

INSPECTION REPORT

VICTORIA ROAD PRIMARY SCHOOL

Northwich

LEA area: Cheshire

Unique reference number: 111226

Acting Headteacher: Mr J Womersley

Reporting inspector: J D Foster
21318

Dates of inspection: 19 - 22 March 2001

Inspection number: 208370

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Infant and Junior
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Victoria Road Northwich Cheshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Shennan
Date of previous inspection:	21 - 24 September 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21318	John Foster	Registered inspector	Areas of learning for children in the Foundation Stage Science Art and design Physical education	What sort of school is it? How high are standards? a) the school's results and achievements How well are pupils taught? What should the school do to improve further?
9348	Mary le Mage	Lay inspector		How high are standards? b) pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
31914	Colette Gribble	Team inspector	English Design and technology History	How good are the curricular and other opportunities offered to pupils?
25340	Bob Franks	Team inspector	Mathematics Information and communication technology Geography Music Religious education Special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Victoria Road Primary School caters for boys and girls aged from four to eleven years and is about the average size for primary schools. At the time of inspection there were 206 pupils at the school, 100 boys and 106 girls including 15 in the reception class. The number on roll is slightly lower than at the previous inspection in 1998. The general level of attainment for children entering the nursery is below that expected for children of this age. There is one pupil from ethnic minority background for whom English is not the first language. Forty-five pupils are eligible for free school meals. This is slightly above the national average. The percentage of pupils with special educational needs is above the national average. One pupil has a Statement of Special Educational Need. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs. At the time of inspection the previous headteacher had recently retired and there was an acting headteacher in the school.

HOW GOOD THE SCHOOL IS

There are many strengths in the school but, equally, there are many areas which require improvement. Pupils attain standards below those expected nationally in English, mathematics and science at the end of Key Stage 2. From entering the reception class with levels of attainment below those expected, they make satisfactory progress in their learning throughout their time in school. Pupils attain expected levels in all other subjects except for information and communication technology, music and geography where they achieve levels below those expected. The quality of teaching and learning is good for children in the Foundation Stage and for pupils in Key Stage 2. At Key Stage 1 there is too high a percentage of unsatisfactory teaching. Good provision is made for pupils with special educational needs and they make good progress. Pupils display good attitudes to school and their behaviour is invariably good. Leadership and management are unsatisfactory, though since the recent arrival of the acting headteacher they have improved substantially. The school gives satisfactory value for money. However, this school has serious weaknesses.

What the school does well

- The quality of teaching overall and in Key Stage 2 and in the Foundation Stage is good.
- Pupils with special educational needs are provided for well and they make good progress.
- Pupils have good attitudes to school and their behaviour is good.
- There are good relationships between pupils and between pupils and adults.
- Pupils' moral and social development are good.
- The provision for children in the Foundation Stage is good and they make good progress.
- The acting headteacher and the deputy headteacher provide good leadership.

What could be improved

- Standards in English, mathematics, science, information and communication technology geography and music.
- The quality of teaching at Key Stage 1 and in Year 3.
- The procedures for assessing pupils' progress and using the information more effectively to improve pupils' performance.
- The role played by the deputy headteacher and the subject co-ordinators in raising standards.
- The outdoor accommodation for children in the reception class.

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

The governing body may wish to include the following less serious weaknesses in its action plan:

- Improve the level of involvement of parents in their children's education.
- Fully implement performance management requirements.
- Develop the use of technology throughout the school.

This is a school with serious weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the three years since the previous inspection in November 1998 the school has not improved sufficiently. Though there have been recent improvements in leadership and management, overall they remain unsatisfactory. The acting headteacher and the deputy headteacher have ensured that staff morale has been raised and the school is well set to improve with the appointment of a new headteacher. However, in the intervening period limited development has taken place in developing the role of subject co-ordinators or in the implementation of an effective assessment and monitoring process. The high percentage of unsatisfactory teaching identified at Key Stage 2 in the previous inspection report has been effectively addressed, though the percentage of unsatisfactory teaching at Key Stage 1 has now increased. Standards in the core subjects of English, mathematics and science although still low, have improved, and the overall trend of improvement is better than the national trend. Standards in information and communication technology remain below those expected nationally.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	C	E	E	well above average A above average B average C below average D well below average E
Mathematics	E	C	E	D	
Science	E	B	D	D	

In the year 2000 national tests for eleven-year-olds pupils' performance was well below average in English and in mathematics and below average in science. When compared to similar schools pupils achieve standards well below average in English and below average in mathematics and science.

Inspection evidence indicates that by the time children leave the reception class most achieve the Early Learning Goals of the Foundation Stage curriculum. By the time they are seven most pupils achieve standards which are broadly in line with those expected nationally in science, art and design, design and technology, history, physical education and religious education. They achieve below expected levels in English, mathematics, geography, music and information and communication technology. By the time they leave the school aged eleven, most pupils attain expected levels in history, physical education and religious education. They achieve below expected levels in English, mathematics, science, information and communication technology, music and geography and higher than expected levels in art and design and technology.

Over the past four years pupils' attainment has risen in the core subjects of English, mathematics and science at a faster rate than the national average. The school has set realistic, but challenging targets in English and mathematics for the next year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and show good levels of interest and involvement in activities.

Behaviour, in and out of classrooms	Good. Pupils behave well in class and as they move around the school. Though there has been a series of exclusions in the past, the problems relating to this have been addressed.
Personal development and relationships	Good. Pupils relate well to adults and display consideration towards fellow pupils.
Attendance	This is in line with the national average.

The quality of relationships is good and this has a positive effect on the way pupils develop. There are good procedures for maintaining and monitoring behaviour and this is reflected in the pupils' good behaviour within their classes and as they move about the school. Pupils with special educational needs are well catered for and this enables them to make good progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	Unsatisfactory	good

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

The quality of teaching is good overall, though it is variable across the school. It is satisfactory in 27 per cent of lessons; good in 39 per cent; very good in 22 per cent and excellent in 2 per cent. Unsatisfactory teaching was observed in 10 per cent of lessons. In the Foundation Stage children are taught consistently well and this enables them to make good progress throughout their time in the reception class. Within Key Stage 1 and in Year 3, however, the quality of teaching is more variable and overall it is unsatisfactory. Whilst literacy and numeracy are taught well in these classes there are elements of unsatisfactory teaching. These include inadequate planning and the teachers' management of noisy pupils. However, in Years 4, 5 and 6 the quality of teaching is good overall with elements of very good and excellent teaching. The consistently high quality teaching ensures that pupils maintain high levels of learning within these classes. Literacy and numeracy are consistently taught well in these classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Statutory requirements to teach the subjects of the National Curriculum and religious education are met. The curriculum for children in the Foundation Stage is good though there is no provision for them to play with large equipment outdoors.
Provision for pupils with special educational needs	Good. Pupils with special educational needs have their needs met well and they make good progress.
Provision for pupils with English as an additional language	There is only one pupil identified as having English as an additional language. Provision for this pupil is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for pupils' moral and social development is good. It is satisfactory for their spiritual and cultural development.

How well the school cares for its pupils	Unsatisfactory. The procedures for child protection are inadequate. No permanent member of staff has undertaken recent training in child protection issues. Arrangements for monitoring pupils' performance are inadequate.
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The school operates a well-balanced curriculum to teach the subjects of the National Curriculum and religious education. Provision for children in the Foundation Stage is good, though the lack of an appropriate outdoor play area limits their physical development. The special educational needs co-ordinator gives a positive lead for this group of pupils and the good provision helps them to make good progress in their learning. There are currently inadequate arrangements for child protection. The previous headteacher was the co-ordinator and of the current staff no-one has received recent training in child protection procedures. Arrangements for the monitoring of pupils' performance and progress are inadequate. The school has recently started to assess pupils' work methodically, but, as yet, this is inconsistently applied throughout the school. The school works in a satisfactory way with parents, though the parents have insufficient involvement on the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory. The acting headteacher has worked hard to improve teachers' morale and set the school on course for future improvement. The deputy headteacher gives strong support. Since the previous inspection, however, there has been insufficient improvement in the monitoring role of the subject co-ordinators. Currently there are no co-ordinators for music, geography, history and religious education.
How well the governors fulfil their responsibilities	Satisfactory. The governors have become more aware of their role in strategic planning to ensure the school makes good progress. They are well led by the chair who has clear understanding of the strengths and weaknesses in the school.
The school's evaluation of its performance	This is not effective. There are inadequate procedures in place for monitoring the effectiveness of teaching and learning. Whilst the school is beginning to undertake more detailed evaluation of its performance, this is in its early stages. It is implemented inconsistently and has yet to have any significant impact on raising standards. The school has not yet implemented a performance management policy or set performance objectives for all staff.
The strategic use of resources	Satisfactory. The staff is deployed effectively. Resource provision is satisfactory overall, though there is no library for pupils to undertake individual research. The school uses financial resources satisfactorily.

The acting headteacher ably supported by the deputy headteacher has ensured that the school is in a good position to move forward. There has been insufficient progress since the previous inspection in developing the role of the subject co-ordinators in monitoring teaching and learning or the standards in their subjects. The current lack of co-ordinators for music, geography, history and religious education is unsatisfactory. The governing body has become more involved in planning to secure the school's future and, ably led by the chair, is set well for future development. The school has yet to finalise arrangements for performance management of staff and to set appropriate targets for development. Financial management is sound and the school applies the principles of best value appropriately when purchasing goods and services. Resource provision is satisfactory overall, though the lack of a library and outdoor play area for the children in the reception class is unsatisfactory. Staffing levels are satisfactory. The spacious accommodation is kept well by the site manager and cleaners.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children are happy at the school.• The progress their children make.• They consider the teaching to be good.• They are happy to approach the school with problems or concerns.• They believe that the school expects high standards and encourages the children to work hard.• They consider that the school is well led and managed.	<ul style="list-style-type: none">• They would like more information about the progress their children make.• The ways in which the school works with parents.• The range of out-of-school activities.

The very small percentage of questionnaires returned, under 10 per cent, make the results unreliable in assessing parents' views overall. However, the inspection team supports the parents' positive views and found that the information given to parents, the amount of homework given and the range of out-of-school activities were adequate. It supports the parents' views that they are insufficiently involved in their children's education.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The year 2000 National Curriculum tests for eleven-year-olds show that pupils' performance in:
 - English is well below the national average;
 - mathematics is well below the national average;
 - science is below the national average.
2. When compared to pupils of similar backgrounds, pupils' performance is:
 - well below average in English;
 - below average in mathematics and science.
3. When compared to their results in the 1996 Year 2 tests, pupils have made satisfactory progress in science, unsatisfactory progress in mathematics and poor progress in English.
4. The year 2000 national tests for seven-year-olds show that pupils' performance in:
 - reading and writing is about in line with the national average;
 - mathematics is well above the national average.
5. Teacher assessments at Key Stage 1 in science place pupils' attainment as close to the national average.
6. When compared to the performance of pupils in similar schools pupils at Key Stage 1 attain levels which are:
 - well above average in reading and mathematics;
 - above average in writing.
7. Inspection judgements for the current Year 6 group of pupils indicate that:
 - they achieve standards which are below those expected nationally in English and mathematics;
 - they achieve nationally expected standards in science.
8. Inspection judgements for the current Year 2 group of pupils indicate that:
 - they attain levels below those expected nationally in English and mathematics;
 - they attain levels which are broadly in line with those nationally in science;
 - their speaking and listening skills are in line with those expected nationally;
 - their reading skills are in line with those expected nationally.
9. In the English tests for eleven-year-olds, few pupils attained the higher Level 5 and the result of this is that when set against national averages the pupils fail to score sufficiently well. Though not as pronounced, a similar picture is evident in the results in mathematics and science. When pupils' achievements are compared to those of pupils from similar backgrounds, the average scores achieved place them below the national average in mathematics and science and well below in English. The major reason for the lack of effective progress made by this group of pupils is the low quality teaching they received at the early stages of Key Stage 2. This was identified as a serious weakness in the previous inspection report of 1998, with little progress identified in the monitoring visit undertaken by Her Majesty's Inspectors in 1999. However, over the past three years, pupils' results in the core subjects of English, mathematics and science have improved in relation to the national trend. This is a positive indication that the levels of teaching are beginning to improve.
10. Targets have been set for pupils in English and in mathematics. They are realistic and challenging for pupils. The lack of effective assessment procedures and the tracking of pupils' progress, however, indicates that the school has limited means for checking that the targets are being successfully met.

