to the home and school agreement. Homework diaries and reading records indicate that many parents are also giving considerable support with learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The quality of educational leadership by the headteacher and key staff is poor and this has an adverse effect on the quality of pupils' learning. The headteacher has a warm rapport with and is well liked by pupils but does not, however, provide the school with clear educational direction and does not have a clear understanding of the changes that are necessary to bring about improvement. The deputy headteacher has a complex role in the school that involves the teaching of various age groups and different subjects. His managerial role in supporting and extending developments is insufficiently developed. In addition, there are too many members of staff that make up the senior management team. This meets irregularly and is not fully effective in ensuring that the quality of provision at the school is regularly monitored or rigorously evaluated in order to bring about necessary change and improvements.
54. There are few systems that are securely embedded in the school to ensure that the quality of teaching and learning is regularly monitored and evaluated. The headteacher undertakes some of this but the good teaching practice evident in some classes is not disseminated sufficiently across the school. There are some effective co-ordinators who have worked hard to develop their subjects of responsibility. Those for English and information and communication technology, for example, have worked hard to establish a programme of review and development in order to improve pupils' learning. Their work is starting to prove effective in raising achievement. Most co-ordinators are enthusiastic but lack the support and guidance necessary to drive forward improvements. Some co-ordinators are not qualified, nor do they have sufficient experience or training for the subjects they lead. This further reduces the impact their work has on securing developments.
55. There has been too little rigorous and concerted action to bring about improvements in respect of the issues highlighted for improvement at the time of the last inspection,

many of which are still outstanding. There has been little progress in creating a clear and workable school development plan that provides a clear focus for the school's development and indicates how initiatives are to be monitored, funded and evaluated in light of their success. The lack of such an improvement plan results in developments being fragmented and insufficiently rooted in the school's immediate and future needs. There has been too little progress in developing the curriculum, ensuring that higher attaining pupils are sufficiently challenged and ensuring that the school's links with parents are effective. Standards have slipped in too many subjects since the last inspection. Given the shortcomings evident in the leadership and management of the school, it currently demonstrates insufficient capacity to improve.

56. The management of the provision for special educational needs is satisfactory overall. The special educational needs co-ordinator has only relatively recently taken on the role. Although she has an interest in this aspect, she has not had any specific training in special educational needs. This situation is slowly being addressed. There was no school policy for pupils with special educational needs until recently. The full implications of the new Code of Practice have not yet been fully addressed. The school makes satisfactory use of the funds available to support pupils with statements of special educational needs.
57. With the exception of procedures to ensure that staff have the required training to boost their awareness of using computers to support their teaching, the arrangements for the training of staff are poorly developed. Staff attend courses, but most of these are self-chosen and are not always sufficiently linked to the school's overall needs and goals. The arrangements for performance management have been established, but at present there has been no review of progress made by teachers towards the targets originally set.
58. Governors are supportive of the school and are keen for the school to succeed. To help them gain a closer idea of the school's current provision, they asked the local education authority to undertake a formal review of the school. They are currently evaluating the outcomes of this as a springboard for moving the school forward. Some governors are more recently appointed to the Governing Body and are beginning to develop ways in which they can be more effective in supporting the school's work. Committees meet regularly to discuss finance, personnel and curriculum issues as well as school building issues. Governors are highly aware of the need to further develop their role as a 'critical friend' to the school. At the present time, governors are not effective in ensuring that they hold the school to account for the standards that are being attained or that the school's aims are fully realised.
59. The quality of financial planning at the school is poor and spending decisions are not effectively evaluated in the light of their effect on standards. The practice of enabling the deputy headteacher to provide non-teaching time for co-ordinators is currently ineffective. All co-ordinators are largely left to manage the time they have for this themselves. This non-teaching time is insufficiently directed in terms of effectively monitoring teaching and learning in light of the school's medium term goals. The governors increasingly understand the principles of 'best value' but, at present, there are too few measures to evaluate the impact of spending decisions on the quality of pupils' learning.
60. The school's procedures for managing its finances are currently unsatisfactory. A recent audit made a significant number of recommendations for improving the school's financial management in preparation for new procedures in April. All of these have been

attended to. The new arrangements will mean a more effective use of new technology in managing the school's financial affairs.

61. The governors do not have a sufficiently strong monitoring role and do not sufficiently check the school's spending against previously agreed budget headings. They rely too heavily on the headteacher's judgement and on his systems for controlling the budget and the strategic use of resources and are not sufficiently active in evaluating the effectiveness of spending decisions. On a day-to-day basis the school secretary appropriately manages the finances. Consideration is given to finding the best deal before items of stock are ordered. She has well-established systems for ordering, checking and dealing with the payment for stock and other funds and services. Furthermore, the school secretary has an important role in the daily running of the school, providing useful pastoral and welfare support to pupils and parents.
62. Staffing is similar to that of the last inspection. The match of teachers to the demands of the curriculum is generally satisfactory but not all staff have a sufficient knowledge and understanding of certain subjects in order to teach them effectively. The school has a number of experienced teachers on its staff, and all are suitably qualified. The level of support staff, including those who support pupils with special educational needs, is satisfactory. Arrangements to induct new staff to the school, including newly qualified teachers, are satisfactory. New staff are given sufficient written guidelines about the school's policies and practices. The mentoring programme is effective in settling in new staff.
63. As at the last inspection, accommodation is good and helps to support pupils' learning in a number of subjects. This includes a designated information and communication technology room, a school library, music room and specific areas to enable pupils to participate in food technology. Classrooms are mostly of good size and there is much space for withdrawal work for pupils with special educational needs. The outdoor areas include grassed areas, a fair sized swimming pool and 'Millennium Garden' all of which are used for teaching and learning. There are many displays around the school that provide a positive source of information for pupils. The whole premises are suitably maintained by a dedicated caretaker and cleaning staff.
64. Learning resources are satisfactory overall for the needs of the curriculum. The school has a high number of computers available for pupils. With the exception of resources for religious education and history, all other subjects have satisfactory resources. Learning resources have declined from being judged good at the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve the quality of pupils' learning further, the headteacher, staff and governors should, as a matter of urgency:

(1) improve the quality of leadership and management by ensuring that:

- a school improvement plan is developed and priorities for the school are more sharply defined;
- a clear vision for the school's development is established;
- the role of the deputy headteacher is more clearly defined;
- the senior management team is more effective in its work;
- procedures to monitor teaching and learning are rigorously implemented;
- co-ordinators are given the support and training to carry out their roles more effectively;
- staff development is more finely attuned to the needs of the school;
- the governors continue to develop their role in holding the school to account for the quality of education it provides.

(paragraphs 53 – 58, 92, 102, 111, 117, 123, 131, 135, 139, 147, 154, 159)

(2) improve the quality of teaching and learning in those classes and subjects where it is weakest by ensuring that:

- teachers' expectations are raised;
- the work meets the needs and abilities of all pupils, particularly those with higher attainments;
- staff have sufficient knowledge and understanding of the subjects they teach;
- staff have sufficient awareness of the most effective ways to manage pupils;
- effective use is made of lesson time.

(paragraphs 10, 19, 27, 88, 91, 100, 104, 108, 110, 118, 122, 126, 130, 153)

(3) raise standards in English and science by ensuring that:

- better use is made of the school library to support pupils' literacy skills;
- effective links are developed to promote pupils' literacy skills in other subjects;
- greater use is made of investigation work;
- greater use is made of assessment information in planning the subsequent steps in pupils' learning.

(paragraphs 3, 4, 6, 18, 21, 24, 45, 46, 87, 88, 89, 91, 104, 107, 110, 133)

(4) raise standards in design and technology, geography, history physical education and religious education by ensuring that:

- in religious education, work is planned according to the locally agreed syllabus;
- there is consistency of practice in how schemes of work are used to plan pupils' learning;
- pupils are given greater opportunities to develop their personal initiative;
- subjects have sufficient time allocated to them to ensure that pupils can explore themes and topics in sufficient depth;
- assessment procedures are developed and the information used to plan the next stages in pupils' learning;
- there are sufficient resources for history and religious education.

(paragraphs 8, 18, 19, 23, 24, 25, 29, 45, 46, 104, 117, 124, 130, 131, 135, 139, 147, 154, 155, 158)

(5) develop more effective links with parents so that they have more confidence in the school's work by ensuring that:

- they are kept regularly informed about events taking place at the school;
- pupils' annual reports give a clear idea of pupils' attainment and progress;
- parents are made aware of the school's procedures in relation to various aspects of school life.

(paragraphs 48, 49, 50)

(6) The school's policy for inclusion is fully and effectively implemented, particularly in relation to lunch and playtime arrangements.

(paragraph 44)

The following less important issues should be considered as part of the governors' action plan:

- ensure that the pupils have access to a full and balanced programme in relation to personal and social development;
- ensure that arrangements for pupils' health and safety are satisfactory.

