

INSPECTION REPORT

PARKSIDE PRIMARY SCHOOL

Stafford

LEA area: Staffordshire

Unique reference number: 124197

Headteacher: Mr. P. G. Dennis

Reporting inspector: Mrs Kate Ford
1470

Dates of inspection: 18 – 21 February 2002

Inspection number: 243190

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Bradshaw Way
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Stafford
Staffs

Postcode: ST 16 1 TH

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Appropriate authority: The governing body

Chair of governors: Mr. Stephen Gibbons

Previous inspection: 15.9.1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1470	Kate Ford	Registered inspector	Mathematics Science Music Special educational needs	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further? How well are pupils taught?
12511	Linda Buller	Lay inspector		Pupils' attitudes and personal development. How well does the school work in partnership with parents? How well does the school care for its pupils?
27545	Andrew Scott	Team inspector	English Art Design technology Physical education Equal opportunity	How good are the curricular and other opportunities offered to pupils?
23392	A Ellison	Team inspector	Information and communication technology History Geography Religious education Foundation Stage	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parkside Primary School is an average sized school for pupils aged 4 to 11 years. There are 110 boys and 110 girls on roll. A very small number of pupils are from families of ethnic minority groups, and all are competent in their main language and English. The school serves its local community of mainly private housing, with some pupils coming from further afield. The proportion of pupils who are eligible for free school meals is below the national average, as is the number of pupils on the school's register of special educational needs. There are no pupils with statements of special educational needs. Children enter the part-time nursery in the term after their fourth birthday, and their attainment is average for young children at this stage.

HOW GOOD THE SCHOOL IS

The school is failing to provide an acceptable standard of education for its pupils. Some areas of its work are satisfactory, but these are outweighed by its weaknesses. Standards at the end of Year 2 are below what is expected in reading and writing and well below what is expected in mathematics. By the end of Year 6, pupils' performance improves, especially in mathematics and science, but standards are still below what is expected in English. Teaching is unsatisfactory, particularly in Year 2, but there is unsatisfactory teaching in some subjects in almost all year groups. An exception is the mixed Year 5/6 class where pupils benefit from consistently good teaching. Pupils do not make sufficient progress as they move through the school. This is true for all pupils of all abilities. The leadership and management of the school by the head teacher and governing body are poor, and this is having a negative effect on standards and the quality of education that the school provides. The school spends slightly more per pupil than the average, and does not provide satisfactory value for money.

What the school does well

- The quality of teaching in the mixed Year 5/6 class is consistently good, and often very good.
- The head teacher undertakes a careful analysis of information from a range of tests and provides this information to teachers.
- The governing body is providing useful support to the school in its development of information and communications technology.

What could be improved:

- The leadership and management by the head teacher, senior staff and governing body;
- The quality of teaching, especially in Year 2;
- The standards of work by the end of Year 6, and particularly in English;
- The quality of the curriculum including the provision for spiritual and cultural development;
- The standards of work and the quality of teaching for Religious Education by the end of Year 6;
- The quality of care provided for pupils;

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

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997, and has not improved sufficiently since that time. One of the five key issues has been successfully dealt with. The school has improved its standards in

science at the end of Year 6, although these have declined in Year 2. Standards have improved in information and communications technology. A computer suite has been installed and a co-ordinator appointed for the subject. Science is taught regularly in all classes. Progress on other issues has been extremely slow. The school has introduced schemes of work for subjects, and now follows the national literacy and numeracy guidelines, but still has no consistent approach to planning, assessment and monitoring of pupils' progress. The school still has no effective system for co-ordinating its work and for monitoring and evaluating the quality of teaching and learning across the school. The lack of consistency in planning and assessment across the school, together with the lack of a systematic approach to monitoring, has resulted in continuing problems in achieving satisfactory standards, and in matching the work to pupils' capabilities, a problem identified in the previous inspection. The requirement to fill vacant governing body posts has proved difficult to meet. This is understandable and is a problem facing many schools. However, the governing body still does not fulfil its statutory responsibilities in relation to the information it provides to parents in the school prospectus and annual report. This too was a key issue in the previous inspection

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	C	D	E
mathematics	D	A	B	C
science	E	B	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the National Curriculum tests at the end of Year 6 in 2001 pupils achieved standards that were below the national average in English and in science, and above the national average in mathematics. The results compared to pupils with similar backgrounds show a less than satisfactory picture. The performance of pupils in the school was well below the standards achieved in other similar schools in English and science. However, pupils did as well in mathematics as those in similar schools. Over the last three years the school's results have largely reflected the national trend, but the performance of pupils in English has fallen below the national average by a considerable margin. Last year the school did not meet its targets for English and mathematics.

The inspection findings only partly reflect this picture. Standards in English remain below what is expected. Standards in mathematics are judged to be in line with, rather than above, national expectations. There is little evidence from inspection that pupils are achieving at the higher levels predicted by the school. In science, the inspection found that pupils' scientific knowledge, but not their skills in enquiry, had improved so that by the end of Year 6 their understanding is similar to that of other pupils at this age. In other subjects, by the end of Year 6, most pupils achieve satisfactory standards in information and communication technology, art and history. They do not achieve what is expected in religious education, design and technology or geography. A key factor in these findings is the lack of consistency in planning, provision and assessment across the school. An important factor affecting the school's results is the progress and attainment of younger pupils. The results in national tests in reading and writing at the end of Year 2 have been well below average compared to schools nationally for some time, and in mathematics the performance of pupils has been erratic. In 2001,

Year 2 pupils' results were very low compared to similar schools, and in reading and mathematics were in the bottom 5 percent of similar schools nationally.

The inspection findings indicate that by the end of Year 2, the achievements of pupils in reading, writing, and science are below what is expected, and their achievements are unsatisfactory overall. In mathematics, pupils by the end of Year 2 are achieving standards that well below what is expected. In relation to other subjects, they have a satisfactory grasp of the skills of information and communication technology and art, and an appropriate knowledge of religious stories and ideas. They do not achieve as well as they should in design and technology, geography or history. The quality of teaching and low expectations by teachers contributes to these outcomes, as does the organisation of the foundation stage and the curriculum for Years 1 and 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils enjoy coming to school.
Behaviour, in and out of classrooms	Satisfactory. Pupils usually behave well in lessons except where the teacher does not manage them effectively or provides unchallenging work.
Personal development and relationships	Satisfactory. Given the chance, pupils accept responsibility. They do not always however, show enough respect for the feelings and values of others, because the school does not pay enough attention to spiritual development.
Attendance	Satisfactory. Levels of unauthorised attendance are higher than those found nationally, due to parents not always informing the school why their children have been absent and a lack of rigour on the part of teachers in keeping their records up to date.

TEACHING AND LEARNING

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

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

Most of the teaching seen was satisfactory, but too much was unsatisfactory, especially in Year 2. The quality of teaching has declined since the previous inspection. Teaching is inconsistent across the school, with good and unsatisfactory lessons seen in almost all classes, except in Year 2 where teaching is unsatisfactory overall, and in the mixed Year 5/6 class, where pupils benefit from teaching that is consistently good or very good.

Teachers increasingly make effective use of the National Strategy for Numeracy to support mathematics teaching. Overall, numeracy skills are taught satisfactorily. Teachers are not so effective in using the National Literacy programme guidance. Literacy skills are not taught effectively and this impacts negatively on achievements in English. Teachers do not meet the needs of all their pupils effectively. This is because many have low expectations of what pupils can do. They do not plan and assess pupils' learning effectively on a weekly and termly basis, and do not cater well enough for higher attaining pupils and those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The curriculum is not sufficiently well planned to meet the needs of individuals and it lacks enrichment through a range of visits and visitors.
Provision for pupils with special educational needs	Unsatisfactory. The curriculum is not adapted to meet the specific needs of pupils with special educational needs.
Provision for pupils with English as an additional language	All pupils from ethnic minority groups, are competent in their main language and English therefore there is no specific provision provided.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Unsatisfactory overall. Provision for moral and social development are satisfactory but there are not enough opportunities for pupils to develop their spiritual and cultural understanding: these aspects of provision are unsatisfactory.
How well the school cares for its pupils	Unsatisfactory. The school uses informal but effective ways of providing personal guidance for pupils, but the assessment and monitoring of academic progress are unsatisfactory. The school's procedures for child protection are in need of urgent attention, especially the training of staff.

The school does not work closely enough with parents and does not provide enough clear regular guidance on homework that might support improvements to standards. The information given to parents about the work of the school does not allow them to compare the school's results with those of other similar schools. The school does not teach religious education in a planned way, in accordance with the locally agreed syllabus and this has reduced the quality of provision and pupils' achievements.

The learning and achievements of pupils with special educational needs and higher attaining pupils are not as good as they should be. Higher attainers are not given enough opportunities to work at higher levels. The support for pupils with special educational needs varies. When it is well structured and closely focused on individual needs, it contributes effectively to pupils' achievements. This is not always the case.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Poor. The headteacher is very supportive of staff, but does not have sufficient impact on the quality of education and the standards achieved by pupils. He does not provide clear direction, and is not sufficiently aware of the strengths and weaknesses in teaching. There is no effective delegation of responsibility.
How well the governors fulfil their responsibilities	Poor. The governors and the headteacher have a mutually supportive relationship, but the governing body lacks knowledge of the priorities and issues facing the school, and does not have a clear view of the school's strengths and weaknesses. It has few mechanisms for holding the school accountable and does not fulfil its statutory responsibilities.
The school's evaluation of its performance	Poor. The school does not, as a matter of course, monitor and evaluate its performance in relation to other schools. There are no clear

	mechanisms for evaluating either the progress of school development plan priorities or the quality of what is happening in classrooms.
The strategic use of resources	Unsatisfactory. In some key areas of spending, the governing body is not aware of the reasons for the expenditure and committees do not meet regularly enough to monitor the effectiveness of spending decisions. The principle of best value is not well established.