11. Children enter the reception class with levels of attainment below those expected nationally for children of their age. They receive consistently good teaching in the reception class and this contributes significantly to the good overall progress they make in their learning. They make good progress in their personal, social and emotional development; in their communication, language and literacy development; in their mathematical development; in their knowledge and understanding of the world and in their creative development. In their physical development they make satisfactory progress. The reason for the different rate of progress in this area is the lack of a secure outdoor play area and the appropriate range of large toys within such an area. Within the reception class the children develop their speaking and listening skills well through the wide range of opportunities they are given and this is extended to reading and writing skills. They begin to use numbers and some of the more able children count in tens and fives up to one hundred.
12. Between the ages of five and seven pupils achieve satisfactorily in English, mathematics and science. They develop improved speaking and listening skills and these are transferred to their work in reading and writing. The quality of writing is improving within the key stage. Pupils are given opportunities to develop their writing, for example, when they re-tell stories such as "Goldilocks and the Three Bears". They read a range of books, with most pupils getting obvious pleasure from their books. In mathematics they develop skills in counting and making calculations. They begin to learn their multiplication tables and many become proficient in recalling the facts of the two- and three-times tables. In science pupils begin to look in detail at the world around them and undertake simple experiments under the direction of their teacher. They make appropriate progress in the other National Curriculum subjects overall and attain expected standards in design and technology at Key Stage 1 and physical education at both key stages. Pupils' attainment in design and technology, in art and design and in history at the end of Key Stage 2 is above that expected nationally. Pupils attain levels below those expected nationally in information and communication technology and geography at the end of both key stages. There was insufficient evidence available for a judgement to be made on pupils' attainment in music. In religious education pupils attain standards in line with those expected in the locally Agreed Syllabus.
13. Pupils in Years 4, 5 and 6 make good progress in their learning. This is due to the consistently high quality teaching they receive in these classes. They make good progress, for example, in English because their teachers set high standards and challenge them well in their work. The introduction of the National Literacy and National Numeracy Strategies has made a significant impact on the progress pupils make in English and mathematics.
14. Progress made by pupils with special educational needs is good in both key stages and they achieve well. Work is appropriately matched to their individual abilities in most lessons and pupils with difficulties are encouraged to succeed. There are individual education plans that have precise and measurable targets. These have been simplified in order to make them accessible and more information is available for staff when requested. Pupils with special educational needs benefit from individual plans as indicated by their results in national and county tests and in their personal development.

Pupils' attitudes, values and personal development

15. The positive findings of the previous inspection have been maintained. Pupils' attitudes to learning are good throughout the school. Pupils work with enthusiasm, concentrate well and listen attentively. They are happy to come to school and enjoy learning. Pupils in the reception class delight in talking about their work, listen intently to instructions and readily ask and answer questions. Pupils with special educational needs also show good attitudes to work and respond well to the assistance they are given. The attitudes of pupils contribute positively towards the standards of their attainment and the quality of learning.

16. Standards of behaviour are good. Pupils generally behave well in the classroom and around the school, respecting one another and remembering good manners. However, there are instances of unsatisfactory behaviour when a minority of pupils do not pay sufficient attention to the class teacher and this limits the learning of the pupils involved and very occasionally the whole class. Behaviour at lunchtimes and playtimes is good. Bullying is not a problem in the school at present although there have been 10 exclusions in the last academic year. The school has identified a pattern of circumstances leading to these exclusions.
17. Pupils are courteous and trustworthy, showing consideration for others. They notice when people need assistance and are polite; for example, when asked for directions around the buildings, they offer to accompany the visitor to their destination. Pupils show respect for their teachers and for one another. They work willingly together, when the need arises, in an atmosphere of friendly and supportive co-operation and collaborative.
18. Relationships in the school are good. Pupils relate well to adults they encounter during the school day. A good degree of social harmony was observed between pupils and they have good co-operative and collaborative skills when working together. The personal development of pupils is satisfactory. They develop an understanding of the impact of their actions on others as they mature through an increasing awareness of and respect for the feelings, values and beliefs of others. In the reception class pupils are supported and encouraged to make choices and take personal responsibility for the consequences in a mature manner and they respond well. However, as they move through the school, opportunities for pupils to use their initiative or take personal responsibility, both in their learning and in contributing to the life of the school, are limited.
19. Levels of attendance at the school are satisfactory though the levels of unauthorised absence are above the national average. Lessons start and end punctually.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching overall is good. It is good for children in the Foundation Stage and for pupils at Key Stage 2. It was only possible to observe a limited number of lessons at Key Stage 1. Within these lessons the quality of teaching was variable ranging from good to unsatisfactory and the overall judgement for teaching at Key Stage 1 is that it is unsatisfactory. Overall the quality of teaching is:
 - satisfactory or better in 90 per cent of lessons;
 - good or better in 63 per cent of lessons;
 - very good or better in 24 per cent of lessons;
 - excellent in 2 per cent of lessons.
21. The overall quality of teaching displays good improvement since the previous inspection when a large proportion of teaching, particularly in Years 3, 4 and 5, was identified as being less than satisfactory. This was a key issue at the time of the previous report. In the intervening period the school has ensured that teachers have had appropriate training to improve their skills, though, more significantly, the teachers identified within those classes, have since left the school.
22. Children in the Foundation Stage are consistently taught well. In the reception class all teaching observed was good. This has a positive effect on children's learning and the good progress they make in their first year at school. They enter school with levels of attainment below those expected for children of their age, but because of the high quality teaching they receive they attain appropriate levels by the time they enter statutory schooling at the age of five. The teacher plans work for the pupils meticulously and so ensures that each child has work appropriate for his or her ability. The classroom is well organised to give the children a wide range of experiences to develop their learning in all areas of the Foundation Stage curriculum. The classroom assistant is used well to support children's learning and the very good relationships that exist between children and between children and adults in this class have a positive effect on how the children progress.

23. In Key Stage 1 the quality of teaching is variable within lessons and between age groups but overall it is unsatisfactory. It was only possible to observe a relatively low number of lessons at this key stage because of the way in which the timetable was arranged. However, it is clear that with two unsatisfactory lessons, even had more lessons been observed, the percentage of unsatisfactory teaching would have remained too high. The main elements of teaching within the key stage that were deemed unsatisfactory were the teachers' planning and the difficulties experienced in managing noisy groups of pupils. In these lessons the teachers did not ensure that pupils were set appropriate work for their ability, were not fully concentrating on their tasks and thus did not make sufficient progress within these lessons. However, in other lessons within the key stage, the teachers ensure that work is challenging and appropriate for the pupils. In a Year 1 English lesson, for example, the teacher's quiet approach established a good working atmosphere and the use of specific questions to develop learning about characters in "The Three Bears", ensured good progress in this lesson. Equally, in a science lesson in Year 2, the pupils were given sufficiently challenging tasks to enable them to find out that a bulb will only light when the electrical circuit is complete.
24. The high quality of teaching pupils receive in Years 4, 5 and 6 leads to good progress in learning being made in these years. The quality of teaching in Year 3, however, varies greatly and is less secure. The teacher in this class experiences some difficulty in controlling a group of potentially difficult pupils. The result is that the pace of lessons is sometimes too slow and the pupils make insufficient progress. However, from Year 4 and through Year 5 and Year 6 the teaching is consistently good or better. The mixed Year 5 and 6 class and the Year 6 class are consistently very well taught. This has a positive effect on the learning of the oldest pupils in the school and ensures that they make good progress in their lessons. The quality of planning is good within the key stage overall. Where the highest quality teaching occurs, it is because of the very high level of planning by the teachers involved. In a Year 6 science lesson, for example, the precise planning ensures that each pupil is given a challenge within their work throughout the lesson. Whilst the teacher works with small groups conducting experiments about burning, the rest of the pupils are writing up reports of their findings, or undertaking research for other aspects of their scientific investigations. The teachers use questions well to elicit information from the pupils and to make them think about what they have seen and heard. In a Year 4 literacy lesson the format of the questions used was sufficiently wide to develop learning about different aspects of books and ensured that the pupils understood what they had been taught. The very good relationships that exist between teachers and pupils and between pupils themselves are positive in developing learning. This is reflected in the good behaviour in most lessons in Years 4, 5 and 6, when the teachers' high expectations and effective management of pupils make significant contributions to the progress made.
25. The National Literacy Strategy and National Numeracy Strategy have been effectively implemented in the school and both are beginning to have a positive impact on standards seen in lessons. The teachers have good knowledge of the strategies and use them well to develop pupils' literacy and numeracy skills. The quality of teaching in the literacy hour is consistently good. Teachers make sure that they maintain the structure of the hour and that tasks set are challenging for pupils to make progress according to their ability. Similarly, teachers utilise the National Numeracy Strategy effectively to develop mathematical skills and knowledge.
26. The quality of teaching in all subjects is overall good and often very good at Key Stage 2. It is good at Key Stage 2 in English, mathematics, science, art and design, geography and design and technology. It is satisfactory in physical education. At Key Stage 1 teaching was good in English and mathematics and satisfactory in science and physical education. There was insufficient evidence to make reliable judgements on the quality of teaching in art and design, geography and design and technology at Key Stage 1 and in information and communication technology, history, music or religious education at both key stages.

27. Pupils with special educational needs are identified and assessed early in their school careers. Teaching is adapted well to include these pupils. There is good support provided which is targeted sensitively at individual pupils when necessary. Appropriate targets are set and reviewed regularly with pupils involved in the evaluation of their learning objectives. Pupils are supported well within the classroom, at times other than when specialist teaching is used to boost pupils' performance. When pupils are withdrawn for support, there is close liaison between staff involved and relevant work is given in order to consolidate specific weaknesses in literacy skills. There is also a good level of specialist support provided by the local authority for identified pupils.

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

28. The school provides a broad range of worthwhile opportunities for its pupils covering the subjects of the National Curriculum and religious education. Whilst most statutory requirements relating to the curriculum are met, there is some way to go in providing effective curriculum co-ordination with many policies still not fully in place. The curriculum for the Foundation Stage is good, statutory requirements are met and the Early Learning Goals fully established.
29. The National Strategies for Literacy and Numeracy have been successfully implemented and this has been effective in supporting the teaching of literacy and numeracy skills.
30. Curriculum policies are not up-to-date in most subjects and do not, therefore, comply with Curriculum 2000 requirements. The current situation has not maintained the improvements reported at the last inspection when only geography, history and religious education were not co-ordinated efficiently. There was also good provision for music at the time of the last inspection, both within the curriculum and as an extra-curricular activity. This progress has not been maintained. Lessons, generally, are planned with a range of activities to suit all levels of ability.
31. Pupils with special educational needs are identified early and their individual education plans have been simplified in order to provide clear and concise targets. More complex plans are available for assessment and tracking purposes and form part of the current school initiative to look carefully at the inclusion of pupils with special educational needs. Statutory requirements are met for these pupils and the policy is being revised to take into account the new Code of Practice initiatives. The staff include pupils with special educational needs in every activity although adaptations to the building are required for pupils with physical disabilities. There is one statemented pupil. The provision for this pupil is regularly reviewed. The school's special educational needs co-ordinator is effective in planning, assessing and evaluating pupils' progress. In most classes, work is adapted to match individual needs and is particularly effective in Key Stage 2 classes. There is appropriate support given to pupils with learning difficulties and very sensitive and assertive handling of pupils with problems. In most classes, pupils benefit from a well-structured and accessible curriculum, adapted to meet their individual needs.
32. Most pupils have access to the whole school curriculum, such as in physical education and during breaks and lunchtimes, except where physical adaptations to the building are required. Pupils with additional learning and behaviour needs are provided for well and there is adequate and appropriate support available. There is adequate awareness of equal opportunities issues and every effort is made to provide a balance for boys and girls in class and during practical activities. Pupils are included in every activity, where possible, and share equal status in school in terms of positions of responsibility and learning opportunities.
33. Personal, social and health education is not yet fully integrated into the curriculum. However, there are some opportunities within specific lessons, assemblies and in special projects, such as school outings and social gatherings, for pupils to widen their experiences and develop confidence and responsibility. Sex education is presented in the context of natural cycles of life and also utilising the expertise of the school's community nurse, specifically for pupils in Years 5 and 6. There are currently no plans to introduce an up-to-date policy on drugs misuse.