(paragraphs ⇒ 42, 149, 153)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		2	10	24	3	2	1
Percentage		5	24	57	7	5	2

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	225
Number of full-time pupils known to be eligible for free school meals	22

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.8
National comparative data	5.6

School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	14	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	17
	Girls	14	13	14
	Total	29	27	31
Percentage of pupils at NC level 2 or above	School	85 (72)	79 (81)	91 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	13	14	14
	Total	28	31	30
Percentage of pupils at NC level 2 or above	School	82 (72)	91 (91)	88 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	20	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	14	17	19
	Total	26	29	33
Percentage of pupils at NC level 4 or above	School	76 (61)	85 (56)	97 (72)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	14	16	18
	Total	26	29	32
Percentage of pupils at NC level 4 or above	School	76 (39)	85 (44)	94 (44)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	2
Bangladeshi	
Chinese	
White	223
Any other minority ethnic group	-

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	143

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	423 771
Total expenditure	424 732
Expenditure per pupil	1 830
Balance brought forward from previous year	24 707
Balance carried forward to next year	23 746

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
1. My child likes school.	42	52	6	0	0
2. My child is making good progress in school.	39	47	11	3	0
3. Behaviour in the school is good.	17	66	11	3	3
4. My child gets the right amount of work to do at home.	25	64	11	0	0
5. The teaching is good.	47	39	8	3	3
6. I am kept well informed about how my child is getting on.	31	49	17	3	0
7. I would feel comfortable about approaching the school with questions or a problem.	50	39	8	0	3
8. The school expects my child to work hard and achieve his or her best.	44	45	8	3	0
9. The school works closely with parents.	25	48	19	8	0
10. The school is well led and managed.	14	48	16	22	0
11. The school is helping my child become mature and responsible.	33	50	11	0	6
12. The school provides an interesting range of activities outside lessons.	32	27	11	22	8

Other issues raised by parents

Some parents who attended the pre-inspection visit raised concerns about the general cleanliness of the school building.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. The overall provision for children in the Foundation Stage is satisfactory and has been maintained since the last inspection. There are strengths in the provision of aspects of communication, language and literacy, and mathematics, and weaknesses in physical and creative development as well as in knowledge and understanding of the world. A teacher supported by a full time nursery nurse teach the Reception children together in a separate building from those children in Key Stage 1. Progress is satisfactory overall. Children make good progress in the whole class sessions on literacy and numeracy, and in some other activities, when adults support them. Progress is not as good when the children are working independently in the different areas of learning. Planning and provision is much weaker, with less focus on structuring the practical activities to make the learning effective and stimulating for the children. There are also too many worn and dull resources that are cluttering the areas and providing little challenge for the children to work productively. Although children have access to a small outside play area, the surface flags are uneven in sections and unsuitable when the children are using bikes and trikes. The children's physical development is enhanced, however, by the regular use of the hall for more formal physical education lessons.
67. Attainment on entry shows some slight variations from year to year but is broadly average, although children's writing skills are slightly weaker. This is confirmed by the baseline assessments that are carried out in the school. By the end of the Foundation Stage, the vast majority of children achieve the Early Learning Goals in all areas of learning apart from writing. In number work, speaking and listening and reading a few exceed the early learning goals.
68. The quality of teaching in the Foundation Stage is satisfactory overall and often good in reading, speaking and listening and mathematics. The staff have a good understanding of the needs of the children in the more formal teacher directed activities, but are less aware of their needs in the structured play activities where children work more independently. There is good teamwork between the nursery nurse and the Reception teacher and this helps them to use their skills effectively to benefit the children's learning in the more adult led tasks. The planning is done together and, although it is at least satisfactory for the directed activities, the planning and use of resources for structured and imaginative play is sometimes unsatisfactory. The progress that children make is assessed using the baseline profile. More on-going assessment is needed to measure and monitor the progress that children are making.

Personal, social and emotional development

69. By the end of the Foundation Stage, most children attain the Early Learning Goals in this area of development having made satisfactory progress through satisfactory teaching. The staff have established good relationships with the children and this helps the children grow in confidence and self-esteem. In the literacy and numeracy lessons there is a positive enthusiasm and pleasure for learning. This interest was shown during a lesson in which children and teacher shared the reading of 'Mrs Wishy Washy'. After reading enthusiastically together, they all spontaneously applauded each other and were obviously delighted with their success. On occasions, the whole class sessions go on for too long and, towards the end, the children become rather restless and lose concentration.

70. Most children are confident and quite capable of taking charge of their own learning but, although they are encouraged to work independently, the quality and range of practical activities do not always excite or stimulate them sufficiently. There is not enough challenge in the tasks to sustain children's interest and imagination or help them to initiate their own ideas. Because of this they tend to move fairly quickly from one activity to another and do not make as much progress as they could.
71. Clear classroom routines and high expectations of behaviour from the staff give children a good understanding of what is right and wrong. Children are occasionally reminded of the importance of the classroom rules, and religious education lessons are used well to help them consider the consequences of their words and actions for themselves and others. As well as taking good care of the equipment, the children also tidy up afterwards themselves, sensibly and quickly.

Communication, language and literacy

72. Teaching is satisfactory in this area of learning with children making satisfactory progress overall. Speaking and listening and early reading skills are taught well in the adapted literacy lesson and this enables most children to achieve the Early Learning Goals in these aspects of their communication, language and literacy and a few to exceed the expected levels. However, in writing, only about one in three reach the expected levels and their progress could be improved with better planning and teaching. Many opportunities are found during the day for children to speak and listen in teacher led activities, such as the retelling of favourite stories. Most children are becoming confident and fluent speakers but, although they listen well to adults, they are sometimes not as ready to listen to the contribution of their classmates. These more formal sessions are occasionally too long and the day is not always balanced sufficiently with time for imaginative role-play activities. Resources, such as dressing up clothes, a home corner and listening centres, are available for the children to use, but there is not enough focus or challenge in these activities to extend the spoken language and experiences of the children further.
73. The teaching of early reading skills is good. Children enjoy sharing books and handle them carefully, with the more able progressing well on the reading scheme and confidently reading a wide range of familiar words and short sentences independently. The adapted literacy hour is helping all children to enjoy their reading together and all children, including the less able, recognise a few words and characters from the pictures and suggest how the story might end. Children are heard to read regularly in school and parents support their children very well with their learning, by hearing them read at home. There are good levels of communication between the parents and the school about the children's progress in reading through the use of a reading diary.
74. There are still about one in four children who are in the early stages of developing their writing skills and have only reached the mark making stage. They need more encouragement to transfer the sounds they know from their reading to their writing and to practise regularly the formation of their letters correctly. Although the teacher and nursery nurse provide some opportunities for children to write freely and independently from the focus of the literacy lesson, there is no specific writing area in the classroom or enough planned activities for writing in the other areas of learning. As a result, progress in writing is unsatisfactory. Nevertheless, most children can write their own names and the higher attaining children are beginning to write simple sentences themselves and have some awareness of punctuation.

Mathematical development

75. By the end of the Foundation Stage, most children attain the expected levels in mathematics and a few exceed them, particularly in their number work. Progress is satisfactory. The adapted numeracy lesson is taught well and the activities planned help the majority of children to recognise and use numbers to ten and enable the more able to confidently add three groups of numbers to twelve and find missing numbers to twenty. There are some good displays around the classroom to help the children's knowledge and understanding of numbers and, through the effective use of questions in the numeracy lesson, children solve mental calculations quickly. Although there are abundant resources, games and equipment available to use in the freer practical work, there is too much choice for children to select the most appropriate game or equipment for their stage of learning. This area of learning needs further planning and organisation by the teacher to link activities more closely to the objectives of the lesson and the ability levels of the children. Overall, teaching is satisfactory.
76. There are sufficient practical opportunities for children to learn about measuring, patterns and shapes. Although the construction and outdoor area is limited in terms of the quality of equipment, the children have access to sand and water play and have a good understanding of comparative terms, such as 'heavier', 'lighter', 'full' and 'empty'. Most children are also confident in their recognition of flat and solid shapes although they struggled to explain any similarities and differences between the shapes. During the inspection good links were made between mathematics and creative development when children used their knowledge of shapes to print patterns with sponges and other tools. However, a further session on finding patterns around the school was too long for some children and they lost concentration.

Knowledge and understanding of the world

77. Teaching and progress are satisfactory, enabling most of the children to achieve the expected levels in this area of learning. The current topic this term is 'People who help us'. In order to extend learning further, the children have the opportunity to talk to people who help them, such as the local fireman. This visit provoked a lot of interest from the children, who were very keen to learn about his job and asked lots of relevant questions. By the end of the lesson, they knew about his different roles, the reasons for the uniform and the importance of fire prevention and safety at home and school. There are good displays around the classroom linked to this topic, but they are not sufficiently interactive for the pupils to investigate different materials and equipment themselves. There are not enough role-play opportunities where the children can find out for themselves about 'People who help us'. This weakness is preventing children from making the good progress of which they are capable. For example, although the children have had a talk from the dinner supervisors and cook, there is no imaginative area in the classroom for them to investigate and find out for themselves about cafés and cooking.
78. The children have good opportunities to use the computer to support their learning. With some help, they are all able to type their names and use different programs to make different patterns and pictures and print their work. Most are confident in guiding the mouse to position the cursor correctly.

Physical development

79. Most children attain the early learning goals by the end of the Foundation Stage. Although teaching and progress are satisfactory, children do not have access to the full

range of activities recommended for this age group within the outside area. The resources available do not provide enough opportunities for the children to move freely and imaginatively on various parts of the body. For example, there is no climbing frame to improve skills of control and co-ordination. However, there are regular occasions for children to learn important skills in more formal gymnastics and dance lessons in the hall and these opportunities help them to make the satisfactory progress they need to reach the required standards in their learning. This does not, however, compensate for the lack of daily physical activities and the school should endeavour to improve the surface, resources and security of the outside area, so that it can be used more productively and regularly by the children.