There are sufficient teachers and support staff for the needs of the school. Support staff are not always deployed to best advantage, and this is one of the reasons for pupils with special educational needs not making sufficient progress. The accommodation is satisfactory but there is no secure designated outdoor area for pupils in the foundation stage and this restricts the curriculum available to them. The quality of learning resources is satisfactory. They are not well cared for, and are often untidily stored and inaccessible to pupils. This does not support pupils in developing independence, and in encouraging the investigative approach required to reach higher levels in mathematics and science.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are glad that their children like school and are making good progress. • They believe that the school is approachable. • Parents believe that teaching is good. • Parents think that pupils behave well. 	<ul style="list-style-type: none"> • The amount of homework provided. • The information they receive about their child's progress. • The quality of the home-school relationship. • The provision of extra-curricular activities.

The inspection team is unable to agree with parents that the quality of teaching is good, because the inspection revealed a significant amount of unsatisfactory teaching. Parents are right to think that the school is approachable. Teachers are available at the beginning and end of the day to talk to parents. Parents are right to raise concerns about the amount of homework and the links between home and school. The guidance on homework is too general and there is no consistency among teachers as to how and when it will be given. The information given to parents is unsatisfactory because it does not allow them to compare the results for this school with others. The annual reports to parents about their children's progress are satisfactory, but often brief in some subjects. There is little extra-curricular activity, and parents are right in suggesting that this limits the range and quality of the education provided by the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the nursery, usually in the term after their fourth birthday, they bring a range of experience, and their attainments are typical of most children of that age. They experience a somewhat complex form of organisation in which children enter every term, and where nursery and reception children and some Year 1 pupils are grouped together in the foundation stage. Children experience vastly different periods in this setting and this is affecting their attainment, so that by the time children leave the foundation stage, despite consistently satisfactory and sometimes good teaching, they have slipped behind others of their age, in relation to language and literacy and in their mathematical skills and knowledge. However their personal and social development is satisfactory, as is their knowledge and understanding of the world, and their creative development. Children's physical development is satisfactory but further improvements are hindered by the lack of a secure designated play area with challenging but safe activities.

2. When pupils enter Key Stage 1 they are already below the levels expected in English and mathematics and, except in speaking and listening, they do not make up this ground by the end of Year 2. Their attainment in reading and writing is below average and their attainment in mathematics slips further, so that by the age of seven, pupils are working well below the expected levels for their age. Young pupils also lose ground in science, history, and geography from their satisfactory achievements in knowledge and understanding of the world in the foundation stage. However, they do attain satisfactory standards in religious education and in information and communication technology, as well as in art and design, by the age of seven.

3. As pupils move through Years 3 to 6, they regain some ground in English but their achievements remain below the standards expected of eleven year olds in reading and writing, although their speaking and listening skills are maintained at a satisfactory level. The quality of teaching is unsatisfactory and too erratic from class to class to support the progress that is needed to bring pupils up to the expected standards for their age. In mathematics, however, pupils make good progress, particularly towards the top of the school, because of sound and sometimes very skilful teaching, so that by the end of Year 6 they achieve standards that are average for their age. The school received a Department for Education and Skills Achievement Award in 2001, reflecting, in part, this improvement.

4. Pupils also make good progress in science and history, and achieve satisfactory standards as they move through Years 3 to 6. They maintain their progress in art and in information and communications technology so that they achieve standards in line with those expected for eleven year olds. Pupils do not achieve satisfactorily in religious education because the work is not taught regularly or consistently in a well-planned way across the school. Nor do they achieve satisfactory standards in design and technology because the skills are not taught sequentially, and teachers do not give pupils opportunities to think out their own designs, and to take the problem solving approach that is at the heart of this subject.

5. In English, reading and writing standards by the end of Year 2 are not good enough. This is reflected in pupils' performance in National Curriculum tests for seven year olds, in which, for the past four years, pupils have performed below and often well below national standards. In 2001 far fewer pupils than in other schools achieved the higher levels, and far more than in other schools were still working at the lower Level 1. By the age of seven, pupils are not fluent in reading simple stories and

they struggle with new simple words. It is a similar picture in writing, with no seven year olds achieving the higher level in 2001 tests and many more than in other schools working at the lower levels.

6. By the end of Year 6, standards in reading and writing remain below average. Although there is evidence in national tests of some improvement over time in the school's performance, pupils achieved results in English tests in 2001 that were well below those of similar pupils. The school did not achieve its targets in English, and this year's targets for the achievement of the higher levels appears ambitious when set alongside the current levels of work. The results from 2001 are reflected in pupils' work. By the age of eleven, pupils are still not as confident about reading as they should be, although they do have appropriate strategies for dealing with unknown words. They do not receive sufficient guidance from teachers about their choice of reading. Similarly, pupils' writing does not regularly demonstrate the use of imaginative language or expressive vocabulary and is often quite mundane. Standards in English have declined since the previous inspection, when they were judged to be satisfactory at the end of Year 2 and Year 6.

7. In mathematics, standards for seven year olds have declined since the previous inspection, which judged that pupils at the end of Year 2 were attaining in line with expectations for their age. Performance in national tests has been erratic in recent years and in 2001 pupils did not achieve well, with very few pupils achieving higher levels and more pupils than in other schools achieving the lower levels. Standards in mathematics for eleven year olds have been maintained since the previous inspection, with pupils in Year 6 achieving in line with what is expected for their age group. Year 6 pupils have performed satisfactorily in national mathematics tests, and in 2001 their results were similar to those of pupils in similar schools. The school did not meet its targets for mathematics in 2001. The work seen in classes suggests that the target may be reached this year in relation to the expected Level 4, but there is little indication that the school will reach its target for the higher levels on current standards.

8. Standards in science for seven year olds have not been maintained since the previous inspection and are currently unsatisfactory. The teachers' assessment of Year 2 pupils' that their standards in science were below what is expected, reflect the inspection findings. Standards for eleven year olds have improved since the previous inspection when they were judged unsatisfactory. The inspection found that standards in Years 3 to 6 are satisfactory for most pupils but there is little evidence of higher attainment. National test results have been very erratic over the past four years. Inspection findings mirror the test results in 2001, in which far fewer pupils than in most schools achieved the higher level. The current way of teaching science in the school, which is on a whole class basis, with little extension or opportunity for real exploration, is holding back the achievement of higher standards.

9. In art and design, standards have been maintained at a satisfactory level, although the curriculum is rather narrow. The previous inspection found that standards in information and communication technology were unsatisfactory. These have improved because of better resources and more time being allocated to teaching the subject, and are now typical of what is expected of seven and eleven year olds.

10. The school has not maintained its previously satisfactory standards in design and technology and they are now unsatisfactory because of unsatisfactory teaching and curricular planning. Similarly, in religious education standards have slipped in Years 3 to 6 and are now unsatisfactory, where they were judged to meet expectations at the previous inspection. The school is not teaching in accordance with the locally agreed syllabus.

11. In history, standards have not been maintained since the previous inspection in Years 1 and 2, but remain satisfactory in Years 3 to 6. The school has not maintained its previously satisfactory standards in geography, and these are now unsatisfactory at both key stages. During the inspection it was not

possible to make secure judgments about standards in music or physical education. At the time of the previous inspection, standards in music were judged to be satisfactory and above expectations in physical education.

12. The school has placed a significant number of pupils at Stage 1 of the register of special educational needs, and a very small number at the higher stages involving extra support. The support provided for these pupils varies and they do not achieve as well as they should. In common with higher attaining pupils, the work is not always well matched to their specific needs and careful records of their progress are not kept. The support they receive is sometimes very effective but on other occasions is not sufficiently well targeted to have maximum impact.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school and their behaviour in lessons and around the school are satisfactory. This represents a decline in standards since the time of the previous inspection report when behaviour was judged to be good. Most pupils enjoy coming to school and have satisfactory relationships with their teachers and their friends. Children in the foundation stage settle well to school routines. They behave well and are developing good levels of independence. During 'circle time' children in the nursery know that they must take turns to talk and listen carefully when their friends or adults are speaking to the whole group.

14. When teaching is effective, pupils' behaviour and attitudes to work are usually good and they are polite to adults. This was seen in a Year 5/6 mathematics lesson, where very good teaching ensured that pupils were excited by the challenge presented to them in their mental mathematics task. They maintained concentration, were keen to learn and behaved well. Pupils were confident that their efforts, even errors, would be valued and addressed positively, when their teacher responded to a pupil's mistake, saying, "I am glad you have raised this, as it will now help us all to learn". When teaching is unsatisfactory and teachers do not manage pupils well or provide enough challenge in the tasks set, pupils do not listen to their teacher or to each other, the pace of learning slows and they become easily distracted. At playtimes and lunchtimes pupils behave well and play together happily. There were no instances of bullying or harassment during the week of inspection. Two pupils have received fixed term exclusions from school in the last academic year in accordance with the school's behaviour policy.