34. There are satisfactory arrangements for extra-curricular activities such as a craft club, netball and football club and a local team visits after school for a session of "Multi-flex". This provides pupils with opportunities for 'fun fitness'. The school provides a residential visit to Llandudno for some pupils and there are plans to introduce more after school activities. There is no choir or school orchestra and limited opportunities for pupils to learn a range of musical instruments. Staff involved in extra-curricular activities give freely of their time and pupils are benefiting from their commitment.
35. The school has links with a local high school and college and there are regular meetings of staff from local primary schools offering an exchange of ideas and visits within the area. There are sound community links with the local church and pupils perform a concert for elderly residents once a year. It is evident from discussions with governors who are local residents that there is a strong feeling of unity and pastoral care provided outside the vicinity of the school.
36. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall and good for their social and moral development. In line with the last inspection report, staff in school set good examples for pupils in terms of mutual respect and consideration for each other. This has a positive effect on pupils' relationships and values and is reflected in their attitude and behaviour towards each other, to staff in school and to visitors.
37. Pupils are given adequate spiritual opportunities to reflect and ponder their situation and place in the world. During a lesson in art in a Year 5 and 6 class, when pupils considered and discussed their creations of a Crucifix for Easter, decorated by an array of fresh flowers and greenery, there was a profound atmosphere of peaceful contemplation. The air was scented with the flowers and plants and pupils were surrounded by their work as they collaborated and considered their own and their partner's designs. The atmosphere was hushed and reverent as they spoke quietly and with warmth about their efforts. Many of the pupils in this class have significant difficulties but there was no hint of acrimony or inferiority as they worked and shared ideas in a positive and spiritual setting.
38. There is good provision for moral development in the school. There is a clear framework for pupils to understand right and wrong, good and evil. Staff set a good example and an assertive discipline system is used in classes to reward pupils' good behaviour and identify pupils who have behaved badly. Pupils treat each other with kindness and respect. There is a positive atmosphere throughout the school in terms of pupils' treatment of each other and their environment.
39. Social development is also good. Pupils interact well with each other and adults in a socially competent and confident manner. There are opportunities for individuals to debate and discuss on an equal footing in lessons and social inclusion is a priority in the school. There is harmony and enthusiasm during most lessons and any conflicts are resolved peacefully. Pupils talk quietly at lunchtimes, sharing and showing consideration towards each other. The staff set good examples of social behaviour. On entering school during registration, assemblies, at break times and as they leave school, pupils are polite and respectful towards other pupils and adults.
40. Provision for cultural development is satisfactory. Pupils have visited places of interest in the locality, such as museums and art galleries, but there is no regular programme of cultural experience through outside visits. There are opportunities within school for pupils to appreciate the work of great artists and authors as well as consider other world religious festivals and practices. Multi-cultural awareness is satisfactory generally, however, there is very good evidence in Year 4 of pupils experiencing valuable cultural experiences through their work on an Indian village, Chembakolli. Cross-curricular work has included stories, poetry, artwork, design and technology and information and communication technology using the Internet as pupils engage in learning about the unique culture of this village.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The steps taken by the school to ensure pupils' welfare, health and safety are unsatisfactory. Although there is a culture of care in the school and pupils are well known by members of staff,

procedures to formally underpin some aspects of safety in the school are unsatisfactory. For example, the school has not yet undertaken full risk assessments of all areas of the school and of the curriculum, there is no record of fire drills and no one on the permanent staff of the school has recently undertaken significant training in child protection issues and procedures. In addition, other areas of concern have been brought to the attention of the headteacher and governing body.

42. Procedures for monitoring and improving levels of attendance are effective. The systems in the school to monitor behaviour and promote desired behaviour are good and are reflected in the good standard of behaviour within the school.
43. Assessment practices throughout the school are unsatisfactory overall. Since the last inspection when the use of assessment data was judged to be a key issue, there has been limited improvement in this area. Though at the earliest stages, the school has established target-setting systems that enable individual progress to be identified. However, the examples of good practice are not consistently applied across the school and more rigorous procedures are required that will allow teachers to identify accurately and target individuals and groups of children with differing ability levels. The school works with the local education authority to look for patterns and trends within the end of Key Stage 1 and 2 national test results. There are examples of statistical analysis indicating the number of children at particular levels. The school has used this information to target specific areas of concern such as reading and writing.
44. However, although there is a lot of information related to individual attainment, there is still insufficient detailed analysis by co-ordinators and senior managers to show why pupils do not always achieve sufficiently well. There is a lack of information to identify why particular groups of pupils are attaining high and low results. The analysis of attainment rarely considers pupils' attainment at the beginning of the school year and thus prevents an accurate judgement of progress.
45. The school has developed systems for assessing individual pieces of work in the core subjects of English, mathematics and science using a portfolio of sampled work. This is a good start to ensuring that all teachers share the same opinions of the level of attainment of each pupil. However, this assessed work is often not annotated and is not related to National Curriculum levels.
46. The marking policy is inconsistently implemented by staff and this results in some pupils not knowing the areas identified for improvement. Marking often celebrates achievement but is rarely used to inform the pupils of where they need to go to make progress. The use of day-to-day assessment to inform future planning has been developed and is effective in the modifying of units of work. However, the school system is mainly informal and planned assessment activities are not evident.
47. There is a strong commitment to improve assessment procedures and some examples of good practice can be shared to develop whole-school practices.
48. There are no formal procedures to monitor pupils' personal development at present except for those pupils who have individual education plans for behavioural development. The personal development of the other pupils is monitored informally through the class teachers' knowledge of individual pupils. There has been a decline in the welfare related elements of this aspect of the school's provision since the time of the last inspection.
49. There is good support provided for pupils with special educational needs. They receive a level of support in lessons that is sensitive and challenging. There is a good rapport between staff and pupils with difficulties and every pupil is valued for its contribution. This adds to the positive views pupils have of their development and their increased self-worth. Regular reviews of pupils' progress are held and appropriate action taken if a pupil is losing motivation or failing to make progress. The school is currently working on implementing the new Code of Practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents are satisfied with the school's provision and achievements. The very small number of parents' questionnaires completed for the inspection, less than 10%, revealed that parents are pleased with:
- their children being happy at school;
 - the progress made by their children in the school;
 - the quality teaching which they believe to be good;
 - the way in which the school helps their children to become mature and responsible;
 - the high expectations the school has of its pupils;
 - the fact that they feel comfortable approaching the school with any questions or suggestions.
51. A minority of parents do not think that the school:
- works closely enough with parents;
 - keeps parents well informed about their children's progress;
 - provides an interesting range of extra-curricular activities.
52. Parents spoken to during the course of the inspection endorsed these views. Inspection judgements broadly supports the parents' positive viewpoints. There are areas to be developed in the involvement of parents in their children's learning but the provision of extra-curricular activities and the information available to parents about their children's progress were found to be satisfactory.
53. The effectiveness of the partnership between the school and the parents of its pupils is satisfactory, as is the quality of information provided for parents. The prospectus contains all the necessary information and presents it in a clear, attractive way. There is regular contact with parents through a variety of means, including reading diaries, two open evenings per year and an annual report on their child's progress. The reports on pupils' progress are underdeveloped. In the Foundation Stage, reports do not cover all the areas of learning explicitly and at Key Stages 1 and 2 they do not cover all subjects of the National Curriculum and religious education. They are jargon free and throughout Key Stage 2 parents receive information on National Curriculum levels attained in mathematics and English as well as assessments of reading ages. However, there is no reporting of National Curriculum levels in other subjects at any stage of the pupil's time in school. The best reporting of progress is in mathematics and English, when the reports focus on what the pupil knows and understands and, in the better reports, indicates the next steps for the pupil in order to make the best progress. In the reporting of other subjects there are inconsistencies. Though sometimes good, there is frequently inadequate information about progress and simple recording of experiences offered or the pupil's attitude to the subject.
54. The contribution of parents to children's learning is unsatisfactory, although the events organised by the Parents' Group make a valuable contribution to school funds and to the social life of the school. There are inconsistencies in the curriculum information available to parents to enable them to support their children's learning and there is no whole school approach to this. Some teachers provide information about what is about to be taught, especially in history or geography, but this is not consistent. The school has a number of parents and grandparents, who help regularly in the school and although they are very committed and give very generously of their time their impact across the school is limited due to the very small numbers involved.
55. This aspect of the school is in a broadly similar state of development as at the time of the last inspection.

56. Parents of pupils with special educational needs feel they are informed sufficiently about their children's progress. Every effort is made by the school to include all pupils in every activity and parents are invited to discuss their child's progress at appropriate times. Parents are informed as soon as a concern is registered about an individual child. Regular reviews of progress are reported to parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership of the school remains unsatisfactory. Within a very short time the current acting headteacher, ably supported by the deputy headteacher, has worked hard to improve teacher morale and establish a positive climate for the next headteacher to build on. However, in the intervening time some of the key issues highlighted in the school's previous inspection have only been partially addressed. There is still no systematic and structured approach by senior managers to monitor the quality of teaching through planned classroom observations. The development of the role of the subject co-ordinator to enable them to monitor teaching and learning across subjects effectively has only been partially addressed. Though staff have attended training many are still unclear about the different ways of monitoring teaching and learning in their subjects. Additionally, there are currently four subjects, music, geography, history, and religious education, which do not have subject co-ordinators to develop provision throughout the school. This limits the development of subject teaching and affects the rate of pupil progress across these subjects. All subjects, apart from English, require their policy statements to be updated to the new National Curriculum requirements.
58. The acting headteacher has identified the need for staff to have a clear understanding of the school's educational priorities and has led effectively staff meetings which make specific reference to the school's new development plans. The school now has schemes of work in place for all subjects, though some are still in draft form, but monitoring procedures still lack rigour for identifying what has been taught and learned each half-term. The absence of an assessment co-ordinator and an assessment, recording and reporting policy, results in inconsistencies in assessment practices across the school. For example, the deputy headteacher has produced effective target-setting procedures which are based on pupils' prior attainment and identify individual progress. However, this process is not yet shared and discussed amongst all staff. The previous inspection report judged that the data from assessments was not used effectively to inform planning and improve pupils' progress. Whilst the school is now making more effective use of available data there is still much work needed. The special educational needs co-ordinator, for example, has clear criteria for support and the school has designated allocated time from the local education authority's mathematics consultant based on the assessed needs of staff and pupils. There is, however, no whole-school target setting and tracking system to enable staff and co-ordinators to identify and predict the rate of pupils' progress accurately.
59. The acting headteacher has led the school well and got to know the staff and governors quickly in a short space of time. He has produced a satisfactory working development plan which has appropriate and clear priority areas for development until the end of the spring term 2001. Within this current plan, which operated from January 2001, there is designated release time for the deputy headteacher to work on agreed objectives for action. Unfortunately, she has been unable to make the best use of this release time because of problems in providing appropriate supply cover to take over her very challenging class. In spite of this, the deputy headteacher has worked hard on implementing the agreed strategic plan, which was formulated with the previous headteacher. She has developed more effective provision in areas such as whole-school planning, improving pupils' behaviour and clarifying the role of the subject co-ordinators. However, over the last year, the role and functions of the deputy head have been insufficiently developed because of her full-time teaching commitment. The last inspection report mentioned that the previous deputy was restricted in developing his co-ordinator responsibilities because of a full-time teaching commitment. The staff have worked hard to provide a stimulating environment for the pupils.
60. The governing body meets most statutory requirements and is very supportive towards the acting headteacher and staff. The governing body continues to be well led by the chair of governors who