80. In the more formal physical education lessons children are attentive and interested in working hard and doing their best. They work with good energy levels, enjoy the time to exercise, and listen carefully to instructions. They travel safely in different ways around the hall and move in and out of the hoops with good control and co-ordination. Most can throw and catch the beanbags successfully. Nearly all children handle pencils, scissors, brushes and other tools with good control and confidence.

Creative Development

81. By the end of the Foundation Stage, most children reach the expected standards in this area of learning. Although progress and teaching are satisfactory, they could be better if more occasions were found for children to make choices and decisions about their own learning. The teacher plans most of the work and the children are not yet mixing their own paints or choosing many of their own materials. Therefore, although their pictures, patterns, clay pots and models of houses show a good awareness of shape, pattern and colour, and well developed manipulative skills, they are nearly all the same and do not allow the children use their imagination and creative skills fully.
82. There are regular times for children to express themselves well through music making with an adult. Children are beginning to develop a good repertoire of action songs and use percussion instruments to accompany their singing. Although there are facilities for the children to listen to music during the day, there is no established area where children can freely use the instruments in role-play and stories to further develop their imaginations.

ENGLISH

83. In the 2001 national tests the standards of attainment reached by pupils at the end of Key Stage 1 were in line with the national average in reading but well below the national average in writing. When compared with similar schools, standards were average in reading and well below average in writing. Inspection evidence shows a similar picture. The national test results in 2001 for pupils at the end of Key Stage 2 showed that pupils attained levels which were below the national average in English and below average when compared with similar schools. The evidence gained during this inspection shows a similar picture. Pupils in Years 1 and 2, including those with special educational needs and those at the early stages of learning English, make steady progress in reading but are not making enough progress in writing. At Key Stage 2 a similar picture is evident. Pupils currently in Year 6 performed well at the end of Key Stage 1 but have not made sufficient progress during the last four years. These results are not as good as those reported at the time of the previous inspection when pupils at the end of both key stages were said to be in line with the national average.

84. Pupils make satisfactory progress in developing their speaking and listening skills in Key Stage 1. Pupils express themselves clearly and use an appropriate vocabulary, using words like 'glamorous' and 'embarrassed' when describing the two grannies in the Katie Morag stories. However, teachers do not always allow enough time for discussion and often do not develop pupils' answers before giving their own answers and sometimes leading the lesson too much rather than developing pupils' understanding and knowledge from their answers. In numeracy and science lessons, pupils use the technical vocabularies confidently and correctly. Pupils are excited and eager to make their ideas known when given the opportunity and talked with a clear understanding of what they have done. There is a similar picture in Key Stage 2 and pupils make satisfactory progress in the development of their speaking and listening skills but provision varies between classes. Some teachers do not provide enough opportunities for pupils to discuss their ideas and to put forward their opinions. As a result, pupils are therefore hindered in developing their ability to assemble arguments for discussion and understand the conventions of debate and to listen carefully to other points of view and to respect them. Too often, pupils are only expected to give simple answers in response to questions from their teachers. Throughout the key stage, there are too few occasions when pupils are able to engage in discussions about topical issues and to develop an understanding of both sides of a discussion. Only very rarely are pupils encouraged to engage in role-play or drama.
85. Reading standards by the end of Year 2 are average and pupils make steady progress in reading at Key Stage 1. Higher attaining pupils are enthusiastic about the books they are given to read and the school is cultivating a love of reading at an early age. Pupils have a very positive attitude to this aspect of their development and for many pupils this is actively promoted by the help they receive at home. All pupils are given appropriate books to read that reflect their age and ability and they are able to retell the stories they have read. They can predict the end of the story by the sense of what they have read and by interpreting the illustrations later in the book. The more able pupils read confidently, fluently and with expression. They recognise the majority of words and use appropriate strategies for working out how to read those that are unfamiliar to them. Most pupils, including higher attaining pupils, are still unsure about the author and illustrator but are more confident about the significance of the contents page and the blurb on the back of the book.
86. By the end of Key Stage 2, the majority of pupils enjoy reading and most read regularly for pleasure. Younger pupils in the key stage read appropriate books, which they select for themselves from a guided choice. They have little difficulty with working out unfamiliar words. Higher-attaining pupils make effective use of punctuation when reading aloud, although the pace of reading is often slow. Pupils are becoming more confident in finding their way around non-fiction books and are confident in using the index and glossary pages. By the end of the key stage, pupils have developed strategies to read more widely and the more able can select their own choice of reading matter by choosing works by particular authors or by following their interest in specific genres. The pupils read simple texts well and the more able are developing interest and expression as they read. They retell the story as far as they have read and can make plausible predictions of possible outcomes. They talk about characters in the stories with interest and enthusiasm. The standard of reading is not as high as might be expected and there has been insufficient development of higher order reading skills, such as developing pupils' understanding of the differences between fact and fiction. Pupils in Year 6 have appropriate opportunities to scan information on the Internet but throughout the key stage there are not enough opportunities for pupils to engage in their

own research and undertake independent study. As a result, the school does not have enough pupils who are attaining the higher levels of attainment in reading.

87. The school library is a spacious and reasonably comfortable environment. However, the furnishings are sparse and there is little provision for pupils to relax and browse. Books are appropriately laid out on low shelves with infant and junior fiction in separate bays. The non-fiction books are classified using the Dewey system but the lists giving the classifications are old and unnecessarily complex. The stock includes many new books and there are copies of dictionaries and thesauri as well as other reference materials. The situation of the library makes it easily accessible for older pupils and pupils from Key Stage 1 have regular opportunities for borrowing books which they can take home to read. Each class has a time-tabled opportunity for changing books but there are insufficient opportunities for the pupils to use the library on an informal basis for their own work or to browse through books which they find interesting. The stock of books is appropriate for pupils' needs.
88. The school has recognised that the pupils' attainment in writing at both key stages has been well below the national average for some time. Recent initiatives to remedy this have not yet had time to make any real impact. Opportunities for writing have improved in Key Stage 1 but there are still not enough pupils who reach the nationally expected standard. Overall, pupils make insufficient progress in English. The English curriculum rightly extends beyond the Literacy Hour and there are more planned opportunities in Key Stage 1 and in some classes in Key Stage 2 for writing in other subjects, such as history and geography. However, the value of these opportunities is often missed as pupils simply copy out long passages of text rather than create their own writing from the information they have learned. This activity is time consuming and does not help to develop pupils' style of writing nor encourage creativity through opportunities for pupils to devise extended writing for different purposes. The curriculum covers the basic requirements of the Literacy Strategy and the National Curriculum for English but some teachers' expectations are too low and do not extend pupils' work into more realistic and purposeful activities. As a result, a significant number of the pupils attain basic standards but there are not enough pupils who attain higher levels. By the end of Key Stage 1, pupils are beginning to know about antonyms and are confident in creating new words and changing the meanings of others with prefixes like 'un' and 'dis'. They are aware of simple punctuation but are not yet fully confident in using it accurately in their writing. The quality of handwriting is well below expectations. In some classes, pupils still form their letters unevenly and incorrectly despite just having had handwriting practice.
89. Key Stage 2 pupils do not make enough progress and by the end of Key Stage 2, standards in writing remain below average. At the upper end of Key Stage 2, coverage of the curriculum is adequate but work in some classes is too often based on text book learning and it includes a significant number of exercises based on question and answer rather than issues which arise out of other work and can be tailored to meet individual need. As a result, pupils do not have enough opportunities to describe their own experiences and to link their writing to real situations. Handwriting in Key Stage 2 has improved and pupils take a pride in their work that is often suitably presented. Overall, however, there are not enough pupils who are on target to attain the higher level 5 in this year's cohort and they are not achieving at a level of which they are capable.
90. Pupils have positive attitudes to their work and behaviour in classrooms is good. When pupils are given the opportunity, they co-operate well in pairs and small groups. This contributes significantly to pupils' social development.

91. The quality of teaching is unsatisfactory overall at both key stages, although during the inspection some good and satisfactory teaching was seen. Teachers plan according to the requirements of the National Literacy Strategy and there are often good links to work in other subjects. However, objectives for learning in specific lessons are not always clear and the teachers do not plan sufficiently or use assessment information sufficiently to plan pupils' subsequent learning. As a result, there is not yet a consistent approach to teaching as pupils move through the school and some teachers' expectations of what pupils should be able to do are too low. Planning does not always include different expectations of pupils of differing ability. There is often good support for pupils with special educational needs but pupils of a high ability are not well catered for and often their achievement is hampered by low expectations and a lack of suitable extension work. The marking of pupils' work is regularly completed in most classes. Teachers often write constructive and helpful remarks in the pupils' books but these are not always followed through and the effect of the marking to help pupils improve their work is not significant. Most classrooms have displays which include prompts and guidance for improving the quality of written work but in some classes the displays are not easy to find and instructions to young pupils are sometimes written in a way which pupils find hard to understand. Many classrooms also include examples of pupils' work and some of these show an appropriate use of computers both to enhance the appearance of the work and to develop pupils' word processing and editing skills.
92. The co-ordinator for English is very capable, enthusiastic and well informed. She has conducted a very comprehensive and detailed review of the provision in the short time since taking the post and has produced a very clear action plan for the development of teaching and learning throughout the school. This action plan includes appropriate priorities for improvement and highlights areas of concern and is a very useful document for moving the school forward and putting into place improvements which will raise the standards in English across the whole curriculum. It should also ensure a consistent approach to provision throughout the school so that pupils make more marked progress. Resources to support teaching are satisfactory. However, the senior management of the school has not provided the support to implement the proposed changes and the pace of improvement has been hindered.