15. Pupils' personal development is satisfactory. When given the chance to take responsibility, for instance in assemblies, as class helpers or as Year 6 prefects, pupils respond well. Relationships between staff and pupils are satisfactory, with examples of relationships being used well to support pupils' learning and raise self-esteem. Pupils' respect for the feelings, values and beliefs of others are unsatisfactory overall. For example, pupils in a Year 4/5 class were unable to empathise with the feelings of a person being badly treated because of his faith. They can explain that the person will be physically hurt for example, "hot or squashed", but cannot talk about the person's inner feelings. This often results from too few opportunities being provided to promote pupils' spiritual development and a lack of consistency in the teaching of religious education.

16. Levels of attendance are satisfactory and coincide with the national average. However, levels of unauthorised absence are higher than those found nationally. This is as a result of parents not always

informing the school why their children have been absent, together with a lack of rigour on the part of teachers in keeping their records of reasons for absence up-dated.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is unsatisfactory overall. Despite the fact that in most lessons teaching was judged to be satisfactory, and in a significant number of lessons teaching was good or very good, nevertheless, one in five lessons was judged to be unsatisfactory or poor, and this is not acceptable.

18. Teaching is very varied across the school, within subjects, within year groups and by individual teachers. Teaching is unsatisfactory at the end of year 2, variable in Years 3, 4 and 5, and it is at its strongest at the top of the school, most notably in the mixed Year 5/6 class, where pupils benefit from teaching that is almost always good or better. This very mixed picture is one of the main reasons for the erratic progress of pupils as they move through the school, the very variable standards achieved across subjects, and the evidence that the greatest progress is made by older pupils.

19. Teaching in the foundation stage is at least satisfactory and sometimes good. Staff in the reception class and nursery class work closely together and support staff are well briefed. Staff plan effectively and assess learning carefully, using the recommended assessments for young children. In the lessons seen children almost always learned effectively in a happy atmosphere. The fact that the careful planning, considered teaching and focused assessment do not pay off in the longer term attainments of children in literacy and numeracy owes more to the admission arrangements, organisation, management and resourcing of the foundation stage, which are beyond the control of teachers.

20. The teaching of basic literacy skills throughout the school is unsatisfactory. In the foundation stage there is an emphasis on speaking and listening skills but children do not make sufficient progress in the early stages of reading and writing because of the lack of a systematic, sustained and focused approach to teaching these skills over time. Throughout the school, teachers do not assess pupils' difficulties in reading and writing carefully enough, or take the appropriate action to remedy the problems. The teaching of numeracy skills is stronger, although it is better in Years 3 to 6 than in Years 1 and 2, where there is not sufficient early and regular assessment of pupils' difficulties and needs, to help them to succeed in developing their numeracy skills effectively. Teachers are increasingly using mental mathematics sessions effectively to sharpen pupils' mental skills with number.

21. The teaching and use of information and communication technology is not well developed, although it is improving. Teachers are currently undergoing training and this is increasing confidence. The current approach of a once weekly session, taught mainly by an experienced learning support assistant, is a useful mechanism in the current situation, but will not suffice as the school makes progress in installing linked computers in the classrooms. Those computers that are presently in classrooms are not very well used by teachers to support or extend pupils' skills and learning.

22. The quality of teaching in other subjects is very variable across the school and this contributes to the lack of progress made, and unsatisfactory standards in several subjects. Where the teaching is good it has a positive impact on pupils learning, however there are several key features that are missing in many other lessons. In good, effective lessons teachers manage the pupils very well and they do not tolerate any unsatisfactory behaviour. In a Year 6, mathematics lesson the expectations of

behaviour were very clear to all the pupils and they responded positively, concentrating diligently on their work, and achieving well. Unsurprisingly, the opposite is also true. In lessons such as one observed with a mixed Year 4 and 5 class, where the teacher talked over pupils who were misbehaving and did not insist on good behaviour, many pupils simply ignored the task and learned little about rhyming couplets, which was the lesson's objective.

23. In other good lessons, teachers were confident about their subject expertise and this resulted in clear explanations to pupils and in very focused questioning, which extended pupils' thinking. Not only does this support effective learning, but also it keeps pupils 'on their toes' so that the likelihood of restlessness and unsatisfactory behaviour diminishes. Where the teaching is consistently good, almost all elements of effective teaching are evident; a careful and considered approach to planning, an evaluation of the effectiveness of previous work, high expectations of pupils in their use of language and their explanations, discriminating questions for pupils of different abilities, good pace and motivating activity. This compensates for the fact that, even here, the work is not planned sufficiently well to cater for different year groups.

24. It was not possible during the inspection to gain sight of teachers' previous planning across the year since this was not made available. A scrutiny of teachers' planning for this term shows considerable variation, although teachers do follow the outline structure of the National Literacy and Numeracy Strategies. In the main, teachers do not plan in sufficient detail to support them in meeting the needs of the range of abilities in each class, and there is considerable evidence of curricular overlap between different year groups. There is little indication that any specific work is consistently planned for pupils with special educational needs or for higher attaining pupils. This 'teaching to the middle' is indicative of the low expectations that most teachers have of their pupils.

25. Except in the foundation stage, support staff are not routinely involved in planning. The guidance provided for them varies and this has an impact on the quality of support they are able to give. Instances of both very effective and ineffective deployment of support staff were observed. In a Year 1 mathematics lesson the classroom assistant was very well briefed, understood the lesson objectives clearly, and supported pupils in achieving satisfactory outcomes to their number work. Similarly, in a Year 6 lesson on design and technology, the classroom assistant worked well with the teacher to support pupils in developing their skills. There are, however, too many instances of support staff being used as general class support, without a clear focus in the lessons, and in some instances lacking the required expertise to help pupils learn effectively. This is one of the reasons for pupils with special educational needs not making sufficient progress.

26. Except in the foundation stage, teachers do not regularly and systematically assess what pupils are learning and what they need to do to improve. An example is the very unsatisfactory reading records that are kept; even for pupils with special educational needs, who have been identified as having specific reading difficulties. There is no clear and coherent up-to-date policy to guide teachers in this key area of their work, and except in one class, no indication in teachers' planning that assessment affects the nature of the next day or the next week's work. Target setting for individual pupils, based on an assessment of their prior attainment is not well established in the school. Where targets do exist they are often too general and too open ended to be useful.

27. Teachers' marking of pupils' work varies from class to class and is usually positive. On the whole, however, teachers' comments do not help pupils to understand what they must do to improve, and there is some work that is not marked. Except in the Year 5/6 and Year 6 classes, pupils' books indicate that teachers have low expectations of the volume of work expected, and there is too ready an acceptance of untidy and unfinished work and poor presentation. This does not help children to raise their own standards. Teachers do not use homework effectively to reinforce or extend what has been

learned in school. In several instances when homework was suggested, it was not well explained and no specific expectation of completion was given. For example in an otherwise good Year 6 mathematics lesson on area, the teacher's suggestion that pupils might draw some more rectangles and find the area was explained too hurriedly, with no homework sheet to support the work and no indication of time scales.

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

28. The curriculum of the school is unsatisfactory. The school has sensibly introduced the national literacy and numeracy schemes to support learning in the key subjects. It has also made use of national guidance for other subjects, including religious education. However, the school does not use the curriculum for religious education agreed by the local education authority. This is a statutory requirement and the school has failed to recognise this.

29. A major flaw in the curriculum is that the school does not adapt the national guidance effectively. Teachers tend to highlight sections of the curriculum they intend to teach but do not expand these to cater for pupils' specific needs or to make the subjects more interesting. There is evidence that sometimes teachers do not prepare proper termly plans at all for their subjects. Furthermore, teachers do not make effective provision for the mixed year classes. This means that pupils in Years 1/2 and 4/5, and 5/6, for example, often do the same work regardless of age and experience. This does little to help good learning and leads to the erratic progress that is evident in the school. Lower attaining pupils are often given work that is too difficult and they are only helped by adult intervention. Similarly, there is very little consideration for higher attaining pupils. The curriculum is quite rigidly whole-class based, so that there are not enough opportunities for these pupils to develop at the right pace. The school has attempted to identify gifted and talented pupils but confuses them with higher attaining pupils. In any case, the school makes no provision for gifted and talented pupils.

30. The curriculum is somewhat bleak. Because teachers rely heavily on the examples given in the national guidance, they do not sufficiently add extra depth or colour to some subjects. In art and design, for example, teachers rarely excite pupils' interest with the work of major artists or art from around the world. There is some literary content to English but pupils are not encouraged enough to read modern or classical good quality literature. There are few visits to places of interest, and few specialists visit the school to broaden pupils' horizons. The school does not maximise the links between subjects to make them more relevant and to bring them alive. Pupils use computers to produce designs in art and to write factual historical accounts in English lessons, but such use is not common.

31. The weekly curriculum time is tight, especially for older pupils. At best, the school hours are slightly less than the nationally recommended minimum. However, on those occasions when older pupils have an afternoon break, this makes the overall time low by comparison with other schools. This further limits the available time, and some subjects, like religious education and music, already have limited time.

32. The school makes satisfactory provision for pupils' health education. Teachers teach about personal hygiene and nutrition through the science curriculum. However, the good work here is undermined slightly by the snack food available for pupils at break-time. Older pupils benefit from special lessons for discussion and exploration of personal issues and problems. Teachers of younger pupils do this informally during the week, but this was not seen during the inspection. The school nurse covers sex education with pupils in Year 6. The school does not deal quite so effectively with drugs

awareness. Pupils are taught about the dangers of taking drugs when the need arises. This is too vague and unsatisfactory as a means of prevention.

33. The school's provision for personal development is largely informal. There are some opportunities in the curriculum for pupils to discuss personal issues of importance to them, but these are not systematic throughout the school, so that pupils do not have enough opportunities to build up their confidence in dealing with personal matters.