adopts the role of 'critical friend' to the headteacher. The chair has a clear understanding of the strengths and weaknesses in the school and recognises areas where the governing body could take a more participatory role. The headteacher meets with the chair of governors regularly to discuss day-to-day concerns and there have been three full governing body meetings since the acting head took over his temporary appointment in January 2001. The governors are very conscious of the difficulties experienced by the school and are well aware of the implications of falling rolls on the school's budget. The very good commitment of the governing body is evidenced by the school's recent notification from the local education authority, that they are now able to make plans to establish nursery provision. As a governing body they are trying to become more involved in the life and work of the school and the school intend to operate a 'buddy' scheme where each member of staff will be linked to a designated governor. A weakness identified in the previous inspection was the governors' lack of involvement in the process of school improvement. The governors are now more actively involved in formulating, monitoring and evaluating the school development plan. The chair of governors recognises the need for additional school-based training to increase governors' knowledge in evaluating the effectiveness of the school's provision. The chair of governors has a standards file which contains data and analysis of prior attainment over time. He is aware of the need to explore with the headteacher and staff the reasons why pupils are achieving particular results. Regular meetings with specific agenda items have meant there has been satisfactory improvement on this issue.

61. The majority of the remaining key issues of the previous inspection have been satisfactorily addressed. Although standards have steadily improved in English, mathematics, and science across the school over the last five years they are still too low, especially in Key Stage 1 of this current year. There has been unsatisfactory progress in raising the standards of attainment in information and communication technology and they are still below those expected nationally by the end of both key stages. This is mainly because of the inadequate accommodation and the computer suite was, therefore, not able to operate in the way in which it was planned. The high level of unsatisfactory teaching identified within Years 3, 4 and 5 has now been largely rectified.
62. The deputy headteacher works closely with the special educational needs co-ordinator. and provision for pupils on the Code of Practice register is good. The special educational needs co-ordinator provides good leadership in this area and she monitors pupils' progress against priority learning targets regularly. Classroom assistants are generally deployed very effectively to ensure that this group of pupils makes good progress during lessons. Special educational needs documentation is thorough and detailed. The funding available for special educational needs and the support for the one pupil identified as having English as an additional language is carefully managed and specially funded staff work effectively with groups of pupils. The school has not established formal procedures to identify gifted and talented pupils. The co-ordinator has not fully explored the potential of new technology to help staff generate high quality individual educational plans for pupils.
63. Financial management is satisfactory. Financial planning is linked to the school development plan and the governing body monitors spending effectively. The finance committee meets regularly to review spending decisions. In the recent past there has been insufficient clarity to show how overall budget allocations are designated to particular areas and the procedures for monitoring spending have been insecure. For example, procedures for co-ordinators to bid or be allocated monies linked to identified subject needs were informal and monitoring systems were imprecise. This has led to certain subjects, like geography and music, being under-resourced. The school has made good use of new funding for strategies like the Additional Literacy which are having an impact on raising standards. However, there is insufficient use made of new grants, like the "New Opportunities Fund", that would provide additional resources and broaden the range of activities pupils can participate in at the beginning and end of the school day. The governors are aware of the principles of best value when making spending decisions and are becoming more aware of the effect of this in raising standards. Day-to-day administration is effective but there is unsatisfactory use made of available technology in this work to manage the budget and monitor attendance. The training needs of the two experienced and able clerical support staff have been identified to ensure that they have the skills and knowledge to use new computer software and hardware effectively.

64. Staffing levels are satisfactory overall. Non-teaching and support staff are satisfactorily deployed. The school has recently appointed extra classroom assistants to support priority areas for learning and support such as in the Year 5/6 and Year 2 classes. The lack of delegated staff for the co-ordination of subjects, and key areas like assessment, is decreasing the quality of overall educational provision the school provides for its pupils. Although the accommodation is spacious there is a lack of dedicated storage spaces in many classrooms. There continues to be inadequate library provision and, because the computer suite was disbanded, teachers now teach whole-class information and communication technology lessons using a single computer in their classrooms. There is currently no Internet facility for pupils in Years 5 and 6 which restricts their ability to research information independently using new technology. Resource provision is satisfactory in English, religious education, mathematics, science, physical education, art and design, history, and design and technology. Resources are unsatisfactory in music, geography and information and communication technology.
65. The school's strategy for performance management and its induction procedures for new staff are unsatisfactory. The governing body has accepted the school's policy for performance management but staff have yet to agree their individual targets for improvement. Team leaders have not been selected and staff have not identified their progress targets. Members of governing body have attended performance management training and the acting headteacher has a clear knowledge of expected outcomes. Newly-qualified staff follow the local education authority's induction procedures but support within the school for newly-qualified teachers has been inconsistent. Their training, assessment and support are not monitored adequately by senior managers. Both newly-qualified teachers have had insufficient non-contact time during the year to enable them to observe, prepare, and reflect on their own practice and that of other teaching staff.
66. The site manager and cleaners do an excellent job keeping the building in a clean and very presentable condition. The outside play area is attractive and well kept, though there is no appropriate provision for outdoor play for reception children. Risk assessments have not been conducted related to the site manager's responsibilities, the teaching areas, or the premises. This is a breach of health and safety policy requirements.
67. In view of the quality of education provided, the standards achieved and the effectiveness with which resources are used, the school gives satisfactory value for money. However, this is a school with serious weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve the school's provision, the headteacher, staff and governing body should:
- (1) raise standards in English, mathematics, science, information and communication technology, geography and music by:
 - improving the quality of teaching in these subjects
 - using data gained from analysis of the subjects to identify strengths and weaknesses in the subjects
 - ensuring that the policies and schemes of work are updated and implemented fully
 - appointing co-ordinators for those subjects which do not have them
(see paragraph numbers: 1, 4, 5, 9, 12, 64, 87, 89, 97, 101, 108, 130 and 134)
 - (2) improve the quality of teaching at Key Stage 1 and in Year 3 by:
 - giving extra support to teachers in the planning of lessons and the identification of learning objectives to meet the needs of all pupils
 - undertaking more effective monitoring of teaching and learning in these classes
 - providing appropriate professional training to develop skills in pupil management
(see paragraph numbers: 20, 23, 24, 95, 111, 124 and 140)
 - (3) improve assessment procedures and utilise data more effectively to improve pupils' performance by:

- appointing a co-ordinator to develop and oversee the assessment procedures in the school
 - extending the good practice found in some parts of the school to consistently encompass the whole school
 - developing procedures to use the data obtained through assessment to identify strengths and weaknesses in learning throughout the school
 - setting individual targets for pupils based on their previous learning
 - maintaining clear records of pupils' achievements and using these to identify future learning needs
(see paragraph numbers: 43, 44, 45, 46, 48, 58, 107, 112, 124, 133 and 137)
- (4) extending and developing the role played by the deputy headteacher and the subject co-ordinators by:
- giving them time to monitor teaching and learning more effectively
 - reviewing the policies and schemes of work in relation to the requirements of Curriculum 2000
 - ensuring that the curriculum budget allocation for subjects is part of a structured system linked to the school development plan
(see paragraph numbers: 57, 58, 59, 96, 107, 112, 116, 124, 133 and 137)
- (5) improving the facilities for outdoor play for the children in the Foundation Stage by:
- incorporating the requirements as priority in the school development plan for the near future
 - ensuring that the financial implications are included in future budgets
(see paragraph numbers: 11, 71 and 82)

The governing body may wish to include the following less serious weaknesses in its action plan:

- Improve the level of involvement of parents in their children's education.
(see paragraph number: 51)
- Implement fully the performance management requirements.
(see paragraph number: 65)
- Develop the use of technology throughout the school.
(see paragraph numbers: 63 and 96)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	22	39	27	10	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		206
Number of full-time pupils known to be eligible for free school meals		45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		60

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	12	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	18
	Girls	11	10	9
	Total	28	26	27
Percentage of pupils at NC level 2 or above	School	88 (79)	81 (79)	84 (85)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	19
	Girls	10	10	11
	Total	27	27	30
Percentage of pupils at NC level 2 or above	School	84 (82)	84 (79)	94 (91)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	18	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	20
	Girls	10	8	11
	Total	27	25	31
Percentage of pupils at NC level 4 or above	School	63 (70)	58 (73)	72 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	16	19
	Girls	7	8	11
	Total	18	24	30
Percentage of pupils at NC level 4 or above	School	42 (60)	56 (70)	70 (70)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	205
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	10	0
Other minority ethnic groups	0	0

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)	9.7
Number of pupils per qualified teacher	21.2
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	97.5

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	426713
Total expenditure	431094
Expenditure per pupil	1774
Balance brought forward from previous year	13120
Balance carried forward to next year	8739

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	60	30	10	0	0
Behaviour in the school is good.	15	60	25	0	0
My child gets the right amount of work to do at home.	20	50	25	5	0
The teaching is good.	40	50	10	0	0
I am kept well informed about how my child is getting on.	25	30	40	5	0
I would feel comfortable about approaching the school with questions or a problem.	70	20	10	0	0
The school expects my child to work hard and achieve his or her best.	30	65	5	0	0
The school works closely with parents.	20	25	55	0	0
The school is well led and managed.	25	60	0	15	0
The school is helping my child become mature and responsible.	50	50	0	0	0
The school provides an interesting range of activities outside lessons.	10	30	55	0	0

Summary of parents' and carers' responses

A very small percentage, less than ten per cent, of parents returned the questionnaires. From this limited evidence it is clear that parents exhibit a range of opinions regarding the school's provision. Most parents indicate that they believe the teaching to be good and that their children enjoy attending school. Most indicate that they would feel happy to approach the school if they had a problem and recognise that the school helps their children to become responsible and mature. Almost a half of responses indicated that parents felt that they were not kept sufficiently well informed about the progress their children make. In excess of 50 per cent of responses show that the school does not work closely enough with parents and they are unhappy with the amount of homework given to their children. Inspection evidence strongly supports the parents' positive views and confirms that provision for out-of-school activities and the information given to parents about the progress made by their children are satisfactory. However, the inspection team supports parents' views that they are insufficiently involved in

their children's learning.

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

69. The provision made for children in the Foundation Stage is good. They are admitted to the school at the beginning of the year in which they are five and spend three full terms in the reception class. Currently there are 15 children in the reception class and this is a significant fall in numbers over recent years. However, it means that the teacher and the classroom assistant have more time to spend with the individual children and help them to make good progress. The quality of teaching in the reception class is invariably good. This has a positive effect on the good progress made by children and because of this, most children will achieve the Early Learning Goals identified in the six areas of learning in the Foundation Stage curriculum. There are well-established routines in the reception class and the well-organised classroom supports children's learning well. There are good relationships between adults and the children in the reception class and this too helps them to learn well.
70. The teacher plans activities very thoroughly. This leads to a range of activities which are appropriate for each child's level of ability. In a mathematics lesson, for example, the teacher encourages the higher attaining children to count in tens up to a hundred, whilst at the same time teaching the lower group of children their numbers up to ten. In this way each child makes good progress in relation to what they already know. The teacher incorporates the requirements of the National Literacy Strategy and National Numeracy Strategy into her planning and this is used effectively to improve the children's knowledge and understanding of numbers. The teacher and classroom assistant work well together to develop children's learning and this is well illustrated when the classroom assistant helps a small group with understanding their number bonds to eight. At the same time the teacher works with a more able group, encouraging them to work out the higher number bonds and explain how they have done this.
71. The only area of learning where children do not make good progress is in their physical development where their progress is satisfactory. Though they regularly have physical education lessons, the lack of a secure outdoor play area and suitable large equipment limits the progress they make in this area. However, they make good progress in developing their skills when using a range of materials, such as in art lessons, when they use scissors and a range of painting and colouring materials.