MATHEMATICS

93. The National Curriculum test results in 2001 indicated that standards in mathematics were in line with the national average at the end of Key Stage 1 and above the national average at the end of Key Stage 2. When compared with similar schools, standards were average at Key Stage 1 and above average at Key Stage 2. The inspection findings support the test results. There is an increase in the number of pupils working at the higher levels in Year 6. Standards at the end of the Key Stage 1 are similar to those reported in the last inspection but they have improved at the end of Key Stage 2, when they were reported as being average. Pupils, including pupils with special educational needs and with English as an additional language, show satisfactory progress and achievement in Key Stage 1. Overall in Key Stage 2, they show good progress and achievement.
94. Since the last inspection, teachers in both key stages have paid more attention to developing pupils' investigative and experimental skills. Pupils in Year 2 enjoy discussing their work and giving reasons for their answers. In Year 6, pupils develop different strategies for problem solving and are happy to 'try out' ideas. Pupils enjoy the challenges provided in mathematics. Pupils of all ages will often cite mathematics as their favourite subject.

95. Through regular mental arithmetic sessions at the start of numeracy lessons, pupils in Key Stage 1 begin to develop their mental agility. In Year 2, virtually all pupils are quick to answer questions like what is six times two and higher attaining pupils can work out more complex problems. Pupils are confident in finding more than one way of adding and subtracting numbers. Most pupils are competent in counting forwards, including counting in twos, fives and tens and have a secure understanding of number facts to 20 and for higher-attaining pupils numbers up to and including 100. Pupils have a satisfactory understanding of number operations, although lower attaining pupils find difficulty when working without the support of the teacher. Most pupils can identify odd and even numbers and can recognise the pattern they make. Pupils have a basic understanding of fractions and know, for example, that two halves make one whole and that doubling numbers is the same as multiplying by two.
96. Most pupils have a satisfactory knowledge of common two- and three-dimensional shapes by the end of Key Stage 1. They are given appropriate opportunities to measure length and to develop a satisfactory understanding of centimetres and metres. However, there are few opportunities provided for pupils to measure weight or for them to develop an understanding of capacity and their understanding of this aspect of mathematics is less well developed. Pupils are able to classify objects using different criteria but they have only limited experience of collecting information in various formats.
97. By the end of Key Stage 2, pupils' attainment in number work is above average with a significant number of pupils reaching above average standards because of the good teaching in Years 5 and 6. The National Numeracy Strategy is having a positive impact on pupils' ability to manipulate numbers mentally and all pupils, including lower attaining pupils, are developing confidence in completing mental calculations. Pupils have rapid recall of multiplication tables and can use times tables effectively in solving addition problems. Many pupils can use rounding up and down of numbers efficiently to quickly get results. In a good lesson observed, higher attaining pupils in Year 5 were given challenging questions, such as multiplying 760 by 30. They were quick to come up with their answer and could explain the strategies they had used. Pupils in Years 3 and 4 are making satisfactory progress in their understanding of number concepts. Pupils in Year 3 were furthering their understanding of multiplication and its relationship with addition and pupils in Year 4 were using informal methods to support, record and explain division. By the end of Year 6, pupils can arrange decimals to three places and know how to show fractions as decimals, for example, $\frac{5}{100}$ as 0.05. Overall, pupils have a good mathematical vocabulary and older Year 6 pupils understand and use terms, such as 'multiples of' and 'square root' accurately and confidently.
98. By the end of Key Stage 2, pupils have a satisfactory understanding of shape, space and measure. They know the standard units of measure for length and know the importance of measuring accurately. They know the units of measure for weight and capacity but generally have too few opportunities for practical work. Older pupils build on this knowledge and significant proportions are working at above the expected levels. For example, pupils in Year 5 are currently developing a good understanding of how to work out the area of a rectangle by measuring its length and width, and understand that area is usually measured in square centimetres or square metres. Higher attaining pupils in Year 6 are able to find the perimeter and area of more complex shapes and through practical work they find out that shapes having the same area can have different perimeters. Throughout the key stage, pupils experience work on time and many can convert analogue time to its twenty-four hour equivalent. Most pupils can name and recognise a good variety of two- and three-dimensional shapes and can

describe some of their main attributes. For example, pupils in Year 6 can name and describe the properties of an equilateral triangle, a rhombus and a parallelogram.

99. Teachers provide Key Stage 2 pupils with regular opportunities for data handling. By the end of Year 6 pupils are able to collect information and present it in a variety of different ways, such as a tally chart, a pie chart, a block graph or a line graph. Pupils have a sound understanding of the terms 'mean' and 'average'.
100. The teaching and learning in mathematics is satisfactory in Key Stage 1 and good overall at Key Stage 2. Teaching in Years 5 and 6 is generally good and sometimes very good which results in good learning taking place. The National Numeracy Strategy has been successfully implemented throughout the school and provides a useful structure for teachers. Teachers make good use of the introductory sessions in numeracy lessons to help pupils to develop their mental agility. In the better lessons seen during the inspection, these sessions had good pace and challenge for pupils of various abilities. Teachers also provided suitable opportunities for pupils to explain how they arrived at their answers. The end of session discussions are generally used effectively to assess pupils' learning and to reinforce the important teaching points. However, occasionally, work during group time is not always sufficiently well matched to pupils' ability. Either pupils find the work too difficult or else it lacks challenge for the more able pupils. Teachers generally manage their classes well. Pupils responded positively to this and overall their attitudes and behaviour are often good.
101. The quality of marking of pupils' work varies from satisfactory to good. Where it is good, teachers make helpful comments to show pupils how they can improve their work further. Teachers have started to make regular assessments of pupils' attainment in mathematics and to think of ways in which standards can be further improved, but this analysis is at an early stage of development and is not yet having sufficient impact on pupils' learning. Teachers provide pupils with appropriate opportunities to practise their mathematical skills in other areas of the curriculum. For example, in Key Stage 1, related to their topic of 'Light and Dark', pupils built a pattern with two-dimensional light and dark shapes. In Year 5, related to their work in geography on the environment, pupils produced pie charts to show the amounts of water people use in various parts of the world. Mathematics homework is set on a regular basis. There are some good opportunities for pupils to carry out mathematical tasks on computers during their designated information and communication technology lessons. However, computers are rarely used as a matter of course in daily mathematics lessons.
102. The subject co-ordinator has good subject knowledge. He is keen to raise standards further in mathematics. As yet, the co-ordinator has not had any opportunity to monitor the quality of teaching and learning through direct observation and thereby become more effective in his role. Targets for improvement have been set. Boosted by last year's end of Key Stage 2 results where two pupils achieved standards commensurate with pupils aged 14 years, the co-ordinator is developing ways of raising the number of pupils likely to achieve the higher levels as well as raising the performance of less able pupils. The school has made good improvement in mathematics since the previous inspection at Key Stage 2.

SCIENCE

103. At the end of Key Stage 1, pupils' attainment, based on teachers' assessments in 2001, was below the national average and below the average found in similar schools. At the end of Key Stage 2, the National Curriculum tests in 2001 show that pupils'

attainment is in line with the national average and average in comparison with similar schools. Inspection findings show that standards of attainment are below average at the end of both key stages. At the previous inspection standards were broadly average. The difference between inspection findings and the results of the National Curriculum tests at Key Stage 2 is attributable to the lack of progress that pupils make in the development of their investigative skills in the subject.

104. Pupils are not achieving as well as they should and their progress over time at both key stages is unsatisfactory. The leadership and management of the subject are poor. The weaknesses from the last inspection have not been addressed and furthermore, the commitment and capacity for improvements to the subject is poor. There are some recent signs of improvement to the teaching in Key Stage 1, but there is no whole school scheme of work to help the staff with their planning, and assessment systems have not yet been introduced. At both key stages there is a lack of challenge for the more able pupils and insufficient opportunities for all pupils to carry out investigations and develop their skills of enquiry. These are all weaknesses that were identified at the last inspection.
105. By the end of Key Stage 1, pupils have covered a reasonable range of topics. However, most of the past work has been focused on the completion of very simple work sheets about healthy living, the uses of wood and the differences between living and non-living things. These lessons do not provide the opportunities for pupils to develop their skills of investigation and scientific enquiry. For example, predictions are not made before the pupils look at mini-beasts around the school and no conclusions are drawn from the results, such as why certain mini-beasts live where they do. Although the pupils have drawn the pictures of the various stages from a baby to old age, there is no recording of how and why changes take place as people grow older, or how people have changed over time.
106. Recently pupils in Year 2 have been given more opportunities to participate in investigations. In one lesson they found out how to melt ice quickly. They were asked to predict the results, list the equipment and record their results. Because of a lack of experience of such work in the past, the more pupils are at the very early stages of suggesting how ideas can be tested, recognising the need for a fair test, or recording the results of experiments in any detail or variety. Nevertheless, one pupil knew that the ice had to be kept at the different places for the same length of time to make the test fair. During the inspection the pupils had to make a complete circuit using a battery, wires and bulbs, draw a picture of their working circuit and explain why the circuit worked. The teacher prepared the lesson well, but most of the pupils struggled to light the bulb without the help of the teacher. They are also at the early stages of drawing on their knowledge of circuits to explain what happened.
107. By the end of Key Stage 2, pupils have not had experiences of planning or carrying out enough investigations themselves or drawing conclusions. Most investigations linked to materials, plants and forces are demonstrated by the teacher or watched on video, and then the pupils are asked to copy up results and conclusions from text- books or from the teacher's notes. There is not enough planning to ensure that pupils' learning is built on as they move through each of the classes. In Year 6, the pupils have watched the same video on plants and covered the same work for the last three years. There is not enough discussion on how to make a test fair, as the organisation of the experiment and materials has been planned beforehand by the teacher and tables and charts prepared for the pupils to record their results. For example, in the forces topic, the focus was on testing how paper in different states falls to the ground. The teacher had prepared the paper in different shapes and then demonstrated the experiment to the