34. The school does not have a specific policy for pupils' spiritual, moral, social and cultural development and has no consistent or coherent approach. Some aspects of this area are developed through the policy and planning for personal, health and social education but opportunities for spiritual, moral, social and cultural development are not given a high priority.

35. Spiritual development is unsatisfactory. This results in pupils having a limited awareness of the beliefs of others and mixed responses to other pupils' feelings. In a religious education lesson, older pupils found it difficult to identify inner feelings rather than physical discomfort in an example of someone treated badly. Although there are opportunities for pupils to explore beliefs and sensitive issues in some classes this is not consistent, and opportunities for creativity or exciting experiences are limited. Pupils do not visit places of worship as part of the curriculum and, therefore, miss opportunities to experience a range of spiritual places. Collective worship does not make a positive contribution to spiritual development. Singing is weak: musical tapes are used to provide the background and there is a minimal sense of worship. The contribution to spiritual development was enhanced when a visiting clergyman led collective worship. During the inspection pupils were enthralled and captivated by his talk and there was stillness amongst the pupils as they gave him their full attention.

36. Moral development is satisfactory. Pupils are taught the difference between right and wrong. They are usually fair in their play and dealings with others. The moral theme in the collective worship led by the visiting clergyman was fully understood and appreciated as the children considered the need to make right and honest decisions.

37. Social development is satisfactory. Pupils are encouraged to adhere to the school rules and co-operate with each other. As a result, they develop satisfactory social skills and follow the routines in the dining hall. There is a paucity of extra curricular activities that can contribute greatly to social development, so opportunities to develop relationships on a different level are missed. Pupils are given some, but not enough, opportunities to work together and co-operate in lessons, and usually respond well to these situations. They can contribute ideas to a group activity and share resources fairly. There is no school council and citizenship is not yet well developed in the curriculum, however, Year 6 pupils were kind and helpful to Year 2 pupils, and used their computer skills to support the younger pupils effectively and sensitively.

38. Provision for cultural development is unsatisfactory. The school has had a visit from an 'Animal Man' and pupils have visited a pantomime at Christmas but the range of visits and visitors is not wide. There are outside visits in Years 5 and 6 but these are not a regular feature throughout the rest of the school. When music is used for pupils to participate in songs and chants from other countries they respond well and their understanding is enhanced. Pupils are familiar with Muslim culture but are unfamiliar with other major religions. Although they know about Easter and Christmas they are unclear about the festivals of other cultures. Promoting racial awareness is not a priority and school displays do not on the whole, reflect or celebrate the diverse society in which pupils are growing up. Religious Education is not fully used to make a contribution to pupils' awareness and respect for the diversity of cultures and faiths in society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school's systems to ensure the health, welfare and safety of pupils are unsatisfactory. The school meets the legal requirement to have a health and safety policy. The member of staff with designated responsibility for health and safety makes regular checks of the building, but there is no risk assessment undertaken. The head teacher is the person responsible for child protection, and an appropriate policy is in place. However, no training has been undertaken for several years to update him or school staff on issues and procedures, should they suspect that a child is in need of specific protection. Staff who have training in first-aid look after pupils who are unwell and a letter is sent to parents if a child receives an injury while at school. Routine checks take place on fire equipment and electrical appliances, although not all of these procedures are currently up to date. Health education is taught mainly through the science curriculum and includes the use of outside agencies to provide sex education for pupils in Year 6.

40. Procedures for monitoring and supporting pupils' personal development are satisfactory. Staff know pupils well and use this knowledge to ensure that pupils receive the support they need and to report to parents at the end of each academic year. The monitoring of pupils' personal development is mainly informal but is satisfactory because staff care about the pupils and address any concerns quickly and effectively.

41. The school has satisfactory procedures for monitoring and improving attendance: as a result, levels of attendance are in line with the national average. The education social worker visits the school and checks registers for patterns of poor attendance, following up the worst offenders with a home visit. Parents are reminded of the importance of good attendance, and the taking of holiday in term time is actively discouraged.

42. Procedures for monitoring and promoting good behaviour are satisfactory. They focus on agreed sanctions and the giving of weekly awards. The weakness in this area of the schools' work is that not all teachers are consistent in their expectation of pupils' behaviour in lessons. Satisfactory procedures for monitoring and eliminating oppressive behaviour are in place and as a result, incidents of oppressive or racist behaviour are unusual.

43. The procedures and effectiveness of assessment are unsatisfactory, although there have been improvements since the last inspection. Systems are now in place to administer standardised tests annually. The headteacher tracks individual pupils' scores in these tests throughout their time in school. Statutory assessment tests are used in the years in which pupils are aged seven and eleven. Test results are compiled on a database and scores are used to identify pupils who attain higher or lower than the average expectation. These assessments are available to staff but are not well used in planning an appropriate curriculum.

44. The school carries out appropriate assessments when pupils are admitted to the nursery, in line with the local education authority procedures. These are repeated at the end of the Reception year and the results are used to identify pupils who may benefit from a longer time in the Reception class. The school has chosen not to use the optional tests available for pupils in Years 3, 4 and 5, and offered to schools as a means of familiarising pupils with the statutory tests and helping teachers to judge the levels at which pupils are working. Instead the school uses a range of other tests for reading, mathematics, IQ and verbal reasoning. The information from tests, however, is not analysed and used effectively to bring about the required improvements to standards. Assessment data is used to predict the results in National Curriculum tests at the end of Year 6, but it is not used to identify and target pupils whose learning needs to be accelerated. The school's 'inclusive' approach to the government's

'booster class' initiative invites all Year 6 pupils and all teachers to be part of an after school revision process, prior to National Curriculum tests. This does not focus sufficiently on those pupils who, with carefully targeted support, would reach appropriate standards.

45. Throughout the school there is very variable practice in teachers' assessments. Practice in assessing spellings and multiplication tables is not consistent and, although there are regular assessments in Years 5 and 6 in English, mathematics and science, results are not related to National Curriculum levels to identify pupils requiring additional support. Assessment does not have an impact on the planning of work in most cases throughout the school.

46. Assessment in subjects other than the core subjects of English, mathematics and science is minimal and there is no common school procedure to monitor and ensure the sequential learning of knowledge and skills. Teachers need increased confidence and expertise in their knowledge of making assessments through greater familiarity with national exemplification materials and the process of agreeing standards.

47. The school does not have an up-to-date policy for assessment, despite this being identified at the time of the previous inspection, and the assessment co-ordinator does not have sufficient input to affect the quality of what is done. Although end of term and year assessments have the potential to affect learning, this key aspect of the school needs to be strengthened and developed. There is a need to establish coherent practice and procedures and to identify pupils whose learning can be accelerated. This should better ensure that all pupils are achieving as much as they are able and raise staff expectations of their pupils. Until this is done the capacity to improve standards in the school remains limited.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents have mainly positive views of the school and the education it provides. They are particularly satisfied with the teaching, pupils' progress and behaviour and the fact that their children like school. Inspection findings confirm some of these good opinions, but not all. Most children enjoy school and what it offers and their behaviour is satisfactory. While there is some good teaching in school, inspection findings are that overall teaching is unsatisfactory and this results in pupils not making the progress of which they are capable.

49. Several parents have expressed concern about the homework their children receive, the lack of interesting activities available outside lessons and the information they receive from the school. Parents are right to have these concerns. Some teachers give more homework than others; parents do not receive enough guidance as to when homework will be given or what teachers' expectations are in relation to its completion. At the time of the inspection there were no activities available to pupils outside lessons.

50. Information provided for parents is unsatisfactory. Newsletters, which are issued weekly, are well presented and keep parents well informed about school routines and forthcoming events. However, as at the time of the previous inspection, the school prospectus and the governors' annual report to parents do not contain all of the required information. For example neither of these documents provides parents with a national comparison of results from the National Curriculum tests taken by pupils in Years 2 and 6. Annual written reports to parents regarding their children's attainment and progress are satisfactory overall, although reporting of the foundation subjects is often very brief and mainly reports pupils' attitudes to their work. Reports currently do not meet statutory requirements, as they fail to report pupils' annual attendance.

51. The contribution of parents to their children's learning and the impact of their involvement on the work of the school are unsatisfactory. The school has recently invited parents to become involved with the work of the school by supporting staff in classrooms. Only one parent has so far responded to this request. The school does not organise and structure homework effectively enough to have a positive impact on children's learning or on improving standards. The practice of reading at home is not well supported: home school reading diaries are not used effectively by teachers to provide parents with information about what their children need to do in order to improve.

52. The Parents' Association organises events that effectively contribute to pupils' social development and raise funds, which are greatly valued by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school is poorly led and managed by the headteacher and deputy head. The headteacher is very experienced and has been in post for eighteen years. He is clearly committed to the school and to the well being of pupils and staff but this is not always translated into effective action. There is no sense of teamwork or a clear-shared vision by senior staff of the school's priorities and strategies for improvement, and no clear sense of direction is given to other staff. One of the main reasons for the school's continuing underperformance, pupils' under achievements and weaknesses in teaching, is the lack of a clear view and strategy for improvement by all the staff, and some unwillingness to accept the reality of current weaknesses in standards and teaching. Although the school has improved its standards in science in Year 6, and standards in information and communications technology since the previous inspection, many of the school's current problems stem from a failure to deal effectively over the past four years, with the other key issues identified at that time.