Personal, social and emotional development

72. The provision for supporting children's personal, social and emotional development is good. They enter school with attainment below that normally expected for children of their age, but because of the good provision most will achieve the Early Learning Goals in this area by the time they leave the reception class. There is a good structure to their day and they have many opportunities for working and playing with other children. They are given clear guidance on what is right and wrong and conform to the rules in their classroom well. The children are given a wide range of opportunities to develop their relationships and social skills in the reception class. They are encouraged to play together and to share the equipment and toys fairly. During their "Plan - do - review" times they are encouraged to make their own decisions about the work they wish to undertake and work collaboratively in groups to plan what they are to do. At the end of these sessions the children join together on the carpet to explain and discuss what they have done as a group activity. This is a very good way of utilising the children's free activity time, offering them many opportunities to develop their personal skills.
73. During each stage of the week, children are allowed time to discuss what they like and dislike. They are given regular opportunities to play and work together. This has a very good effect on all aspects of their learning. The children are calm and well behaved in class and are polite to adults and to each other.
74. The teacher and classroom assistant work closely together to encourage good behaviour and

develop a good working atmosphere in the classroom. In this they are very successful and the children benefit greatly.

Communication, language and literacy

75. Within the reception class there is a very strong emphasis on the development of children's language skills. They are encouraged to talk to each other and to adults within their play and work times. This is effective in developing their communication and their speaking and listening skills. In the more formal literacy lessons, the teacher plans a wide range of activities to develop children's language based on the early stages of the National Literacy Strategy. In these lessons there are clearly defined objectives which are to be taught within the lesson. These are closely linked to a wide range of activities designed to allow the children to develop the skills.
76. Children are introduced to the "Big Books" used to develop literacy skills in reading, speaking and listening. Children play an active part in these lessons and are well motivated by the teacher's stimulating approach to language development. The higher attaining children are beginning to write in sentences and express themselves clearly when talking to each other or to adults. Lower attaining children, however, find difficulty expressing themselves orally, but are given a good range of opportunities to develop these skills. The teacher and classroom assistant help the children make good progress through their clear understanding of how children learn. They give the right type of support to each child in order that he or she can make good progress in their learning.
77. By the end of their time in reception, most children will achieve the Early Learning Goals in literacy. They recognise the letters of the alphabet and the sounds they make. The more able children read simple text and write some very simple sentences in a recognisable way. They begin to recognise basic spelling patterns.

Mathematical development

78. Many opportunities are given for the children in the reception class to count, match and sort objects. Though there is a wide range of knowledge and understanding of number within the class, the teacher plans good opportunities for each child to make good progress. The more able children already count in tens up to one hundred. When asked what comes after 100 in his counting, one boy says, "I don't count to more than that!" When pressed, however, he continues to count beyond 100 in tens. The less able children in the class experience difficulty in relating small numbers to each other and have little or no instant recall of the simple number bonds. The more able, however, readily add single-digit numbers together to 20. They develop their knowledge of number when, for example, they draw spots onto ladybirds. When recording the bonds to six, they will draw two spots on one wing and four on the other wing.
79. The high quality teaching they receive is a vital factor in the progress the children make in developing their awareness of number. The teacher and classroom assistant work closely together to ensure that each child is given an appropriate challenge and that by careful observation and recording they are aware of the progress made by each child. The positive relationships that exist within the classroom are important elements in the good progress made by the children. They are praised for their good work and react to this well.

Knowledge and understanding of the world

80. Throughout their time in the reception class the children are given many opportunities to develop well within this area and they make good progress in their learning. They learn about their environment and about themselves. They talk about the differences between when they were babies and about the things they can do now that they could not do then. Children gain experience of different materials and their properties when, for example, they play with water and sand. They recognise that dry sand flows freely, but when water is added, it becomes more solid.
81. The high quality teaching helps the children to make good progress and by the time they leave the reception class most children will have reached the Early Learning Goals in this area of their

learning.

Physical development

82. Children make satisfactory progress overall in their learning in this area. They make good progress in developing their finer movements but the lack of a secure outdoor play area with large equipment limits their development overall. Within the classroom the children are given many opportunities to develop their skills, linked closely to the work they do in art and design. They move about the classroom confidently and handle equipment sensibly and effectively when they write and draw. The children use scissors carefully when they cut out shapes and paste them onto paper. They handle paintbrushes and crayons well in their art and design lessons. They are given a wide range of work to experience a variety of different techniques.
83. In their physical education lessons, children move about the hall sensibly. They enter the hall quietly and sensibly and find a space in which to work. They respond well to music played to them and change the pace of their movements in time to the music. They respond well to the teacher and develop greater control over their movements as she supports them well in their learning.

Creative development

84. Children make good progress in this area of learning and by the time they leave the reception class most should achieve the Early Learning Goals. The good progress they make is the result of the good teaching they receive and the regular opportunities they are given to develop their creative skills. They use a variety of materials in their work and make pictures with crayons, chalks, playdough and paints. The children paint freely and most exhibit a well-developed use of colour for children of their age. They make illustrations of books that have been read to them and try to paint in the style of famous artists. For example, they use the circular patterns found in Kandinsky's work to paint their own circular designs.
85. The children are given frequent opportunities to make music. At the end of a literacy lesson, for example, the teacher uses a tape player to lead the singing of a range of songs known to the children. They sing enthusiastically and most children in the class know the words well. They put in the appropriate actions for the songs they sing.

ENGLISH

86. In the year 2000 National tests for seven-year-olds, pupils' attainment was:
- broadly in line with national averages in reading and writing;
 - well above average in reading and above average in writing when compared to similar schools.
87. At the end of Key Stage 2, pupils' attainment was:
- well below the national average;
 - well below average when compared to similar schools.
88. At Key Stage 1, pupils' attainment has improved since the last inspection.
89. Inspection evidence indicates that pupils' performance is:
- below expected levels at the end of Key Stage 1
 - below expected levels at the end of Key Stage 2

90. The National Literacy Strategy has been used effectively to focus on improving standards of writing in the school and direct teaching is used to implement the framework of the strategy using whole-class work and group and individual work. Since the previous inspection satisfactory progress has been made in maintaining standards.
91. In most lessons, pupils are encouraged to express their views and ideas and there is evidence in both key stages of good speaking and listening skills. There is an emphasis in lessons on listening carefully to teachers and other pupils. Pupils in Years 1 and 2 enjoy listening to stories from "Big books" and there is a good response from most pupils when they are asked questions. In one class, pupils act, in turn, as characters from 'The Three Bears'. There is great hilarity as one pupil plays 'Father Bear' and responds to questions from the rest of the class with humorous retorts, using a deep, gruff and exaggerated voice. Pupils in Year 4 are encouraged to consider the lesson objectives at intervals throughout the lesson. This is very successful in promoting positive discussions of what they are expected to achieve. Pupils in this class are very effective communicators and these skills are displayed in a range of other subjects. Pupils in Years 5 and 6 are encouraged by teachers to take an active part in discussion periods. There is a lively and enthusiastic response to questions from pupils of all abilities in lessons throughout these classes.
92. By the end of Key Stage 1, most pupils are reading accurately at an appropriate level and use phonic cues to help them. Many pupils read for pleasure as well as information and are encouraged to choose fiction and non-fiction books. The lack of an adequate school library limits the range of literature available and pupils in this key stage do not display independence in their quest for supplementary and extended reading material. For older pupils, the lack of a library restricts their enthusiasm to visit the local library and familiarise themselves with the indexing and cataloguing systems. However, improvements in reading skills across Key Stage 2 are seen as a priority by staff and pupils with special educational needs, in particular, are making good progress in their reading test results. Pupils are encouraged to take books home and to record their own progress. The system for home reading and the level of parental involvement varies throughout the school. Older pupils take books home but there are inconsistencies from class to class in the way they are encouraged to do this. Staff and pupils value reading and there is evidence around the school of the pupils' interest in literature. A recent visit by the author, Rose Impey, initiated a book sale in school which pupils are very eager to talk about. Many older pupils buy books and magazines on a regular basis and say they enjoy reading at home.
93. Writing in Years 1 and 2 is in line with expectations. Independence in writing is developing as pupils gain confidence in building words from initial sounds and cues. Sentence construction is improving with older pupils in Key Stage 1 and some higher attaining pupils produce written work of several sentences as they write their own versions of 'Goldilocks and the Three Bears'. Pupils in Years 5 and 6 demonstrate a range of writing skills as they use connectives to link a range of sentences on, 'Why we have Pancake Day?' Pupils organise their written responses and extend the range of possible answers by varying the criteria they had previously 'brainstormed' and listed on the white board. The school recognises the need to improve assessment procedures and consistency in assessing pupils' written work. There are many examples of extended writing in pupils' books and on display in classrooms and around the school. However, marking of work is inconsistent despite a comprehensive marking policy. Work is often not annotated and does not inform the pupil of the next step in the learning process. This leaves pupils unclear about what they have to do next to improve their performance.
94. Standards of handwriting throughout the school are improving. Younger pupils are encouraged to practise their letter formation in specific styles and older pupils extend their range of handwriting skills through regular writing in books and for their portfolios. In some books, handwriting has deteriorated for a minority of pupils as they develop more sophisticated styles and attempt to write for quantity rather than quality. Handwriting is generally neat and well formed although there are inconsistencies in the examples set by some teachers when they write comments in pupils' books. Spelling is encouraged for older pupils through the use of self-correcting and checking and support from other pupils. This helps to eliminate the dependency for some pupils on teacher intervention. There is little evidence of the use of information and communication technology to

supplement spelling or recording in either key stage.

95. The quality of teaching in both key stages is good overall and teachers demonstrate secure subject knowledge. However, there are some elements of unsatisfactory teaching in Key Stage 1 when higher attaining pupils are not sufficiently challenged. There is some very good teaching in Years 4, 5 and 6. The structure of lesson plans conforms to the National Literacy Strategy. When pupils are organised well and work is provided for each level of attainment, there are very good results in lessons. Enthusiastic teaching and positive use of praise encourage pupils to work hard and make good progress in their oral and written work. The use of the 'word wall' in Year 4, for example, encourages independence and self-evaluation as pupils select words independently for writing and check the accuracy of their spelling. Good use is made of literacy in a range of subjects, specifically in mathematics, physical education, information and communication technology, design and technology and religious education. Pupils are encouraged to use a range of relevant vocabulary in these subjects. In Years 5 and 6, pupils are encouraged to share ideas and collaborate in their work. Teaching is supportive and sensitive for pupils with special educational needs. This group of pupils in Key Stage 2 discuss and elaborate on their choice of media when designing a decorated cross in an art lesson.
96. The co-ordinator is aware of the need to improve standards and recognises the areas for development. She is conducting a school improvement focus on writing with other staff. A range of pupils' writing is to be analysed and weaknesses addressed. Currently, there is little time for her to manage the subject effectively although this requirement has been identified for improvement. There is now a long-term action plan to improve standards and also plans to develop an effective school library. English resources are satisfactory in quality and quantity and the implementation of the National Literacy Strategy has generated a good range of additional resources. However, the use of information and communication technology in English lessons is underdeveloped. There is insufficient monitoring of teaching through classroom observation and little detailed analysis of pupils' performance through assessment. As a result, pupils are not always challenged to improve their performance. Generally, staff feel supported in their efforts to improve standards of English in the school.