class. The pupils read the explanation in a book of why some surfaces take longer to fall to the ground than others. They then copied up the experiment from the textbook and pupils' writing was the same. There is little discussion or questioning and often pupils are instructed rather than helped to learn through observing, questioning and investigating themselves. Because of this approach, there is no challenge for more able pupils and the opportunities for them to extend their skills of enquiry or to use their scientific knowledge to evaluate the validity of their conclusions are severely restricted. Similarly, less able pupils are not helped to learn how to make a test fair or to use the correct scientific vocabulary. It is largely due to this weak teaching that standards are lower than they should be and pupils are not making sufficient progress in their knowledge and understanding of physical processes, materials and living things.

108. Improvements are needed in order to raise standards further in science, especially for the higher attaining pupils, and also to help to improve the writing skills of all pupils. Insufficient opportunities are provided for pupils to practise the skills gained in other subjects. Occasionally, graphs are drawn to show results but these are not used sufficiently to draw conclusions. Although planning indicated in one lesson observed that pupils in Year 4 would draw a map of the classroom and mark variations in temperature, the teacher drew the map for the pupils to copy and even drew the map itself in one pupil's book.
109. Pupils display good levels of interest in science when they can work on practical activities together as was shown in Year 2. They behave well and support each other in their investigations with good levels of concentration.
110. Teaching overall is unsatisfactory, although some good examples were seen during the inspection. Where teaching is better, the teacher has satisfactory knowledge and understanding of the subject and provides more challenge for the pupils to work practically on investigations. Until very recently the teaching in Key Stage 1 has been unsatisfactory, but the inspection evidence suggests that weaknesses are now beginning to be addressed. The teaching in Key Stage 2 is poor. Subject knowledge is weak, particularly in developing the skills of enquiry with pupils and lessons are not managed or organised well. Planning is very weak, and because there is no scheme of work, lessons are repeated in different year groups and pupils are not taught progressively the skills they need to make sufficient gains in their learning. The challenge and expectations for all pupils are too low, but particularly for higher-attaining pupils, who are significantly underachieving in their skills of investigation. Because there are no assessment procedures in place, the same work is planned for the whole class, regardless of the wide range of ability within each year group. Marking in its current form is not effective in helping pupils see what is needed to improve further.
111. The leadership and management of the subject are poor and have failed to bring about the improvements needed from the last inspection. No monitoring of teaching in science has been carried out to judge its effectiveness. Staff in Key Stage 1 have not had enough support to help them improve standards. The leadership of the school has too little knowledge and understanding of the standards that pupils have reached in the National Curriculum, or the strengths and weaknesses in past assessment results in the national tests.

ART AND DESIGN

112. Standards in art and design have been maintained since the last inspection. By the end of both key stages, pupils' attainment is in line with national expectations. Pupils of all abilities make satisfactory progress in the development of art skills as they move

through the school. Work on display indicates that pupils get sufficient opportunities to explore the works and techniques of famous artists and this helps to develop their understanding of how art can be created in different ways and of using different techniques and materials. Pupils talk enthusiastically about the artwork they undertake and enjoy their learning. However, their learning is hampered by the lack of progress made by the school in developing a clear and usable scheme of work to help teachers plan pupils' learning so that their skills can be developed in a systematic order in each of the classes.

113. Pupils in both key stages make satisfactory progress in the development of their drawing skills. At Key Stage 1, pupils make simple drawings of everyday objects both natural and man made and are beginning to understand the importance of using line and tone to add interest to their drawings. By the end of Key Stage 2, pupils understand that applying different shades and tones adds impact to their work. Pupils have drawn their own vivid 'Paisley Patterns' having considered these as part of their studies and their resulting work indicates good development of their ability to use a range of pencils to good purpose. Pupils achieve satisfactory standards in their painting work. At Key Stage 1, pupils understand how mixing or adding white or water can create new shades. Some activities are well linked to other subjects of the curriculum. For example, pupils have created some vibrant paintings as a result of exploring the Fire of London as part of their history work. At Key Stage 2, pupils continue to develop their painting skills by exploring the works of famous artists and understand how secondary colours can be generated from primary colours. In addition, pupils use information and communication technology well to develop their understanding of colour. Year 6 pupils, for example, have created some colourful work using an art package by exploring the techniques of Clarice Cliff. Pupils have worked hard on this task, responding well to the challenge and expectation of the teacher with their resulting efforts being of a high standard.
114. There are too few opportunities provided for pupils to work in three dimensions, and this adversely affects their attainment. Pupils do have access to a kiln but evidence suggests that three-dimensional work is not a regular feature of pupils' learning. Some tentative links in this aspect of pupils' learning are made with design and technology, such as those seen in Year 5, when pupils had made simple two-dimensional puppets from a range of card and string. More could be done to ensure that pupils use three-dimensional materials more fully as part of their art and design studies. In addition, pupils have few opportunities to develop their printing skills and this also limits their progress.
115. The subject makes a satisfactory contribution to the pupils' spiritual, social, moral and cultural development. In Year 3, for example, pupils have explored the importance and symbolism that a mask has for different African tribes and have explored the pattern and texture as well as the materials that are used in constructing such artefacts. Pupils have explored the work of Paul Klee at Key Stage 1 and of Henri Matisse in Key Stage 2. This is successful in developing pupils' understanding of how artists from other countries use and explore different techniques and materials to create different artistic images. Some good links are being developed with information and communication technology to promote pupils' understanding of art. In addition, some purposeful links are made with different subjects of the curriculum. In Year 5, for example, pupils have made some high quality filographic patterns using string as part of their work on shape and space. However, in general, such work is very much left to the discretion of individual teachers and there is no planned programme to develop art through other subjects across the school. As a result there are missed opportunities to develop the pupils' understanding of how art and design can be used to extend learning in other

subjects as well as their awareness of the world around them. There are few planned visits to places such as museums or galleries as part of their work, although pupils have had the opportunity to work with a visiting artist as part of the construction of the garden in the forecourt area of the school.

116. The quality of teaching and learning at both key stages is satisfactory. The appointment of a member of staff with a strong interest and background in the subject has helped to boost the status of the subject in the school. Teachers have a satisfactory understanding of the requirements outlined in the National Curriculum to teach the subject and give appropriate guidance and support in lessons and this helps to boost pupils' confidence in lessons. Too little use is made of sketchbooks, however, and this limits pupils' understanding of the importance of preparatory work. Pupils respond well to the suggestions for improvement offered by teachers and this helps to improve the overall quality of their work. Overall, however, teachers provide too few opportunities for pupils to improve their personal development skills within the subject. In some instances, pupils' work is over-directed and pupils are afforded too few opportunities to select and choose materials and resources of their own and follow their own lines of enquiry.
117. Currently, the leadership and management of the subject is unsatisfactory. The co-ordinator is not confident in leading and supporting developments and this has impacted on the slow progress that the subject has made since the previous inspection. There is very little monitoring of teaching and learning and the subject lacks strategic development. Too few assessments are made of pupils' learning and too little regard is taken of what skills pupils have already mastered in planning the next stages in their learning.

DESIGN AND TECHNOLOGY

118. Standards are in line with national expectations by the end of Key Stage 1 but below expectations at the end of Key Stage 2. Standards in the subject at Key Stage 2 have declined since the last inspection when they were reported as being in line with expectations for 11-year-olds. Pupils in Key Stage 2, including those with special educational needs and those at the early stages of learning English, make unsatisfactory progress. An appropriate action plan has been drawn up by the subject co-ordinator but she has not yet had the opportunity to implement it. Overall, teachers have insufficient knowledge and understanding of the subject's requirements and there is no whole school approach or scheme of work to enable pupils to develop the necessary design and technology skills as they move through the school. The range of opportunities for pupils to use different materials and develop new techniques is limited.
119. By the end of Key Stage 1, pupils have a sound understanding of the designing and making process. They realise the importance of preliminary drawings and how the plan of what they are going to make shows the intended outcomes. They understand the importance of the materials and resources they are going to need. They have an early understanding that they might need to change their plans if they were not successful. Teachers provide pupils with appropriate opportunities to use a variety of materials and to learn techniques for joining materials together. For example, pupils in Year 2 have designed and made a glove puppet based on a favourite storybook character and have demonstrated a sound understanding of the designing and making process. They talked about the way they had practised stitching in order to make the puppet. They were clear about how they needed to measure around their hands before cutting out the material so that they would be sure it would fit into the puppet. One pupil said that

she had improved her puppet's appearance by altering its hair and giving it a bow and a headband.