54. The situation is exacerbated by the fact that the headteacher carries too many responsibilities. He is not only responsible for leading and managing the school, but has chosen to take on the responsibilities for special educational needs, Key Stage 1 co-ordination, child protection and assessment, as well as retaining, with the deputy headteacher, an overview of the key stages, and all curriculum areas except for information and communication technology and literacy. He retains central control of the budget and no budget allocations are managed by other staff, including the deputy headteacher, who is responsible for ordering the consumable resources for the school. Unsurprisingly, many of these responsibilities are not being undertaken effectively, and this is having a negative impact on the school's work.

55. The head teacher's ability to build a much needed high performing team is hindered by the fact that he and the deputy headteacher are not sufficiently aware of the school's strengths and weaknesses in teaching, curricular planning, assessment and curricular provision. There are two reasons for this. First, the head teacher and deputy headteacher do not regularly monitor the quality of teaching and then evaluate it by any clear criteria, so that individual teachers do not receive regular feedback on the quality of their work. Second, the lack of any coherent system of curricular co-ordination means that there are no opportunities for the headteacher to receive regular feedback from other staff on these issues, to inform his thinking and extend his own knowledge. The current situation has a negative impact on staff themselves, in that they are largely unaware of the wider issues in the school or what needs to be done in order to improve. The school's performance management arrangements are not contributing as well as they should to teachers' understanding of what they need to do to improve, and some teachers have not yet been set any targets in Round 1 of the new arrangements.

56. The role of the governing body is weak. Governors enjoy good relationships with the school. Individual governors, for example, the chair and vice chair, are extremely supportive and take an active interest in the life of the school. However, the governing body is not fulfilling its statutory duty to help

shape the direction of the school. Although the headteacher has kept the governing body informed and there has been some discussion, governors have not been centrally involved in setting the school's priorities and many governors are uncertain of the detail of that plan or of some of the key spending decisions that the school has made, for example in relation to staffing and the allocation of management points to teachers. The allocation of these points for specific activity is not clearly linked to the school development plan and this was pointed out at the time of the previous inspection.

57. The governing body has not monitored carefully enough the progress made by the school since the previous inspection and governors' committees do not meet regularly enough to monitor the cost effectiveness and value of the school's spending decisions. The way in which the school development plan is written does not support the governors in this monitoring role. It does not contain well-structured action plans for each of the priorities, with careful costing linked to the overall budget. The governing body has set performance targets for the headteacher but has not yet provided him with a clear job description, which outlines their expectations of his role.

58. The school's funds are used for their intended purpose but governors do not monitor the effectiveness of budget allocations. For example, the use of the extra 0.5 staff allocation, the effectiveness of the computer suite or the effectiveness of the financial resources allocated to support staff, found during inspection to be variable. There is no clear monitoring of the effectiveness of the school's inclusive, rather than targeted, approach to 'booster' classes for literacy. Day to day financial planning and control are satisfactory. The school has taken account of the recommendation in the most recent auditor's report. Administrative systems are computerised and an efficient school secretary ensures that financial administration is sound.

59. The school has satisfactory procedures in place for the induction of new staff. However, at the present time, because of the issues identified in this report, it is not possible to recommend the school as an effective provider of initial teacher training

60. The school's accommodation, including the demountable classroom, is adequate although it is in need of some repair and maintenance. The school has sufficient resources for most subjects: the exceptions are physical education and the foundation stage. The school has a plan to improve the equipment for physical education. There is no evidence in the budget that nursery provision has been given priority. There is a lack of good outdoor play equipment for climbing and a limited range of wheeled toys. Good quality resources that would support the teaching of language and numeracy skills are also in short supply. These points were also raised at the time of the previous inspection. The library has been re-organised and is centrally located in the school to give easy access to pupils. Overall, materials and equipment are not very well stored or cared for; an example is mathematics weighing equipment and music resources, which are carelessly stored, so that some are damaged, and they are not easily accessible to pupils.

61. Taking into account the school's costs, the deployment of resources, the quality of education provided and the standards that pupils achieve, the school does not give satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to improve, and to provide an acceptable standard of education for pupils the school should:

1. Improve the quality of leadership and management in the school by ensuring that:

- a) the governing body has a consistent, regular and clear overview of the work of the school, a clear sense of direction, a vision of the quality of education it wants for its pupils, and the appropriate mechanisms for holding the headteacher accountable;
- b) the head teacher is provided with a job description which details his specific roles and responsibilities ;
- c) the head teacher and deputy headteacher provide a clearer sense of direction and emphasis on raising standards, and focus their attention and time sharply on monitoring the quality of teaching and educational provision in the school. This is needed so that they identify the strengths and weaknesses of individuals in relation to their teaching strategies, their planning for individual pupils' needs, and their assessment, and address these matters quickly and regularly with individual teachers;
- d) key aspects of the school's work, such as assessment, curriculum planning, subjects and key stage co-ordination are effectively co-ordinated, monitored and evaluated on a regular basis;
- e) the governing body fulfils its statutory responsibilities, and plays a full part in shaping the work of the school, through much closer involvement in setting the budget, identifying priorities and action plans in the school development plan, and having appropriate procedures and an effective committee structure by which to monitor the effectiveness of its decisions.

(paragraphs 53 – 61, 43 – 47)

2. Improve the quality of teaching across the school, especially in Year 2, by ensuring that:

- a. teachers understand clearly the levels of pupils' attainment on entry to the school, and raise their currently low expectations of what their pupils can achieve;
- b. the head teacher, with appropriate support, implements a school-centred programme of training for teachers in medium-term and short-term planning, effective teaching strategies to meet the needs of individual pupils, and assessment processes;
- c. the head teacher and deputy headteacher undertake appropriate training or seek advice on effective strategies for monitoring all aspects of educational provision, including teachers' medium and short term planning, classroom teaching and pupils' results;
- d. the head teacher and senior staff introduce as a matter of urgency, with appropriate support, a systematic and regular programme of classroom monitoring to ensure that teaching is of the highest quality, in order to raise standards and improve educational provision;

(paragraphs 17 – 27, 58)

3. Improve the standards of work by the end of Year 6, and particularly in English, by ensuring that the headteacher and teachers:

- a. raise expectations of what pupils can achieve;
- b. provide work that is more carefully matched to pupils' needs, from the outset of a lesson;
- c. identify and record more carefully the specific reading problems encountered by young pupils and provide better guidance to support staff and parents on the strategies needed to help pupils improve;
- d. improve the quality and use of reading records and home school reading diaries and other forms of homework;
- e. provide better guidance to older pupils on their choice of reading matter;
- f. improve the quality of individual target setting based on a careful analysis of performance and the outcomes of ongoing assessment;
- g. improve the quality of ongoing assessment and provision for pupils with special educational needs who have specific reading and writing difficulties;
- h. provide pupils in Years 1 and 2 with more opportunities to write freely and for a range of purposes, as distinct from copying from the board or from worksheets;
- i. pay more attention to punctuation in writing and to the quality of handwriting by younger pupils;
- j. use the opportunities presented by other subjects to broaden older pupils' opportunities to write in different ways.

and in addition:

- k. ensure that the foundation stage curriculum is more appropriately managed, organised and resourced;
- l. improve the quality of teaching in Years 1 and 2 in relation to low expectations of pupils, curricular planning, the appropriateness of teaching methods, the use of day-to-day and termly assessments, the setting of clear and specific targets and the more structured use of homework to support pupils' learning;
- m. improve the quality of teaching in Years 3 to 6 by raising expectations of what pupils can achieve, paying more attention to the lack of continuity in the curriculum especially in mixed age classes, improving assessment procedures and using them more effectively to set short term targets understood by parents and pupils alike, and using homework more effectively to support learning.

(paragraphs 1 – 12, 29, 30, 43 – 47, 49, 63 – 68, 92 – 103)

4. Improve the quality of curricular provision, including provision for spiritual and cultural development by:

- a. ensuring that the breadth and balance of the statutory curriculum is improved, in particular the investigative, exploratory and creative elements of all subjects;
- b. increasing the range of visits and visitors to the school to broaden and enrich pupils' experiences of the diverse world in which they are growing up;
- c. ensuring that pupils have more opportunities to reflect and to become more aware of their own values and those of others, through a thoughtful approach to collective worship, and through subjects such as art, music, history and religious education.

(paragraphs 15, 28 – 38)

5. Improve the standards and teaching in religious education by:

- a. ensuring that all teachers are aware of, and use, the locally agreed syllabus
- b. improving the quality of the curriculum by ensuring that religious education is taught according to the locally agreed syllabus;
- c. allocating appropriate time for the subject in every class every week.

Paragraphs 28, 157 – 164)

6. Improve the quality of care for pupils by:

- a) ensuring that the head teacher and other key members of staff receive training in child protection as soon as possible;
- b) revising guidance to ensure that is up to date;
- c) ensuring that teachers and all staff who work with pupils in and out of lessons, receive appropriate training in the near future.

(paragraph 39)

Other issues which should be considered by the school, when setting its action plan following the inspection include:

- a) the overall quality of the school's links with parents and in particular the issue of homework;

(paragraphs 49, 50, 51)

- b) the statutory reporting requirements for the governing body.