MATHEMATICS

97. The year 2000 national test results for pupils aged 11 indicated that pupils' performance was:
- well below the national average;
 - below average in relation to similar schools.
98. Although results have been variable over the last five years, the trend from 1996 shows a steady increase over time when using the school's average point score.
99. The year 2000 national test results for pupils aged 7 indicated that pupils' performance was:
- well above the national average;
 - well above average when compared with similar schools.
100. The number of pupils gaining the higher Level 3 was well above that expected in other primary schools. There are no marked differences between the attainment of boys and girls.
101. Inspection findings indicate that:
- the attainment of most pupils currently in Year 6 is below that expected for their age;
 - the attainment of the majority of pupils in Year 2 is below that expected nationally for pupils of their age.

102. Since the previous inspection the school has purchased additional resources to assist teachers to implement fully the National Numeracy Strategy and this has brought about some improvement in the provision for mathematics. Teachers follow the basic structure and format of the numeracy lesson thus ensuring that pupils receive consistent teaching. However, there are times when teachers miss opportunities to ask pupils how they reached an answer and, therefore, pupils do not have the opportunity to share alternative methods and learn from each other. Pupils now participate more in investigative mathematics and problem solving activities. They are gaining confidence in their mental work and many pupils can recall their multiplication facts quickly. This was a weakness identified in the previous inspection. Teachers set pupils challenging activities which involve handling data to solve real life problems. This is an improvement since the last inspection when pupils' data handling skills were judged as weak because the work pupils were set lacked purpose.
103. The good learning experiences of the Foundation Stage are satisfactorily built upon in Years 1 and 2. In Year 1, pupils become more confident in counting and recognising numbers to 20 by using a game approach to develop and consolidate their previous learning. They throw a number dice to give them a small number which they add on to a target number, using a number line for support. Higher attaining pupils use numbers over 20 making the activity more challenging. Pupils make number sentences and develop their knowledge of mathematical vocabulary like 'plus and add' and 'equals and makes'. In Year 2, pupils learn the 2-times table by being asked to find doubles. For example, they double 6 to make 12, and calculate the correct answer mentally and record this accurately. They explore simple fractions like a half and a quarter using real life objects to aid understanding. However, a large number of pupils need verbal support when completing tasks that involve filling in the correct fraction of a given shape. Higher attaining pupils identify and record halves, quarters and three-quarters on 2-dimensional shapes.
104. By the age of 11, the majority of pupils have developed their mental calculation skills and can add and subtract two- and three-digit numbers. Higher attainers add and subtract decimals up to four places. Although many pupils have increased ability in instantly recalling their multiplication tables, several lower attaining pupils still have difficulty remembering them. Pupils explore number and look for relationships in given sequences. They construct their own number patterns using whole numbers, fractions, and decimals and explain why they used particular operations to other pupils. Pupils use appropriate written calculation methods to complete division and multiplication sums including decimal numbers. They multiply and divide whole numbers by 10, 100, and 1000. They understand that multiplication is the inverse of division. They use their mathematical and general knowledge to solve real life problems together such as, "If a person sets off from England at 12 noon, what time will he arrive in Tokyo?" Pupils know that the perimeter of a shape is distance all the way round the outside and the use simple formulae to calculate the perimeter and area of different shapes including rectangles and squares. Lower attaining pupils learn how to read a calendar and apply this knowledge to solve practical problems. They calculate, for example, the best start date for incubating duck eggs in the classroom, using a range of given information.
105. Overall the quality of teaching is good across the school. No unsatisfactory lessons were observed during the inspection. When teaching is most effective, teachers demonstrate a good understanding of the subject and provide appropriately challenging work for all groups of pupils. Consequently pupils are interested, well motivated and they achieve well. This was particularly evident in a lesson for Year 5/6 pupils when they were learning how to handle data and made sensible suggestions because of their real life consequences. When planning observations of duck eggs, for example, they understand that if they select a start date that is late they will only have a limited time to watch the duck eggs hatch. They also know that all dates in the school's calendar have to be considered to ensure there are always people available to turn the eggs or the ducklings will die. On occasions, weaknesses in teachers' planning means that some lower attaining pupils are unable to achieve all of the prescribed objectives without a lot of adult support. Some lesson plans do not contain sufficient clear and simple objectives identifying what groups of different ability are expected to achieve independently. Teachers missed opportunities during the plenary and concluding parts of lessons to make more effective use of classroom support. At times, the pace of lessons was too slow and children did not have time to complete all of the set activities. This affected the pace of working and concentration of pupils.

106. Different groups of pupils are appropriately catered for with different activities and pupils with special educational needs and those for whom English is an additional language are well supported by the non-teaching support staff. These members of staff have good relations with the pupils with whom they work and are able to offer appropriate help and advice. This is very noticeable in Year 4 where the non-teaching support assistant works very effectively with lower attaining pupils during the main activity which focused on the pupils' understanding of repeated addition linked to their 2- and 3-times table.
107. Subject co-ordination is satisfactory overall. The school uses the National Numeracy framework well for planning and the thorough implementation of its content has helped to raise standards. This was a weakness identified in the previous inspection. The co-ordinator has a good overview of the strengths and weaknesses of the subject and has made sound plans to utilise to best effect the additional numeracy support from the local education authority's mathematics consultant. The school makes good use of the 'Springboard' materials in Year 5. However, there is still insufficient monitoring of teaching and planning by the co-ordinator. Procedures for assessing pupils' attainment and progress over time are satisfactory overall but there are significant weaknesses. The school has recently introduced individual assessment books, which are used half-termly to record progress against attainment targets across the school. Staff use optional tests in Years 3, 4 and 5 and data from the Cheshire test to level pupils' individual attainment. However, there is no assessment policy and procedures for ensuring that each teachers' assessments of pupils' match those of their colleagues. The co-ordinator analyses test results to look for reasons why particular groups of children are attaining particular levels. This analysis of attainment and progress over time is, however, in its earliest stages and is not yet fully developed. The absence of agreed whole-school target setting and tracking procedures limits the co-ordinators' ability to measure accurately the progress over time and analyse whether or not pupils' prior attainment is being built on from one class to the next. The use of day-to-day assessment information is satisfactory and teachers record their evaluations in their weekly planner. Marking is often too general and does not identify points for improvement. Resources are satisfactory overall but information and communication technology resources are not used enough in classrooms to support learning. The school has not yet adopted a planned approach to how pupils' numeracy skills can be extended or reinforced in other subjects. The schools mathematics policy requires updating to reflect the new requirements of National Curriculum 2000.

SCIENCE

108. In the year 2000 national tests for eleven-year-old pupils' performance was below the national average and when compared to the performance of pupils from similar backgrounds it was also below the national average. Teachers' assessment for pupils aged seven indicated that their performance was broadly in line with the national average. When compared to the findings of the previous inspection report, this shows that there has been good improvement in standards. At the time of that report standards at Key Stage 1 were below the national average and at Key Stage 2 were well below. The major reasons for the differences are the different groups of pupils and the better quality teaching that the older pupils now receive.
109. Inspection findings indicate that pupils' performance is:
- about the expected levels for the current Year 6 pupils
 - about the expected levels for the current Year 2 pupils, and that
 - pupils achieve satisfactorily at both key stages
 - pupils at both key stages do not achieve as well in investigative and experimental science

110. By the age of seven, pupils identify a range of materials and discuss the properties of them. They describe, for example, the differences between the metal of a pan and the insulating properties of the handle. They explain that it needs to be a different material in order that it does not burn them when they touch it. When studying their environment, pupils in Year 2 recognise that windows have to be made of glass in order that they are strong and transparent so that we can see through them. The pupils undertake simple experiments with electricity, though these are predominantly directed by the teacher. When given a set of apparatus consisting of wire, a battery and a bulb they try to make the bulb light up. They persevere well on their task and with appropriate intervention by the teacher, most manage to light up the bulb. They record their findings in a simple form using drawings of the various components of the circuit. The carefully planned activities by the class teacher helps the pupils to understand that they have to connect all parts of the circuit in order to light the bulb. During their time in the infants, pupils undertake a good range of work involving the natural world and the ways in which things move. When learning about forces, for example, they test how slowly or quickly cars move when they alter the angle of a slope. They study the human body and describe how their diet affects their growth and how when they exercise their heartbeat quickens. The good range of activities within the key stage has a positive effect on the progress made by pupils in their learning and has resulted in improved standards since the previous inspection.
111. In Key Stage 2, particularly in Years 4, 5 and 6, pupils, including those with special educational needs, make good progress in their learning, predominantly because of the high quality of teaching they receive. In a lesson for Year 3 pupils the pace of the lesson was inappropriate and because of this the pupils made insufficient progress. The teacher had planned for a lesson that was too long for the age of the pupils and they lost concentration and became restless. In the lesson on changes in materials in the Year 5 and 6 class, however, the fast pace of the teaching, coupled to the meticulous planning by the teacher, led to a very good learning experience for the pupils. Resources had been carefully chosen to illustrate the different changes that could happen with different types of material. It was evident that the pupils knew that some changes were reversible, but others were not. Under the direction of the teacher they planned a series of experiments to prove their initial thoughts. The very high expectations that the teacher had of the pupils, both of their behaviour and quality of their work, was an important element in the good progress made by the pupils. Similarly in the Year 6 lesson, the teacher had planned each sector of the lesson in the finest detail. Good explanations about their tasks led the pupils to concentrate well and to make very good progress during the lesson. The teacher's good knowledge about the subject meant that she was able to give clear guidance on the experiment she undertook with each group of pupils. The experiment involved the use of a lighted flame and, rightly, was conducted by the teacher. However, the very good use of questions provoked pupils' thinking and they learned much about how different materials burn. Throughout the key stage pupils achieve satisfactorily. The evidence available from pupils' workbooks indicates that work is planned so that the pupils' learning is built on their previous experiences. For example, pupils in Year 6 produce clearly labelled and accurate drawings of an electrical circuit, incorporating parallel wiring. This follows from the work they do at the end of Key Stage 1 when they first learn about simple circuits.
112. The subject is ably led by the co-ordinator. The policy for the subject, however, is outdated, though it has been identified for review in the near future. The school has recently adopted the scheme of work developed by the Qualifications and Curriculum Authority and the effects of this scheme on pupils' performance are also due for review in coming months. The school has only recently started on formal assessment of pupils' work other than through the statutory tests at ages seven and eleven and this has yet to have any impact on standards. The optional tests designed by the Qualifications and Curriculum Authority are undertaken in Years 3, 4 and 5, though there has been little analysis of the results of these tests in order to predict the attainment of pupils or to track their progress. The co-ordinator has had no time made available for monitoring the teaching and learning in the subject though she has monitored teachers' planning regularly. Resources for teaching and learning are barely adequate but are being developed each term to meet teachers' and pupils' needs for their work in that particular term.