120. By the end of Key Stage 2, pupils' attainment is below national expectations. Overall, pupils in Key Stage 2 have insufficient opportunities to improve their knowledge and understanding of materials and components and of the designing and making process and their ability to develop their ideas independently. Too much of the work is heavily teacher directed and pupils have insufficient opportunities to choose materials for themselves or to investigate ways of joining the materials together. In a satisfactory lesson observed during the inspection, pupils in Year 4 were making a plan for a storybook with moving parts suitable for young children. Although learning was satisfactory in the lesson and most pupils were clear of the need to plan carefully and realistically, by the end of the lesson pupils found it difficult to work independently. They relied heavily on the support of the teacher and tended to follow the ideas she had given them. Standards achieved were below expectations for pupils of their age. Occasionally, classes collaborate together to undertake a design and make project. For example, pupils in Year 3 designed chairs and pupils in Year 6 helped in producing them. Generally, pupils in Key Stage 2 are unaccustomed to the need to evaluate their designs and products with the end purpose in mind and to discuss improvements or adaptations that might be necessary.
121. Pupils have experience of food technology activities. For example, older pupils have an opportunity to plan and prepare a meal for guests but, overall, pupils experience only a limited range of tasks that make use of a range of materials.
122. The quality of teaching and learning is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. There is no clear record kept of previous tasks in order to build on the work already undertaken. Pupils in Year 2 demonstrate interest and enthusiasm for the work they had done. However, some teachers of pupils in Key Stage 2 do not make the work sufficiently challenging, particularly for higher attaining pupils and the pupils lack interest in the subject. Although Year 2 pupils have used information and communication technology to design puppets, there is insufficient use of information and communication technology overall to support work in the subject. There are sometimes satisfactory links with mathematics as pupils use their measuring skills when designing and making products.
123. The subject co-ordinator has only recently taken on the role. She is keen and enthusiastic to develop the subject and to raise its profile throughout the school. However, much needs to be done in order to increase teachers' confidence and the quality of pupils' work and she requires more support in this task. There has been no opportunity for the co-ordinator to monitor teaching and learning. Current planning does not take sufficient account of the need for a broad and balanced curriculum and there are no procedures to assess pupils' attainment. The co-ordinator is in the process of undertaking an audit of resources to assess their quality and quantity and to see whether they are sufficient to implement national guidance in the subject.

GEOGRAPHY

124. The standards in geography for pupils at the end of both key stages are below the nationally expected levels. This represents a significant decline in the standards seen at the last inspection, which were above expectations. Progress at both key stages for pupils of all abilities is unsatisfactory. The profile of geography in the school is low. There is little evidence of pupils' work around the school and few geography displays to

interest pupils. Although enough time is allocated for the subject within the curriculum, it is not taught in sufficient depth. This particularly applies to the teaching of mapping and enquiry skills through fieldwork. This element of the curriculum was a strength at the last inspection, but in recent years fewer visits have been arranged, and the current work in all classes, apart from Year 3, is often copied from textbooks or atlases in Key Stage 2, or consists of undemanding work sheets completed in Key Stage 1. An important factor in the unsatisfactory progress is the absence of a scheme of work to support the teachers with their planning and to ensure that all aspects of provision are being covered. Although some teachers are beginning to use national guidelines, there is no whole school approach to planning. This was also the case at the last inspection and has not been addressed.

125. By the end of Key Stage 1, pupils have a very limited knowledge of places at home and further afield. Occasional visits have been made in the past but these have not been used effectively to develop and extend pupils' enquiry skills and their understanding of places. The immediate village and local area provide a wealth of opportunity for investigations, but in recent times the school has not taken advantage of the facilities they offer and pupils' knowledge of their own local environment is, therefore, limited. However, last year the pupils in Year 1 carried out a brief traffic survey in the village and pupils in Year 2 visited a nearby valley and followed a trail, which was planned by the pupils in Year 6.
126. Pupils in Year 2 compare the village with a seaside resort. Their written work consists of a list of some of the features of both places, but this is not followed up with any comparisons made between the two places or pupils' own views of the different environments. Although parts of the 'Barnaby Bear' topic have been taught recently, pupils have not retained much of the information. The written work consists of some coloured in pictures of their holidays and a pictogram of holiday destinations. Pupils are currently looking at 'Katie Morag' for their work in literacy and this is being extended to incorporate some geography work. As with the previous topic on 'Barnaby Bear', there is not enough depth in the study for pupils to make sufficient gains in their learning and acquire important skills. The work has mostly consisted of listing some of the physical and human features of the fictitious Isle of Struay. A more recent and worthwhile aspect of the study has been the comparison of the different forms of transport on Struay and at home, but this did not extend beyond two lists and there were no explanations as to why the forms of transport are different. The amount of written recording of work for these topics is unsatisfactory, especially for the more able pupils, who are not being given enough opportunities to communicate their knowledge and understanding of geography in sentences and to practise their writing skills further for literacy.
127. By the end of Key Stage 2, pupils' skills of enquiry in fieldwork, and their knowledge of places and environmental changes are unsatisfactory, because they have not been taught in sufficient depth. Pupils in Year 6 are unable to remember any visits made with a geographical focus since they left Year 2 and have only recently had access to local maps. This is for the work they are currently doing on the impact of the car on the environment. Although pupils have considered the local problem of traffic congestion, they have not visited the village yet, to carry out any surveys and this is not planned until next term. Pupils have limited opportunities to develop their skills of enquiry.
128. Pupils in Year 5 have recently carried out a study of different countries in the European union and used the Internet for this purpose. However, nearly all the work is the same and copied from different texts. Similarly, their work on water and pollution is also copied from textbooks and, although a graph was produced to show water used in

different countries, the pupils offered no explanations of why the results are different. There have been very few occasions for pupils to use their skills of enquiry and investigation in these topics. The current study this term in Year 4 is about a village in India. The work has involved little more than copying pictures of the houses from photographs of the village in India and comparing the temperature and rainfall of India and Great Britain. The school has for many years sponsored children in the Gambia and has established successful links with this country. Over the years a lot of information has been received and some of the pupils in Year 6 have written to pen pals there. Planning for geography does not include any use of this valuable resource in its provision.

129. In Year 3, pupils are working at a higher standard than elsewhere and making good progress. This is because the teaching is much better and pupils are covering an adequate range of work and using their enquiry skills to find out about different places. They have drawn maps and plans of the school and added detailed keys to their work. Local maps have been used regularly to draw routes from home to school and there has been a good focus on identifying features and landmarks in the local area. However, this has been achieved without making any local visits and so the important fieldwork aspect is missing for pupils.
130. The quality of teaching and learning is unsatisfactory at both key stages. Teachers are not planning the work in sufficient depth to help pupils to make sufficient progress in their skills of enquiry and acquire new knowledge and increased understanding. Most teachers' expectations are too low and there are too many examples of undemanding written work copied from books in upper Key Stage 2 and a lack of challenge for the more able pupils. The work given is the same, regardless of the ability levels in the class, and this is not helping pupils to extend their skills in geography or to develop their literacy skills further. Because there is no scheme of work to follow, teachers are deciding on their own topics to cover, with both Year 6 and Year 3 looking at traffic congestion and surveys this term. There are no procedures in place to ensure that the skills pupils need to make progress are being taught progressively as pupils move through the school. Therefore, the curriculum for the pupils in geography is insufficiently broad or balanced. Information and communication technology is beginning to be used to enhance the subject through the use of the Internet, and in Year 3 the pupils are using the computer to prepare a data base and information for their traffic survey.
131. Because the co-ordinator has not been given time to monitor the teaching and learning, she is not aware of the standards and weakness in provision through the school. At present, the quality of leadership and management are unsatisfactory. A scheme of work is urgently needed to improve the provision for geography. Training and support is also required for most teachers to help them deliver the National Curriculum in sufficient depth and challenge so that pupils learn the important skills of enquiry. In addition, there is no whole school system to monitor and assess pupils' progress and this makes it difficult to plan pupils' subsequent learning. These improvements are needed at both key stages in order to raise standards and achievement in the subject.

HISTORY

132. Standards in history have declined since the previous inspection and pupils' attainment is below national expectations at both key stages. Pupils of all abilities do not make the progress of which they are capable. Pupils in Year 2 have learned about the Great Fire of London and more able pupils are able to recall many of the facts with enthusiasm and accuracy. Pupils had been excited by this topic and much of what they have written and recorded in their book shows appropriate understanding. However, the same pupils

are not able to remember much of their topic on Victorian Times despite a good display of artefacts, which is still in place in one of the Key Stage 1 classrooms. There are few pieces of work recording either of these topics in their books and much of what is recorded is merely captions alongside cut-out line drawings of, for example, a Victorian seaside scene. The work is not well presented and does not give any indication of the extent of the historical knowledge and understanding reached by pupils.