(paragraph 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		3	10	19	8	1	
Percentage		7%	24%	46%	19%	3%	

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)		220
Number of full-time pupils known to be eligible for free school meals		18

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs		none
Number of pupils on the school's special educational needs register		63

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	6	15	21

<i>National Curriculum Test/Task Results</i>		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	5
	Girls	11	12	14
	Total	15	16	19
Percentage of pupils at NC level 2 or above	School	71 (81)	76 (52)	90 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	5
	Girls	10	13	13
	Total	14	18	18
Percentage of pupils at NC level 2 or above	School	67 (77)	86 (97)	86 (87)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	24	17	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	21
	Girls	11	10	12
	Total	26	29	33
Percentage of pupils at NC level 4 or above	School	63 (74)	71(76)	80 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	16
	Girls	12	10	12
	Total	29	25	28

Percentage of pupils	School	71 (74)	71 (86)	71(88)
at NC level 4 or above	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	
Black – other	
Indian	2
Pakistani	5
Bangladeshi	
Chinese	
White	173
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	21.4
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	127

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	1
Total aggregate hours worked per week	17
Number of pupils per FTE adult	7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.5
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Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Financial information

Financial year	2000/2001
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	£
Total income	425900
Total expenditure	422900
Expenditure per pupil	1836
Balance brought forward from previous year	-1000
Balance carried forward to next year	2000

Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

34.1%

Number of questionnaires sent out

220

Number of questionnaires returned

75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	3	0	0
My child is making good progress in school.	52	44	3	1	0
Behaviour in the school is good.	44	52	3	0	1
My child gets the right amount of work to do at home.	40	32	16	9	3
The teaching is good.	55	41	3	0	1
I am kept well informed about how my child is getting on.	37	35	19	8	1
I would feel comfortable about approaching the school with questions or a problem.	65	28	4	3	0
The school expects my child to work hard and achieve his or her best.	55	41	4	0	0
The school works closely with parents.	41	28	25	3	3
The school is well led and managed.	47	40	4	3	7
The school is helping my child become mature and responsible.	45	44	4	1	5
The school provides an interesting range of activities outside lessons.	23	29	24	11	13

Other issues raised by parents

Poor state of repair of demountable classroom

Lack of homework and poor response to parental concerns raised with him

Parent of reception child very happy with how her child has matured and the quality of education she is received.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. The Foundation Stage includes both reception-aged children and children who have part time nursery education from the term after they are four. A well qualified, NNEB trained, member of staff who is not a teacher, teaches the children in the nursery. Children transfer to the reception class at the beginning of the term in which they are five and there continues to be some movement across the key stage term by term, depending upon class numbers and the school's view of children's needs. The provision of early years education, therefore, is not equal for all children. It can range from a child who has two terms' part-time education in the nursery followed by three full time reception terms' to the child who has two part-time nursery terms and one full time reception term. This is having a negative impact on children's learning and attainment especially in literacy and mathematical development.

64. When children enter the nursery they attain standards in line with what is expected for their age. This is reflected in the baseline assessments that the school carries out. Children are independent in many areas, able to leave their carers, and get themselves ready for physical education with very little help. Many are sociable and articulate. When children leave the reception class, assessments show that their attainment is not in line with either national or local averages in the key areas of literacy and numeracy. They have not made the expected progress, and begin Year 1 below the level of most other Year 1 pupils nationally. A significant contributory factor is the complex intake arrangements to which governors have agreed, and the brief period of time during which some children benefit from a rich early years curriculum.

65. The situation in the Foundation Stage is further complicated by the presence of Year 1 pupils in the reception class. While the school deems these children to be eligible for the Foundation Stage curriculum, because of their baseline assessment results, the class teacher is aware they should be working in the early stages of the National Curriculum. Balancing the learning needs of these Year 1 pupils, while also catering for the needs of children who have been in the reception class for one term, and those children newly moved from the nursery is a near impossible task, without full-time, well qualified support staff. Year 1 pupils who have remained in the reception class miss the opportunity to aspire to the example set by higher attaining children in their age group and cannot benefit from their help or wider knowledge. The teacher works hard to provide a range of class and group tasks at appropriate levels and uses the support assigned to her class effectively to support group tasks and activities. Classroom assistants are well briefed.

66. The co-ordination of the Foundation Stage is unsatisfactory. There is no regular audit of provision and no action plan for the development of this key aspect of the school's provision. There is no specific budget allocation for the foundation stage and no mechanism for staff to identify resource needs other than by informal requests to the head or deputy headteacher.

67. All staff in the Foundation Stage work closely together and are anxious to provide good practice and a broad curriculum. The nursery leader is enrolled on a degree course for Early Years education, and both the teacher and nursery leader attend local cluster group meetings for the Foundation Stage, which provide opportunities for sharing good practice. The reception teacher has visited other schools for advice and ideas and all staff are intent on doing their best for the children.

68. Staff review their planning and assessment regularly and an effective system is evolving as they monitor and change their approaches accordingly. They now plan activities under the headings of the

areas of learning and use the recommended 'stepping stones' measures to monitor progress and attainments. They have compiled checklists of skills and all staff monitor when children's tasks have been completed and skills developed. A record of the 'stepping stone' stages of development is kept for each child and is completed as the goals are met. This is a useful assessment that is passed on to the next teacher.

Personal, Social and Emotional Development

69. Children make satisfactory progress in their personal, social and emotional development. They are confident when they come into school or nursery and leave their carers quickly to go straight to the waiting adult. Even in the nursery some children are attaining the learning goal and are independent when getting undressed and using equipment. They are taught to take turns and share in the nursery and by the time they are in the reception class children have good relationships with peers and adults and are able to initiate contact. They are able to wait their turns in games and understand the need to listen to others. Children in the reception class are able to use a sound lotto game without adult supervision and can offer advice and suggestions to other players, keeping an eye on things to make sure everyone plays fairly and honestly. In the nursery, snack time provides an opportunity for children to say 'please' and 'thank you' and to take turns and look after others. Circle time gives opportunities for children to listen politely to the views of others.

70. Teaching and attainments are satisfactory in this area. There is a happy and secure environment and, although children do not show a zest for learning, they are familiar with the routines and procedures and are very comfortable in the setting. In the nursery there are two child helpers each day and they are proud of this role. Opportunities for children's responsibility are less obvious in the reception class. Children enjoy the activities that are offered, particularly when these are supported by an adult, and there are signs of growing confidence and independence as they move through the stage.

Communication, language and literacy

71. Although all children make some progress in this area, and some individual children make very good progress, this success is not reflected in the attainments of the majority. Opportunities for speaking and talking to each other are provided regularly by the teachers. Children listen well to other children and to other adults but standards in speaking are below expectations. In the nursery higher attainers hold mature conversations, comparing the colours of their PE bags or describing their play in the home corner and most are able to include visitors in their role-play, offering toppings on pizzas and taking money. Other children, however, even in the reception class, often answer in short phrases or in simple direct answers. The majority convey enough to make their meaning understood but do not develop their answers more fully. When re-enacting the story of Zacchaeus most of the children stood in a line and relied on the teacher to provide their contribution to the story rather than being able to articulate their own short part.

72. Pupils in reception are only able to recount the barest features of a familiar story such as Goldilocks, although the story has a high profile this term and is contributing to creative and mathematical activities. They know that Goldilocks and the Three Bears are the main characters and can give one or two main facts but do not retell the narrative in sequence and with detail. Their knowledge of nursery rhymes is limited and staff have recognised this as a gap and are providing opportunities to familiarise children with traditional rhymes.

73. In the nursery children have opportunities to handle writing materials in a range of situations. There are opportunities to make lists in the home corner and other appropriate forms of writing. Children find their names to post in a box when they arrive at school and can use crayons and pens to

produce their own writing. In the reception class most pupils hold their pencil effectively although not always in a traditional grip. They can write their own first name and, although letters are still reversed on many occasions, most begin their names with a capital letter. Children have made some attempts at free writing in their book. Most children are able to use letters that are recognisable although many are not yet correctly formed. Children are not yet confident in their writing skills and most find it difficult to use phonic knowledge to make plausible attempts at more difficult work. A few children are making realistic attempts at writing short sentences. They are able to explain what they have written and understand the differences between stories and lists.

74. The teacher provides good opportunities for children to put thoughts into words in preparation for writing as when asking them to provide words to describe their teddies. Although some children had original ideas, many used common words that would not develop or extend written work. The opportunity in the reception class to play 'Kim's game' using descriptions was a good example of developing children's language for writing.

75. In reception children show interest in books. The tape recorder is used for children to listen to stories and they show obvious delight and oblivion to the noise and activities of the surrounding area. In reception children enjoy stories and can listen for a sustained period of time. They all understand the direction of print but the majority cannot identify initial or final sounds in words. Children read in groups. They are not all familiar with the words and many are misread. Children are able to use picture clues but this is not always with accuracy and may be misleading to their comprehension of the story. Children take the books home but parents' comments in reading diaries convey satisfaction rather than suggestions or concerns. These records are not well used to show parents how to help their children to make progress.

76. Children's learning in this area is unsatisfactory and a more focused approach is necessary if children are to make the progress necessary to keep their achievements in line with children of the same age locally and nationally. The organisation of the foundation stage is complex and creates considerable difficulties in ensuring the necessary progress for groups of children with very different needs.

Mathematical development

77. Baseline assessment indicates that pupils enter the nursery close to the national and local averages. At the end of their time in reception, the gap has widened and children have not made the progress that might be expected compared to other children at this age.

78. Children in the nursery have daily opportunities to count and understand the need to correspond one number with one child, if everyone is to receive their snack later in the session. The majority of the group joined in counting to 17 and several were able to choose the number 17 from a selection of higher numbers. In the reception class there are opportunities for counting and most children recognise numbers to nine. They are also able to write numbers to nine and beyond but there are still many reversals and children do not form numbers correctly. They do not find it easy to count on from a given number but some more able pupils will count silently from one and then continue out loud when the given number is reached.