ART AND DESIGN

113. It was only possible to observe two lessons being taught because of timetable restrictions. Both of these were with the older pupils. The quality of teaching in Key Stage 2 is good, but it is not possible to make a judgement on the quality of teaching and learning at Key Stage 1. Discussion with the staff and scrutiny of teachers' planning and pupils' work, however, indicate that most pupils achieve appropriate standards for their age at the end of Key Stage 1 and above the expected levels at the end of Key Stage 2. These standards are broadly in line with those identified at the time of the previous inspection.
114. At Key Stage 1 pupils gain experience of using a variety of media in their artwork. They undertake work with paint, crayons, pastels and a wider range of materials when they make collages. Pupils in Year 1 study pattern and utilise the shapes they learn about in mathematics to create symmetrical and repeating patterns through printing. In the Year 2 class the pupils have made a large collage together to illustrate their work in history when they study the Tudor period. They have drawn and painted a background depicting London and have created the collage to show how the fire raged through the city.
115. In Key Stage 2 pupils develop their skills, particularly in drawing and painting. By the time they reach the end of the key stage the pupils can paint accurately from still life and experiment with a range of different techniques to produce high quality work. In the Year 5 lesson observed, the teacher had planned a range of appropriate resources for the pupils to make a 3-dimensional wall hanging to illustrate "Pandora's Box". The range of materials was somewhat limited, though the teacher had, in fact, been to charity shops to purchase some extra resources such as sequins and metallic crochet thread. The result was high quality work, though the pupils were rather slow in producing the finished product because of their own high expectations in completing a piece of quality work. In the Year 5 and 6 class, the pupils were selecting a range of articles to create a still life drawing and painting, linked to their work in religious education. They were making flower crosses for Easter. They displayed a very good knowledge of colour and texture and this was used effectively in their work. Work displayed around the school shows clearly the high quality expected by the teachers. This is particularly the case in the area housing the upper juniors. Within this area there are outstanding paintings of flowers and other still life. The pupils have made batik patterns and they have been encouraged to experiment with chicken wire to produce life-size figures. They show good understanding of proportion in the figures they have made.
116. The co-ordinator is also the co-ordinator for design and technology. These two subjects link together well and the co-ordinator is aware of the ways in which they complement each other. The school has recently adopted the Qualifications and Curriculum Authority's scheme of work for the subject and the staff are keen to analyse the effects on standards. It is, however, too early for any significant impact to have been made. What has become clear, however, is the way in which the pupils are displaying their artistic talent in the design element of the subject. In the past there has been little opportunity afforded to the co-ordinator for monitoring the quality of teaching and learning. In recent weeks, however, this has been planned for as part of the school development plan. There has, until recently, been a lack of resources to implement the work in the subject effectively. Funding has now been made available for the co-ordinator to increase the resource provision.

DESIGN AND TECHNOLOGY

117. Standards in design and technology are broadly in line with national expectations at the end of Key Stage 1 and above average at Key Stage 2. This displays good progress, particularly at Key Stage 2, since the previous inspection. Pupils in both key stages are developing their design and technology skills over time. The range of evidence to support this, is in the school's documentation, in pupils' models, project folders and files, display work and in photographs. In addition, discussions with pupils in both key stages about their involvement in design and technology projects indicate a good level of knowledge and understanding. There is now an enthusiastic co-ordinator who is developing the subject but who is not yet given time to monitor

the teaching and learning effectively.

118. As only one lesson was seen in Key Stage 2 and no lessons observed in Key Stage 1, judgements are based on the range of other evidence available such as pupils' own work, discussions with staff and pupils, schemes of work and display. The quality of teaching and learning in Key Stage 2 is good. Pupils show positive attitudes towards the subject and co-operate and collaborate on projects effectively producing better work than that expected nationally. Pupils focus on a practical task in Year 3 that covers the importance of hygiene in food preparation. There is a good level of support in this lesson with several parent helpers and a support assistant ensuring that all pupils are involved in the preparation of a range of sandwiches using healthy and unusual fillings. A wide selection of breads including baguettes, pittas, wholemeal bread and rolls, wraps and French sticks were distributed to individual groups of pupils who then referred closely to the objective and method in order to prepare, compare and contrast the finished products. The lesson was lively and pupils used their own imagination to create the fillings, discussing each stage with the adult as they considered the objective. The plenary was particularly successful, as everyone then tastes the outcomes! It is clear that pupils benefit from more guidance in this session and the organisation of small groups with adult support ensures a good level of learning.
119. The standard of work produced in Years 5 and 6 is above that expected nationally. A Key Stage 2 design and technology project to make a drum to use in the building zone during a play is planned and organised well. A good range of evidence based on the pupils' planning, design and evaluation sheets and final product evaluation, show the focused task involves challenge and co-operation and results in a working drum, designed and produced to exacting standards. Pupils in Year 6 use their imagination well to design and produce moving vehicles that use mechanical and electrical components. This increases their knowledge of pulleys and cogs and some of the vehicles are belt driven. The finished products were of high quality but the teacher missed the opportunity to test out which vehicle was able to go furthest. This would have demonstrated to the pupils which designs work best and for what reasons and would then have informed future designs.
120. Though no teaching was observed at Key Stage 1, the teachers' effective planning scrutinised, includes access and support for pupils with special educational needs. Adequate support is targeted at small groups to ensure that pupils produce work to a good level and increase their self-knowledge and learning. Monitoring of design and technology is not as effective. There is informal assessment but not at the level which is required to ensure that pupils achieve to their full potential. The co-ordinator is now developing more effective systems to ensure that monitoring the quality of teaching across the school takes place. There are also plans to moderate pupils' work between staff across the key stages but this is only in its planning stages. There is ample evidence around the school of the good work produced by pupils who take great pride in describing their achievements.

GEOGRAPHY

121. Only three lessons were observed in the subject, all with the older pupils. The quality of teaching at Key Stage 2 was good. There was limited evidence from the work scrutiny and discussion with staff and pupils to make a secure judgement on teaching or learning over time at Key Stage 1. On the basis of evidence presented during the inspection, however, standards in geography are generally below those expected for the pupils' ages by the end of both key stages. This is a similar judgement to the previous inspection and, therefore, there has been unsatisfactory improvement in providing more effective provision since that time.
122. In the three lessons observed in geography attainment was generally below national expectations. In Year 4 pupils used secondary sources of evidence like photographs to compare life in a small village called Chembakulli in India with town life in the United Kingdom. Pupils discuss where India is and try to imagine what life would be like if they lived there. They use a range of interesting photographs as the source to write letters to children in India and take notes on what

they observe which they share with others in whole-class discussions. Pupils in the Year 5/6 class look at the different uses of water for leisure activities. They make sensible contributions in class discussions connected with answers to a questionnaire that focuses on how Northwich could be developed. They explore whether the town needs more houses, shops, market and riverside improvements. Pupils use simple maps to identify physical features within their immediate environment like water, land and houses. Pupils in Year 6 develop their knowledge of how water can be used, by gaining greater understanding of river systems. They begin to gain confidence in using subject vocabulary such as the word 'tributaries' when discussing the physical features of the River Amazon. They develop independent and small group research skills through the use of reference books and computer software when they find out and record new facts about the Amazon and its effects on the local landscape and people. They locate the River Amazon on a world map. Several pupils required additional explanation of the phrase 'physical features' as they were unsure what it meant.

123. The quality of teaching and learning within the three lessons observed was good overall. This enabled the majority of pupils to make satisfactory progress during lessons. Where teaching was good teachers used a variety of resources to stimulate interest and sustain concentration. Subject knowledge was sound and explanations of complex words like 'deposition' and 'erosion' were clear. Teachers used skilful questioning techniques to check pupils' understanding and develop their reasoning skills. Lesson objectives were well matched to the varying ability levels of the pupils by the good organisation of mixed ability groups during focused tasks. Teaching was less effective when the pace of lessons was slow and pupils' responses to questions were not fully explored to assess their full understanding of the issues being discussed. On a minority of occasions the explanation of tasks was too brief and some children were unsure of how to proceed with their work.
124. Overall there has been unsatisfactory progress in the co-ordination of the subject since the last inspection. There is currently no member of staff with responsibility for the subject and this has a detrimental effect on the progress made by pupils. The subject policy requires updating to meet the requirements of National Curriculum 2000. Although teaching staff follow the nationally recommended scheme of work, this has not been formally modified to match the needs of the school. For example, there is no written documentation to say what fieldwork investigations will take part outside the classroom and which localities and themes are to be the focal points for geographical study. The absence of the monitoring of the teaching, and the fact that this subject shares its allocated time with history, means that the breadth of coverage in lessons is insecure. Monitoring, assessment and evaluation procedures are unsatisfactory. Resources overall are unsatisfactory but are better at Key Stage 1. There is a limited range of basic resources like maps, globes and atlases and the majority of reference sources have to be borrowed through the local education authority's loan scheme because of the lack of good library provision in the school. There is no current detailed action plan to develop existing provision.

HISTORY

125. Very little teaching of history was observed during the inspection and no lessons were seen in Key Stage 2. Evidence is, therefore, based on pupils' recorded work, displays around the school, discussions with staff and pupils and one lesson observation. As at the last inspection, history is taught as part of a programme of projects and the policy is due to be re-written to bring it in line with the requirements of National Curriculum 2000. There is currently no co-ordinator to lead and manage the subject. From careful consideration of the evidence available, pupils' attainment in history is broadly in line with national expectations by the end of both key stages.
126. In Key Stage 1, pupils look at historical events by distinguishing between old and new. A history lesson in Year 1 centred on a variety of toys which pupils considered and sorted into sets, using relevant vocabulary. Initially, there was great animation as a range of toys from different eras was passed around the circle and pupils debated their source and attempted to date them. They were encouraged to contrast and compare each toy and used their knowledge of what constitutes ancient and modern by testing out the vocabulary and applying it to each toy. The lesson focused

on including every pupil. However, the quality of teaching in the lesson was unsatisfactory: the pace was slow and a number of pupils lost interest as they waited their turn. Consequently, little challenge was provided for these pupils and the opportunity for the lesson objective to be reached was limited. However, an adult visitor to the lesson who brought a very old and cherished toy dog to show the pupils at the end of the lesson rekindled the pupils' interest and the plenary session refocused the teaching of history through primary sources. Discussion with pupils after the lesson established that they understood the concept of changes over time.

127. Key Stage 2 pupils examined the Roman experience and photographic evidence on display around the school is testimony to the interest and progress made by pupils in history through this project. There has also been extensive work completed on a 'World War II' project that is recorded and displayed in classrooms and corridors. In conversation, pupils relate their involvement in studying past events, particularly the work they have covered on Britain since the 1930's. However, there is limited recorded work to fully support the coverage that has been given to history in terms of pupils' own knowledge and understanding. There are few outside trips currently to museums or places of historical interest, although these have clearly taken place in the past, as seen in photographic evidence and displays.
128. The lack of an up-to-date policy or co-ordinator hampers the effective monitoring and the quality of teaching in the subject. This is reflected in the limited progress made by pupils in some lessons. This is recorded in school documentation as a focus for the future. There are sufficient resources and the school contributes financially to a central resource bank from the county library service that provides books and artefacts for the teaching of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. It was only possible to observe two lessons being taught and there was insufficient evidence from the work scrutiny and discussion with teachers and pupils to make a judgement on the quality of teaching or learning in this subject. However, the available evidence indicates that standards in the subject are generally below those expected nationally by the end of both key stages. This is unsatisfactory progress since the last inspection when the raising of standards in the subject was a key issue.
130. One major reason for below expected standards is the lack of consistent and structured provision. Teaching staff experienced problems using the new computer suite because of difficulties with the accommodation. There was insufficient and inappropriate furniture and not enough space to accommodate large teaching groups. The suite was eventually disbanded and the computers integrated into classrooms. This meant there was an extended period of time when the subject was not delivered in a structured way and this has affected overall attainment in the subject, especially for Key Stage 2 pupils. Pupils in Years 5 and 6 currently do not have easy access to using the Internet for research. There is evidence that pupils make satisfactory or better progress in word processing, data handling and using spreadsheets. However, there is no evidence of pupils using sensory devices to measure temperature or heart rate or older pupils using control devices. Pupils' experience of recording and using sound in multi-media presentations is underdeveloped. Pupils have limited opportunities to study elements of the subject in depth because of the lack of a suite to support whole class teaching. During the inspection computers were rarely used in lessons to support learning in other subjects.
131. In the two lessons observed attainment was below national expectations in one and in line in the other. Pupils in Year 5 made satisfactory progress during a lesson that focused on understanding how to search for information using a database. Pupils develop their technology vocabulary by discussing the meaning of terms like record and field and making appropriate links with their descriptions of supernatural beings. They discuss the advantages of using a computer database compared to that of written records. Pupils are confident that they have the skills to be able to search the computer database for the information they require. In Year 6, pupils use a spreadsheet to investigate data from a real life problem. They discuss the problems the school cook has in knowing how much food to cook each day and look at a spreadsheet displaying half-

termly dinner numbers. As a class, pupils learn how to type information into a spreadsheet using accurate cell references. The majority of pupils work well together and make sensible suggestions of what the simple formulae would be to give weekly totals using the appropriate menu options and symbols. The good progress made by pupils is evident within their oral and written work.