133. In Key Stage 2, pupils have covered a range of suitable topics. However, there is very little evidence of pupils engaging in their own research and pupils in each year group have produced identical work, indicating that pupils make unsatisfactory progress. By the end of Year 6, pupils do know that England has been invaded by other races from overseas over the centuries. They know, for example, that the Romans and Vikings also settled in this country and had a strong impact on the British Isles. However, pupils' understanding of the key developments in periods of British history and of famous people and why they are so renowned is weak. Year 6 pupils have a knowledge and understanding of the impact that the Second World War had on the village of Burtonwood and have explored the school's admission registers to research the number of evacuees to the village during the war. Overall, however, pupils' understanding of the many and varied sources of historical evidence is under-developed. Pupils are interested in history but they are not secure in their understanding of chronology even though they remember a significant number of interesting facts about what has been discussed in each topic. During the inspection, pupils were absorbed in stories about Odysseus and Polyphemus and as a result they were developing a real interest in history and showing a good understanding of the myths and legends of Ancient Greece. Despite good access to a wealth of information on the Internet and the possibility of using the school library for this work, the pupils' study skills are not appropriately developed.
134. Overall, the quality of teaching and learning is unsatisfactory. Topics are well introduced and where possible good resources and artefacts are found to illustrate what is being taught and learned, but teachers do not extend pupils' learning far enough. In Key Stage 1, pupils were observed considering the differences in usefulness between a table lamp and a candlestick. Some discussion followed, but not enough time is given to using historical artefacts to develop pupils' understanding of the past. Stories are well chosen but the tasks that follow from using these do not sufficiently extend pupils' learning. Even in the older classes discussion is limited and pupils are given work that is largely based on undemanding worksheets. Teachers have low expectations of pupils' ability to research and share their findings and they do not provide appropriate challenge for the high attaining pupils. The allocation of time given to the teaching of history over the year is insufficient and does not meet national recommendations.
135. The co-ordinator for the subject is very recently in the post and only recently qualified. She is very enthusiastic and well informed. In her short time at the school she has devised an appropriate action plan for the development of the subject improvements through a well structured scheme for history and a consistent approach to teaching and learning as pupils move through the school. However, there is too little support from the senior management of the school to implement these developments so the provision is patchy and the impact of how the subject has been led over time is unsatisfactory. As yet, there is no proper structure to ensure that pupils' skills are developed alongside their gains in knowledge and understanding. Planning is monitored but there have been no opportunities for monitoring the quality of teaching and learning. Assessment is included in the action plan. It is currently at a very early stage of development in Key Stage 1 but no system yet exists for Key Stage 2. As a result, very limited information is

available about pupils' attainment and it is insufficient to inform the development of the curriculum or to identify higher attaining pupils and provide challenges to meet their needs. At present, there are too few resources to support teachers in the teaching of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Standards in information and communication technology are at the same level as those noted at the time of the last inspection. By the end of Key Stage 1, the attainment of pupils, including those with special educational needs and the few pupils with English as an additional language, is in line with national expectations. Pupils make satisfactory progress overall but pupils in the Year 6 class often make good progress and develop a good range of skills to enable them to develop their learning in other subjects. As a result, by the end of Key Stage 2, standards are above the national expectations. The provision for information and communication technology is much improved since the previous inspection and the good leadership provided by the co-ordinator has achieved this. She is highly enthusiastic about the subject and her eagerness to improve provision ensures that all pupils have frequent access to computers in the school's suite. This has had a strong impact on the positive attitudes most pupils have for the subject.
137. By the end of Key Stage 1, pupils are able to use a word-processor to write stories and are able to save their work to disk and retrieve it at a later date. They know how to change the colour of their typed text in order to give their work more attractive and are able to further change the appearance of their text by changing the font. Pupils have used a simple charting program to present information such as the number of electrical items usually found in their homes. Pupils are also provided with opportunities to use a simple programmable toy, which they enjoy using. Generally, pupils have a weaker understanding of how information and communication technology impacts on their daily lives. For example, few are able to explain what everyday items depend on technology in order for them to work. Progress in lessons is hampered in part by the missed opportunities for pupils to use classroom-based equipment to support their learning. Most teaching of information and communication technology takes place in the school's computer suite in smaller groups by an able learning support assistant. However, the work undertaken there is not always developed in day-to-day lessons.
138. Key Stage 2, pupils make good progress in their use of computers to support their learning and by the end of Year 6 they have a good understanding of how computers are playing an ever-increasing role in their daily lives. Pupils use a multi-media package ably and can combine graphics, text and speech and use appropriate software to animate their work to make the page have a more powerful impact on the reader. Pupils use data-bases effectively and they have a good understanding of how a spreadsheet can be used in calculating mathematical data quickly as well as then displaying that data in the form of different graphs and charts. Pupils frequently use the Internet as part of their studies and have a good understanding of what a 'search engine' is and how electronic mail can be used to send information quickly and effectively. Pupils are able use electronic encyclopaedias while in the school's information and communication technology suite to research information, but in classes insufficient use is made of such software to support pupils' learning. Pupils have a secure understanding of how sensor equipment operates. Pupils give examples of how technology has changed in recent times, through, for example, the good opportunities to use a digital camera or scanner to capture images and then use these in various pieces of software.

139. There is some variation in the quality of teaching and learning and, whilst it is good in the upper part of Key Stage 2, it is satisfactory across the school. The more effective teaching occurs when pupils are given challenging and interesting work to complete. For example, in the Year 6 class, pupils have explored the admission registers for the school and then used the information about the number of evacuees to the village and the school during the Second World War to construct a very effective database. This boosted pupils' learning of how computers can be used to interpret such information as well as developing their understanding of the past and the impact that the Second World War had on the life of the school. Much teaching takes place in the school's computer suite where a learning support assistant who has a strong interest in the subject often teaches pupils. The teaching is often good and pupils are given interesting and stimulating work that they respond well to and this helps to develop a strong interest in the subject and good attitudes to learning. Whilst most staff have a secure knowledge and understanding of how to use computers in lessons, the impact of teaching is lessened by the missed opportunities for pupils to use the classroom-based machines as part of their daily learning. Further shortcomings lie in how teachers use assessment information to plan the subsequent steps in pupils' learning in order for them to move on from what they have previously learned.
140. The subject has had increased status in the school since the previous inspection. The resources to support teaching are good. The overall quality of leadership and management is satisfactory. Pupils of all abilities enjoy their learning and older pupils in particular are given good opportunities to work in the school's suite to follow their own lines of enquiry and interest. Some use is made of homework to support pupils' learning but this is more evident in Key Stage 2. The co-ordinator gives a clear lead for the subject and her organisation of teaching resources ensures ease of access by her colleagues to the information they require about, for example, a certain piece of software. However, opportunities for her to monitor teaching and learning in classrooms are too few. In addition, progress in the subject is hampered because the co-ordinator has not been delegated sufficient funds to manage the subject and this makes it difficult to plan the subject's strategic development.

MUSIC

141. Standards of attainment in music at the end of Key Stage 1 are at expected levels and progress made by all pupils, including those with special educational needs and those at the early stages of learning English, is satisfactory. Standards by the end of Key Stage 2 are at expected levels and the progress made by pupils of all abilities is satisfactory. Standards have been maintained since the last inspection. At present, however, music is not taught to Year 6 pupils until after the summer half term. This results in these pupils not having sufficient time to explore aspects of the music curriculum in depth.
142. Twenty-eight pupils, who are mostly in Years 5 and 6, play in the school brass band with percussion. Pupils respond to the high level of challenge and achieve well. Their personal development is significantly enhanced through playing together. A further fourteen pupils in Key Stage 2 are learning to play brass instruments. Whilst this activity provides very good enrichment and is an important part of school life, there are no recorder groups or string or woodwind tuition or choir to provide the challenge for the pupils who are interested in these aspects of music. The pupils in Year 6 who are not members of the band are not benefiting so far from any music lessons, apart from the singing in hymn practice and assemblies and the occasional opportunities to listen and respond to music in dance and assemblies. The quality and range of learning opportunities for them are currently insufficient.
143. By the end of Key Stage 1, pupils have learned a suitable range of songs and sing in tune. However, the singing is very quiet and the diction is not always clear. More focus is needed on helping pupils to improve the tone of their singing. A good start is made in Year 2 to teach pupils about the structure of music and particularly the pitch and tempo. The pupils recognise the difference between high and low notes and the loud and soft notes of the music they hear. The early stages of composition are taught by using visual scores and symbols. When playing the musical instruments for their compositions, pupils learn how to play them correctly as well as learning the names of the instruments. Teachers try when possible to link music with other subjects and recently the poems of Spike Milligan have been used as a stimulus for composition. Activities are not usually planned to include opportunities for pupils to discuss improvements to their playing and singing and this is a weaker aspect of the provision. There is a reasonable range of music to listen to in lessons and assemblies, but the title and composer of the music for assemblies are not displayed, and reference to the music is seldom made to extend pupils' knowledge and understanding of different composers. However, pupils listen well to the music they hear. They also have time in dance sessions to explore and express their ideas and feelings about the music they hear.
144. By the end of Year 6, pupils have continued to develop and enjoy their singing, which is mostly done in the fortnightly hymn practice and in assemblies and some lessons. They sing enthusiastically and tunefully with good diction. However, the phrasing and dynamics, which were identified as weaknesses at the last inspection have not been sufficiently improved. Pupils do not extend their singing to two parts or include rounds in their repertoire of songs. Next term, pupils in Year 6 will be working on songs made famous in the 1960s and this will be linked to their history topic. It is clear in discussion with pupils that their knowledge and understanding of different kinds of music they hear is satisfactory. In lessons, they listen to a reasonable range of music from different times and cultures and express their ideas of the mood and structure of the music in their dance lessons. Sometimes visiting musicians hold workshops in the school and this and the regular band performances help the pupils to learn more about the structure and language of music.