79. Children in the reception class are able to use language such as 'bigger' and 'smaller' as when they were making models of the three bears with an adult helper. They were less confident using terms such as 'heavier' and 'lighter' but know the names of simple shapes and can identify the differences between flat and solid shapes. They can recognise a cuboid and know that it is different from a flat rectangle. Children enjoyed playing a game when the reception teacher described items

with a rectangular shape and slowly included other attributes until the children could recognise the object. Despite teaching, which is satisfactory or better, children's progress is unsatisfactory and the difficulties of dealing with three intakes a year, and teaching children of nursery, reception and Year 1 ages in the same setting are complex and must be considered as reasons for this situation.

Knowledge and Understanding of the World

80. Children naturally show an awareness in their environment and are able to ask questions about what is happening around them. Their knowledge of the world of animals was enhanced by a visit from the 'Animal Man' and they are able to talk about the owls with enthusiasm. The nursery children are currently looking at the world of bears. They have heard about the different types of bears and have shown their interest by asking questions about the names of the babies of a panda. They understand that living creatures need air to breathe and food to eat and that different animals need different food. There is, however, an absence of living things in the setting to develop children's experience of caring for, and looking after plants or animals.

81. All children in the setting have good opportunities to use the computer suite. They go in small groups with a member of staff and use a range of appropriate programs. Children also enjoy using tape recorders to play games such as sound lotto and to listen to stories, however, they do not have access to a listening centre so that these activities can be followed without affecting nearby groups. An ICT lesson for reception children involved them handwriting labels for teddies as an introduction to labelling but did not extend to the computer.

82. They are able to transfer their knowledge of homes and families to their role play in the home corner and can talk about their relations and older or younger siblings.

83. There is a good range of construction toys and children across the setting are able to manipulate pieces of equipment with increasing dexterity. Children in the nursery use large bricks to build areas to play in and toys requiring quite complex joining techniques are well used.

84. Teaching is satisfactory and pupils' attainments in this area are also satisfactory, although there is need for a range of programmable toys to be readily available and artefacts for children to investigate and handle in order to invoke questions and investigation.

Physical Development

85. Shortage of resources and facilities in this area means that provision is unsatisfactory and makes it impossible for teachers to provide a full range of effective opportunities for children's physical development.

86. The setting does not have an appropriate designated play area with challenging, but safe, activities. Children are missing opportunities to develop climbing skills and to test their adventurous skills and capabilities with the expertise and encouragement of staff. Although bikes and trailers are available there are not enough of sufficient quality to give the children a range of experiences and activities are supplemented with equipment such as beanbags and hoops. Cheap and easily accessible resources such as pipes and boxes are not used to provide opportunities for outdoor play and to develop imaginative and creative play situations. On a daily basis, outdoor play takes the form of playtime without equipment. The timetabled allocation of one hour weekly in the school hall for the nursery and two hours weekly for the reception class does not meet the expectations for physical development in the Foundation Stage. The reception class hall time is identified as periods for the national curriculum rather than the Foundation Stage.

87. Staff are aware of the shortfall in provision in this area, and have designed plans for a basic but attractive garden and play area but this has not been adopted and does not figure in the school development plan. Staff do their best to provide appropriate opportunities in the hall period and, whilst these can be effective in developing some of the skills, they cannot meet all the requirements of the Foundation Stage without the appropriate facilities and resources.

Creative development

88. Staff provide a range of opportunities to develop children's creative skills and teaching in this area is satisfactory or good. In the nursery the resources for role-play are limited with well-used toy kitchen equipment providing the perimeter of a home corner and the back of a telephone box providing another 'wall'. A range of other furniture to alter the purpose of the role-play area is not available and this restriction of resources needs to be considered at management level. Resources for a role-play area are even more sparse in the reception class.

89. Within these limited facilities, the staff provide a range of dressing up clothes and manage to turn the role play areas into opportunities for children to play co-operatively and imaginatively. They cook in the phone box and chatter to each other throughout, taking on their chosen persona. With the limited facilities of a plastic pizza and plates, a cash till and some odd coins the children serve pizza slices with a choice of toppings and take money for payment.

90. There is a range of activities available throughout the setting to enable children to paint or draw. They can use plasticine or playdough to model and are able to make decisions about their chosen use of the materials. In the reception class children were able to draw and make a teddy with moving parts. They understood the need to draw arms and legs separately in order to attach them as moving parts although the less able drew stick legs and needed the assistance of an adult. The teacher used praise well to raise self-esteem and encourage high standards.

91. The peripatetic music teacher provides opportunities for the children to enjoy singing and music and the headteacher has played his guitar to accompany nursery children singing simple songs. In the reception class singing lesson, children knew the words to songs and the pace and variety of activities in the lesson resulted in considerable learning and pleasure. Learning is at least satisfactory and sometimes good in this area and children develop appropriate skills within the limitations of the facilities.

ENGLISH

92. Pupils' attainment by the end of Year 2 is below national standards, and when compared to similar schools, pupils do very badly in National Curriculum tests. Although pupils have satisfactory skills in speaking and listening, their abilities in reading and writing are weaker than average. This shows a decline in standards since the last inspection. The major factor in this is the quality of teaching, especially in Year 2. Teachers do not have high enough expectations of their pupils or plan work, which is suitably challenging.

93. By the end of Year 6, pupils maintain satisfactory skills in speaking and listening but still have below average skills in reading and writing. Again, this is a weaker picture than at the time of the last inspection. Teachers also have too low expectations of these pupils, although the teaching of older pupils is stronger. However, this is too late to raise pupils' attainment enough. In National Curriculum tests, pupils do not do as well as others of their age, and in comparison to pupils in similar schools, performed well below the average for those schools in National Curriculum tests in 2001.

94. The quality of pupils' speaking and listening throughout the school is satisfactory. By the age of seven, pupils are attentive and understand clearly. Year 2 pupils, in one lesson, were soon aware of the need to use alphabetical order when sorting words. However, the teacher did not allow for the different abilities of pupils, especially those with special educational needs. As a result, these pupils did not develop their listening enough and lost concentration, because they could not understand how to sort words like 'sunhat, sun cream and sunglasses.' Teachers use resources sensibly to promote understanding and speaking. In a Year 1 class, pupils readily understood how to describe old and new teddy bears that the teacher had produced by touching and comparing them. Most pupils used terms like 'big feet' and 'rough fur', while higher attaining pupils were more perceptive, using comments like 'it's got funny leg shapes.'

95. By the end of Year 6, pupils also have satisfactory speaking and listening skills. However, the quality of teaching varies and this has a direct impact on the pupils' learning. For example, in Years 4 and 5, teachers do not consistently have good enough control of their pupils, so that they do not concentrate fully when the teacher is speaking. Teachers do not always make it clear to pupils what they have to learn. As a result, pupils are often unsure of what they have to do and this undermines their learning. Teachers sometimes talk too much, as in explaining how to write in a formal manner. This denies pupils the opportunity to develop their own speaking skills. By contrast, older pupils have skills more appropriate for their age. This is largely because the teachers of the top two classes have a much better rapport with their pupils and more explicitly value their contributions. This is less often the case in other classes. Most of these pupils, therefore, listen sensibly and are keen to express their own views. In a lesson on the poem 'The Highwayman', lower attaining pupils in the Year 5/6 class could explain what words like 'gagged' meant, while higher attaining pupils could deduce information. One pupil thought the highwayman's lover 'might be about to commit suicide.'

96. By the end of Year 2, pupils' skills in reading are below average. Pupils are not fluent enough when reading a simple familiar text. They tend to read word by word and struggle with new simple words, like 'were' and 'fair'. They know how to pronounce initial letters of words but cannot break the words down into syllables. They do make good use of pictures as a guide. Lower attaining pupils do not have these skills. They have real difficulty in reading at all, tend to guess randomly and struggle with initial sounds of words. Higher attaining pupils are quite competent. They read with some fluency and expression and also have the skills to tackle new words with reasonable confidence.

97. By the end of year 6, pupils do not have real confidence in reading. They can read quite smoothly and are expressive. They can deal with new words like 'tragically' competently but need to pause to be sure and this breaks up their rhythm. Lower attaining pupils read dialogue quite well and can be expressive, but more usually read rather monotonously. They can be careless, missing out occasional words and even whole lines. Higher attaining pupils do not read as well as they should. They are fluent and confident, and are well aware of the importance of punctuation. Yet they are not mature readers. Along with other pupils, their range of reading is limited, mainly to fiction and not a particularly wide range of fiction. Teachers do little to improve this. All pupils have to read books from the reading scheme. These do little to inspire older pupils. Pupils are able to select library books to take home but teachers do not advise them enough on which books they should choose.

98. The quality of pupils' writing throughout the school is not good enough. By the end of Year 2, pupils can write simple sentences and are starting to sequence them. These tend to be lists of actions in the first person and pupils do not benefit enough from writing in different forms, like instructions and poems. Spelling is sound but teachers do not teach all basic skills sufficiently well. For example, pupils do not punctuate sentences with capital letters and full stops consistently. Their handwriting is especially weak; letter sizes vary and pupils still confuse capitals with small letters. Teachers do too little to correct this. They do not mark pupils' work efficiently and insist, for example, that pupils

correct sloppy work. Lower attaining pupils, including those with special educational needs, rely on adult help for accurate spelling and have problems with forming their letters at times. Higher attaining pupils write at greater length than other pupils but are not much better than average.