132. The quality of teaching and learning in the two lessons was good overall and the pupils made good progress in the lessons. Where teaching was most effective, subject vocabulary was used well with appropriate visual aids. Teachers simulated what the pupils would see on their computer screen by using 'captured screen shots'. This enabled all the pupils to experience what they would see on their class computer without actually being in front of it. Ongoing assessment was effective and imaginative. In both lessons, one pupil sat in front of the computer and followed instructions given by other pupils which allowed the teacher to assess who had achieved the lesson objectives. Teaching was less effective when lessons lacked variety of experiences to engage all pupils' interest. Some pupils lost concentration at various times in lessons because planned activities required them to listen for extended periods of time and imagine rather than experience technology tasks.
133. Since the last inspection the co-ordination of the subject has been unsatisfactory, standards across the school are still too low. The present co-ordinator is the third person over a relatively short period of time to take responsibility for the subject. She is committed and enthusiastic to develop the subject and has worked hard to make provision more secure over recent months. However, funding has not been made available to provide an adequate range of hardware and software to deliver the schemes of work. For example, pupils in Years 5 and 6 do not have ready access to the Internet to share and exchange information by sending and receiving e-mail. The co-ordinator has completed an audit of equipment and met with staff and the local education authority's adviser to discuss planning and training needs. All staff have completed a short basic skills course and are about to start their official training in June 2001 as part of an extensive programme to develop teachers' knowledge and skills. However, the staff are competent in using information and communication technology, mainly through their own efforts to incorporate it in their teaching. Current monitoring and assessment procedures are unsatisfactory. Teaching is not formally monitored by the co-ordinator and there are no secure procedures for individual assessment. The new policy which has yet to be accepted by the governing body and makes insufficient reference to how the subject will be monitored, assessed and evaluated. The school is implementing the recommended national guidelines for the subject. However, there are gaps in current provision, resulting in pupils receiving a narrow curriculum. There is limited control and simulation software and monitoring equipment. Resources overall are unsatisfactory to enable pupils to receive a breadth of technology experiences. There is limited access to specialist equipment to enable all children to use appropriate software. The range of software for all subjects is limited, and there is an absence of dedicated programmes for children with special educational needs especially in literacy and numeracy. The co-ordinator has produced a good action plan to take the subject forward which has been agreed by senior management and is a priority highlighted on the school development plan.

MUSIC

134. Only one lesson was observed in music due to timetabling arrangements and there was insufficient evidence from the work scrutiny and discussion with staff and pupils to make a secure judgement on teaching or learning. On the basis of the evidence presented during the inspection, standards are generally below those expected for the pupils' age by the end of both key stages. Although the attainment of Key Stage 2 pupils in the one lesson observed was in line with that expected nationally, but there was no further evidence presented for scrutiny from either key stage. Display work in Key Stage 1 demonstrated that pupils were familiar with the lives of famous composers and they were familiar with common stringed instruments such as the violin. During the previous inspection no judgments were made on attainment apart from noting that it had improved significantly from the previous inspection.
135. In the one lesson observed in music, attainment was generally in line with national expectations.

Pupils in the Year 5 class improvised and developed their own melodic material based on characters like Medusa an evil and supernatural being and King Polydeites a gentle and clever man taken from the 'Perseus' Myth. Pupils used tuned and untuned instruments to compose a short tune in a small group to convey the mood and feelings of their character. Pupils demonstrated a satisfactory understanding of the term 'pitch' by playing their compositions using a series of high and low notes and a range of beaters to change sounds. They began to recognise that tuned instruments offer a wide difference in pitch that is not available with untuned instruments.

136. The quality of teaching was good in the one music lesson observed and pupils made satisfactory progress. The teacher displayed a good subject knowledge and enthusiasm for the subject which kept the pupils motivated and interested during the lesson. The lesson was well prepared and built on prior learning which ensured that lesson content was correctly matched to the ability levels of the pupils. The teacher made good use of range of musical instruments including a piano and Glockenspiel. Pupils' attitudes during the lesson were good and the majority worked well in small groups. They treated musical instruments with respect and clapped the performances of other children which created a productive and friendly working environment.
137. There has been unsatisfactory progress in the co-ordination of the subject since the last inspection. The subject has no co-ordinator and this limits the effective progress made by pupils. However, one of the newly-qualified teachers has a particular interest in the subject and offers support and advice to staff informally where necessary. The subject policy requires updating to meet the requirements of National Curriculum 2000. The current policy still makes reference to the Cheshire scheme and some staff find it difficult to make the transition to the new programmes of study without support materials and training. Links with other subjects, such as physical education and religious education, have not yet been formalised and recorded in the medium-term planning. In addition to the unsatisfactory monitoring procedures, the subject has limited time allocation which results in the pupils receiving a narrow curriculum. Teachers' make evaluative comments on their weekly planners about the strengths and weaknesses of daily lessons but these do not state which pupils achieved the lessons' learning objectives. Assessment procedures for monitoring attainment are unsatisfactory. There is a limited range of instruments, though some of these are new. Resources overall are unsatisfactory and insufficient use is made of information and communication technology equipment to capture, change and combine sounds. The absence of a co-ordinator to develop existing provision limits the extent of the contribution the subject makes to the pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

138. At the time of the previous inspection standards were identified as being in line with those expected at the end of each key stage. Satisfactory progress has been maintained in the intervening period and standards are still in line with those expected nationally
139. Though variable between lessons, the quality of teaching is satisfactory overall and this has contributed to the sound progress made by pupils throughout the school. By the end of Key Stage 1 pupils know that they need to warm up before exercise and they undertake different types of activities. Under the direction of the teacher, they jog, run, skip and play a beanbag game, to warm up at the beginning of their lesson. They are beginning to develop an element of control over bats and balls when they practise dribbling and hitting. The range of ability is wide, however, with some pupils finding difficulty in controlling the balls, whilst other exhibit good skills. Within the lesson most pupils behave well as a result of the teacher's good management skills and this has a positive effect on their learning. However, a small group of boys do not always conform to the teacher's rules and this group does not make as much progress as it could. The teacher utilises the skills of the classroom assistant well to support pupils' learning.
140. In Key Stage 2 pupils continue to make satisfactory progress and develop their skills in a range of activities. In a Year 3 lesson, where the pupils develop their skills in using bats and balls the teacher finds difficulty in managing the class and inappropriate behaviour is not checked. The

instructions given to pupils are unclear and they make unsatisfactory progress in this lesson because of the unsatisfactory teaching they receive. In gymnastics pupils learn about the different parts of their bodies on which they can balance. In a lesson for pupils in Year 4, for example, they understand the differences between the pointed areas, such as the knees and elbows and the "patch" areas like the stomach or back. They begin to link a range of movements together to form a clear sequence. During this lesson good use of praise encourages pupils to evaluate their own performance and that of other pupils within their group. This is done sensitively and with no nastiness and helps with their learning. Older pupils in the key stage develop this work well and create longer and more challenging sequences of movement. They display good skills when working with a partner to undertake the development of a joint sequence and they make good progress in the lesson through well-planned activities and the high expectations of the teacher. Pupils handle equipment carefully and safely. They use it sensibly as part of their sequence of movement and incorporate it well. Pupils know that before they start to perform, they need to display poise and that they should end their movements correctly. They support each other well in their learning and this helps them to maintain the good progress throughout the lesson.

141. The co-ordinator for the subject is very experienced. She has undertaken a good range of professional development and this has been utilised effectively to develop the subject. The policy and scheme of work are now outdated, but are highlighted for review in the school development plan. All elements of the subject curriculum are covered, though the lack of an adjacent field limits the development of games. There is an appropriate range of extra-curricular activities organised for the pupils, including football, netball and athletics. The school is well resourced for the subject and this supports learning well, particularly for gymnastics and small games.

RELIGIOUS EDUCATION

142. At the ages of 7 and 11 years, pupils attain standards that are broadly in line with the recommendations of the locally Agreed Syllabus, which is similar to the judgements made in the previous inspection. This is confirmed by the scrutiny of pupils' work, talking to them, lesson observations and the scrutiny of teachers' recent planning. However, due to timetabling arrangements, only two lessons in Key Stage 2 were observed during the inspection and there was insufficient evidence obtained from the work scrutiny to make a secure judgement on teaching and learning over time at the end of both key stages.
143. The school satisfactorily develops pupils' knowledge and understanding of specific faiths, predominantly Christianity but, additionally, the celebration of Judaism, Hinduism and Muslim faiths. In parallel with their learning about different religions, older pupils are encouraged to ask questions that examine their own feelings, beliefs, and values through their own personal experiences.
144. In Key Stage 2 two lessons were observed. Pupils in Year 6 know the story of the 'Last Supper' and explore reasons why Judas would betray Jesus. They discuss the possibility of Simon Peter denying Jesus as well. Pupils consider what they think are the moral dilemmas that are linked to the personal, social and health work on which they have been focusing, such as self-interest, good of others, that which is easiest and that which is right. Pupils chose an event in their own life when they have had to make a decision and share their judgements with others. Pupils begin to understand that it is not possible to make the right decisions all of the time and Jesus forgave his betrayers. In Year 5, pupils discuss the story of Adam and Eve and focus on the Christian belief of how evil entered the world. They explain accurately the significance of key objects and characters, like the snake, the tree of knowledge and the apple. They listen attentively to music by Haydn which is concerned with the 'Perfect Creation' and 'The Greek God of War' by Holst. Pupils record, as part of a group, the images they feel when the peaceful and evil music is played. They record their feelings in the form of a short poem, about how the world changed when evil came into it.
145. The quality of teaching and learning in the two lessons observed was good. All pupils, including

those with special educational needs, made good progress. When teaching was most effective lessons had clear learning objectives with well-structured activities that ensured the pace of the lesson was brisk and this sustained pupils' interest. Teachers demonstrated good subject knowledge and made appropriate links with other subject areas. For example in the Year 5 lesson the teacher introduced a 'Cinquain' style of poetry to help pupils in recording their feelings. Adequate time was given for reflection during the lesson which enabled children to express their feelings pictorially as well as verbally. However there were missed opportunities in both lessons to develop pupils' spiritual awareness by commenting on those events that generated awe and wonder. In the Year 6 lesson the use of pictures and videos could have been used to support learning more effectively.

146. Although this subject has no designated co-ordinator, one of the newly qualified teachers with an interest in this area has worked exceptionally hard to develop existing provision. She has liaised with the local education authority's adviser and written new draft schemes of work that are in line with the locally Agreed Syllabus and the national guidelines for the subject. In addition to this she has audited, organised and purchased new resources and devised a sound action plan that includes training implications to improve future provision. This is beginning to have a positive effect on pupils' learning, though until recently the lack of a co-ordinator has meant that pupils have made limited progress. The absence of secure schemes of work was an issue raised in the last inspection and is still not fully addressed. The subject still lacks a structured monitoring and assessment system which is essential to enable accurate long-term action planning to take place. The existing policy is out-of-date and needs updating. Overall co-ordination of the subject is therefore unsatisfactory, as there has been limited progress in addressing critical areas that are associated with developing good practice and raising standards of attainment. Resources are satisfactory overall and there is an adequate supply of artefacts to resource the units of study. However, the school recognises the need to purchase more visual and reference materials, including Bibles, and increase the range of Christianity artefacts to support teaching across all year groups.