145. In composition, Key Stage 2 pupils maintain their own rhythmic pattern and keep in time with an accompaniment for various songs being practised for a performance of Dick Whittington. They are making good progress in developing the skills of how parts fit together in composition to achieve an overall effect. Lessons are generally well planned, but on occasion give the pupils too few opportunities to devise their own melodic rhythms and patterns for the accompaniment. In most cases pupils are told what and how to play. The freedom for pupils to experiment and work collaboratively on their own compositions is not a regular feature of lessons and this restricts their personal development. In addition, too few opportunities are provided for pupils to discuss how they can further improve their work. Nevertheless, the pupils enjoyed the lesson and the smiles and laughter when singing and playing together and the very good levels of concentration confirmed this. A few opportunities have also been made to use programs from the computer to extend the occasions for composition. For example, pupils in Years 3 and 4 use a program to help them make up their own musical scores.
146. The quality of teaching and learning is satisfactory in both key stages. The best lessons are characterised by effective planning, good relationships, very good challenge, a pace that maximises the time for learning and opportunities for pupils to use their initiative and work independently in lessons. These successful features of teaching were demonstrated well in a very good lesson in Year 3 in which pupils worked together on developing their ideas for a composition about the gods in Ancient Egypt. The band also benefits from the skilful teaching of the co-ordinator as well as a very dedicated group of parents, who willingly give their time to support and improve the quality of the playing.
147. The co-ordinator is very involved and committed to the success of the brass band and to the teaching of his own class for music. His role has not been extended to include the support of his colleagues with their planning or teaching. There is no scheme of work to support music through the school and this was a weakness identified at the last inspection. Because the co-ordinator has not been asked to monitor the planning and teaching of music in the school, he has not been able to acquire an understanding of the strengths and weaknesses in the subject and what is needed to move the school forward further in its provision for music. As a result, despite the commitment of the co-ordinator, the overall quality of leadership and management is unsatisfactory. In addition, the school has yet to develop a system to monitor and track the development of pupils as they move through each of the year groups.

PHYSICAL EDUCATION

148. The previous inspection reported that standards were in line with national expectations for pupils at the end of both key stages. Although standards have been maintained in Key Stage 1, this is not the case in Key Stage 2 where standards are below national expectations. Aspects of the national guidance on physical education are being undertaken but many aspects are not being taught to a sufficiently high standard in Key Stage 2. This results in poor learning. Physical education has insufficient status in the school. Pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 but poor progress in Key Stage 2.
149. Teaching generally places insufficient emphasis on health and safety issues, particularly when setting up and working on apparatus. The need for pupils to be aware of the effects of exercise on the body is not consistently considered during lessons and pupils have only a limited understanding of this. Teachers usually ensure an appropriate amount of time is allocated to 'warming up' and 'cooling down' activities.

However, in Key Stage 2, this is not undertaken in a satisfactory way. For example, in a lesson seen during the inspection, the teacher had poor class control and low expectations of pupils and consequently many pupils did not listen to instructions and were disruptive.

150. By the end of Key Stage 1, pupils understand about the need to 'warm up' and 'cool down'. The majority of pupils satisfactorily develop their ball skills. They 'dribble' the ball around the hall with reasonable control and pass and receive it in a variety of ways with their feet. Teaching in Key Stage 2 does not build sufficiently on the skills pupils have learned previously in order to achieve a greater degree of control and co-ordination in their movements. For example, in Year 6, pupils are given insufficient guidance on how to develop different ways of turning, rolling, balancing and climbing when travelling on the floor and on apparatus. Pupils lack imagination and are unable to satisfactorily put together a sequence of movements appropriate to their age.
151. In contrast, pupils are provided with good opportunities to learn to swim. There is a shallow swimming pool on site, which provides pupils throughout the school with the opportunity for swimming during the summer term. One of the classroom assistants is a fully qualified swimming instructor. In addition to this, older pupils have good opportunities to develop and extend their skills at the local sports centre. The teaching provided by the centre is of good quality. Pupils are organised into ability groups, which ensures they are taught at an appropriate level. Good attention is paid to safety at all times. The pupils are well managed. The specialist teachers have very good subject knowledge and high expectations of pupils. This results in all pupils, including those with special educational needs, learning well and making good progress with developing their swimming techniques. By the time they leave school, virtually all pupils are able to swim 25 metres and have a good awareness of water safety. In a swimming session observed pupils' behaviour was exemplary throughout including during the journey to and from the swimming pool.
152. Currently, there is little opportunity for pupils to benefit from after-school sporting activities other than those taken by parents or outside agencies.
153. The quality of teaching and learning is satisfactory in Key Stage 1. In Key Stage 2, the quality of teaching and learning is poor. Teaching does not pay careful enough attention to safety in using equipment and class control is generally poor. Despite this, the attitudes and behaviour of older pupils is satisfactory although learning in the lessons seen during the inspection was poor. Many of the younger pupils in Key Stage 2 show little interest in what they are asked to do and too much time is wasted in lessons. Behaviour warnings have only a marginal effect on the disruptive pupils. Although pupils in Key Stage 1 make satisfactory progress overall, in both key stages insufficient guidance is given to pupils to help them develop their skills. There is little use made of demonstration as a means of encouraging pupils to develop good techniques and improve their performance.
154. The subject co-ordinator has only recently been appointed to the role. At present, however, the subject suffers from a lack of strategic development and this hinders pupils' learning. There is no monitoring of teaching and no assessments are being undertaken of pupils' learning and progress. This is unsatisfactory as insufficient account is taken of what pupils are capable of doing in order to improve their performance. Resources for the teaching of physical education are satisfactory.

RELIGIOUS EDUCATION

155. At the end of both key stages, standards in religious education do not meet the expectations of the locally agreed syllabus for religious education and pupils of all abilities, including those with special educational needs, do not make sufficient progress. The standards reported at the time of the previous inspection have not been maintained. The allocation of time given to the subject is inadequate and does not meet the appropriate recommendations.
156. In Key Stage 1 the time allocated for religious education is often shared with personal and social education and pupils have covered very little work during the current academic year. Much of the work is represented by the completion of simple worksheets and the presentation of the work is unsatisfactory. Pupils in Year 2 have considered the creation from a Christian viewpoint and have learned about the events leading up to Christmas. Some stories have been told about the Hindu gods and pupils know some of their names. Other work supports religious education and is appropriately linked to topics like making New Year Resolutions, making rules and looking at celebrations. Pupils have enjoyed their lessons but most are insecure in their knowledge and understanding.
157. An analysis of the work done by pupils in the younger classes of Key Stage 2 shows that much of the pupils' recorded work is copied or is represented by cut out photocopied pictures with captions, which add little to pupils' knowledge and understanding of the themes they are exploring. Pupils in Year 3 have drawn their own cartoons of the parable of the lost sheep with captions, which show an appropriate level of understanding, and pupils in Year 4 have composed a post card from Bethlehem.
158. Lessons observed in Year 5 showed pupils learning about events leading up to Easter. Pupils were absorbed in watching an appropriate video but their discussion was curtailed and the information was fed to them rather than explored through research and debate. In Year 6, however, pupils were able to explain their understanding of Jewish traditions and customs associated with the Shabbat. They know about the types of food that are prepared and understand the significance of the elements of the meal. They know about the symbolism of bread in both the Jewish faith and in Christianity. There was a good exploration of the topic by the teacher. At this stage, however, pupils were not given any further opportunity to find out more for themselves, although they were given homework to find if prepared meals available in supermarkets had any symbol to indicate that the food was kosher. Pupils are interested in learning and in finding out more. They undertake tasks willingly and are confident in answering questions when they are given the opportunity. Behaviour is good in all lessons.
159. Teaching observed in lessons during the inspection was satisfactory. However, the weak progress that pupils make indicates that the quality of teaching and learning over time is unsatisfactory. The management of pupils is appropriate and teachers are secure in their own knowledge of the topics. However, lessons are often too teacher led without sufficient opportunity for pupils to engage in their own research. Teachers' planning shows appropriate learning objectives for individual lessons but overall there is insufficient long term planning to ensure a continuous programme of learning building steadily upon what has been learned previously. As a result, over time, teachers' expectations of pupils' performance are insecure and often low as they are unsure of what pupils have been taught.
160. The co-ordination of the subject is unsatisfactory. There is no assessment in place for this subject and the co-ordinator is unclear about the standards. The scheme of work is a mixture of guidance from the locally agreed syllabus and other advice and is mainly a

list of suitable topics to be covered in each year group. There is no additional guidance and support. The balance between the teaching about Christianity and other faiths, including Judaism, Hinduism, Sikhism, Islam and Buddhism is unsatisfactory. Teachers' plans are checked regularly but there has been no monitoring of teacher effectiveness or of the outcomes of plans to ensure that the curriculum is being taught successfully. The school recognises that it is short of resources and artefacts but at present the subject is not a priority in the current school development plan.