99. By the end of Year 6, pupils' writing is still below average. Handwriting is by now satisfactory and spelling continues to be sound. Pupils write thoughtfully in properly sequenced sentences, and add suitable detail. When writing about repairing a bicycle puncture, one Year 6 pupil used the right terminology like 'deflating the tube.' However, pupils do not use very imaginative language in much of their writing and do not have a wide vocabulary. Some pupils, but not enough of them, are descriptive and use phrases like 'a murky, shadowy corridor'. There are too many pupils who are not as good at writing as they should be. These pupils produce sequences of actions that are merely sentences joined by 'so' or 'and'. Spelling is uncertain and even everyday words like 'there' and 'again' are spelled incorrectly. There are too few higher attaining pupils. Only a handful of pupils are fluent, mature writers and know how to create impact by, for example, varying the length of sentences. Although teachers do use literature to broaden pupils' experiences and knowledge, they do not do so enough or develop language through other subjects, like information and communication technology.

100. The quality of teaching is unsatisfactory. Although much teaching is satisfactory and sometimes good, the weaker teaching in Years 2, 4 and 5 makes it very hard for pupils to make consistently good progress. In the better lessons, teachers have a good rapport with their pupils, which makes for a positive working atmosphere. In a Year 3 lesson, for instance, the lively response from the pupils ensured good understanding of the concept of a fable. In such lessons, teachers have good control over pupils so that lessons can proceed smoothly. In a Year 5/6 lesson, pupils worked very hard in pairs to write a verse of poetry. By contrast, weak management of pupils in a Year 4/5 class allowed some pupils to virtually ignore the task they were given.

101. The major weakness in teaching is the low level of expectation that many teachers have. Teachers do not regularly check pupils' work so that they know what pupils need to make good progress. They often do not give different work to suit the differing abilities of pupils. As a result, special educational pupils may receive work which is too demanding and higher attaining pupils are not challenged enough. In a Year 6 lesson, for example, more able pupils spent far too long analysing a descriptive text and not long enough in writing one. The situation can be worse in mixed year classes. In a Year 4/5 lesson on poetry, lower attaining pupils in Year 4 were expected to do the same work on rhymes as higher attaining pupils in Year 5. In these situations, pupils become frustrated and restless behaviour results.

102. The assessment of pupils' progress in English is unsatisfactory. Teachers test pupils' abilities in spelling, comprehension and verbal reasoning in annual tests, and this is useful. However, teachers do not use this information to influence their planning of work for pupils. The school does not give annual practice papers on National Curriculum tests, to help pupils become familiar with the process and to give teachers vital information about how well pupils are doing in relation to national curriculum levels. Although the school has made reading a priority, teachers do far too little to support and guide pupils. They allow pupils to progress methodically through the reading scheme. Teachers' reading records are poor. Teachers do not regularly check the level of pupils' skills enough nor give clear enough guidance so that pupils and parents know precisely what needs to be done to improve.

103. The subject is not well managed. The new co-ordinator is enthusiastic and capable but has not been given the scope, time and independence to develop the subject properly. The school does not react positively to the needs of the pupils. The school is not dealing with the key problems effectively. It is clear that pupils do less well earlier in the school, which makes it very hard for teachers of older

pupils. The headteacher has done too little to overcome this by, for example, improving the quality of teaching through observations of lessons and constructive feedback.

MATHEMATICS

104. Seven year olds achieve standards in mathematics that are well below average for their age. This represents a decline in standards since the previous inspection, and is reflected in the results in national tests. Pupils do not have a satisfactory grasp of number bonds appropriate to their age and do not readily understand shape and measures except for identifying some very basic plane and dimensional shapes. Their mental agility with numbers is weak.

105. There are several factors contributing to this situation. The quality of teaching was satisfactory in the two lessons observed but there is some lack of understanding of what constitutes an appropriate mathematics curriculum for this age group. There is too much dependency on recording work in commercial workbooks throughout Years 1 and 2, with insufficient attention given to a range of practical activity. Teachers do work effectively with small groups using number lines and providing practical demonstrations of the mathematical ideas, but this is most usually followed up by a written exercise. This sometimes impedes pupils' understanding of mathematical ideas. In discussion with Year 1 pupils it was clear that some pupils working on paper and pencil tasks had not mastered the concept of one to one matching. Further, pupils are required at too early an age to present their work on addition using standard written formats including vertical addition. This inhibits young pupils' thinking about different ways of working with numbers. The targets set for pupils' learning are not specific enough to support improvement, and show a lack of understanding of the small steps needed for young pupils to achieve success. For example in Year 2, targets in pupils' books include "Practise your times tables" and "practise addition with larger numbers".

106. Eleven year olds achieve standards that are average for their age. There was however, little indication, in the standards of work seen during the inspection, of higher attaining pupils operating at the higher levels predicted by the school in its target figures for national tests. The main strengths in pupils' mathematical skills lie in number and algebra. They are competent for their age in the four rules of number, and have a satisfactory understanding of shapes and measures. Their skills in handling data and in using their mathematical knowledge are much more basic. Throughout the school, teachers simply do not give pupils enough opportunities to undertake this sort of work, yet in discussion, pupils show themselves capable.

107. Standards of achievement improve at the end of Year 6 from a weak baseline at the end of Year 2 because of the satisfactory teaching in Years 3 to 6, and in particular because of the good teaching for pupils in the mixed Year 5 and 6 class and in the Year 6 class. These teachers have a very secure grasp of subject knowledge and manage their pupils very well. Discipline is good. They provide effective explanations of mathematical ideas and ask appropriate questions. In a lesson with Year 6 pupils on the formula for area, the teacher took time to listen to pupils' explanation and ask more probing questions about the reasons for their answers. In a lesson on 'angles' with a mixed class of Year 5 and Year 6 pupils the teacher provided very good explanation of 'obtuse' and 'acute' angles, and the workings of protractors, thereby ensuring that pupils were well prepared for their tasks.

108. Teachers are using the framework provided by the National Numeracy Strategy, including the 'mental starter' and 'plenary' sessions. This is helping to improve pupils' mental agility with numbers. In the Year 6 lesson, pupils were confident in suggesting several different mental strategies for working out the problems presented. The plenary sessions are not so effectively used. They are usually a rather quick 'wrap up' of the lesson in the last five minutes, sometimes even less.

Opportunities are missed to extend pupils' thinking, to consolidate ideas through probing, or to give pupils more confidence in explaining their work to their classmates.

109. While most pupils achieve average standards by the end of Year 6, teachers have low expectations of what pupils might achieve. The teaching and planning of mathematics do not always meet the needs of those pupils who have special educational needs, and in particular do not meet the needs of those who are capable of working at a higher level. There is too much common work; it is clear from pupils' books that the planned curriculum has not yet been refined to meet the needs of pupils in mixed age classes and there is too much overlap in the curriculum as pupils move through the school. For example, work on numbers and fractions in Year 3 are at the level expected of Year 2, while other work is over ambitious. In a Year 4 class, pupils' books contain money and time problems at the Year 2 level. Simple work on fractions is repeated in several classes. Work on graphs and data handling shows little progression through the school with pupils working on simple bar charts in several year groups.

110. The head teacher provides a useful analysis of test results in mathematics and other subjects, year by year. There is no indication that teachers use this effectively in their planning or grouping of pupils. Ongoing assessment and recording of progress in mathematics are haphazard and not consistent across the school. There is no careful and systematic monitoring of teachers' planning, pupils' work or the quality of teaching in mathematics. Nor is there a clear plan of action in the school development plan to support development in the subject. This is undermining the school's ability to improve further, to ensure that all pupils achieve what they are capable of, and to raise standards in by the end of Year 2 as a pre-requisite for further improvement across the school.

SCIENCE

111. Seven year olds achieve standards in science that are below what is expected nationally of pupils at this age. This shows a decline in the subject since the previous inspection. Despite this, pupils by the end of Year 6 attain satisfactory standards, although their knowledge and understanding in the areas covered by the national curriculum are better than their skills in scientific enquiry. This represents an improvement since the time of the previous inspection, when standards in science were judged to be unsatisfactory for eleven year olds.

112. There are several reasons for pupils' low levels of attainment by the end of Year 2. The work in Years 1 and 2 reflects a lack of careful planning and little attention paid to the different abilities and needs of pupils. Pupils have covered several topics such as healthy eating, differences in materials and some simple work on forces. In Year 2 most of this work is recorded on worksheets identical for all pupils. Pupils do not have appropriate writing skills to support their work in science. In discussion, Year 2 pupils did not show any particular interest in the work that they had done, and had difficulty in recalling the topics that had been taught. They were able to identify healthy and unhealthy foods and some of the things needed in order for plants and humans to grow. Their knowledge was less secure in relation to the work they have done on materials and physical processes. Pupils' understanding of scientific enquiry is weak and they struggled to suggest any ways of recording their work.

113. The teaching of science in Year 2 is unsatisfactory. In a science lesson with Year 2 pupils, the teacher provided some confusing explanations about forces to the pupils and did not correct their misunderstandings. This contributed to the low level of learning that followed and the lack of interest shown by pupils. Other pupils were involved in copy writing from the board, the results of an investigation undertaken some time previously, so that it was no longer fresh in their minds. Yet another group was involved in an experiment with the classroom assistant but this lacked rigour in the

enquiry process, with insufficient attention paid to the requirements of the test or to considering ways to record the results. As a result pupils' achievements were not satisfactory.

114. By the end of Year 6 pupils have a satisfactory grasp of scientific ideas. They undertake an appropriate range of work from the National Curriculum programmes of study, and have extensively covered topics on sound, the workings of the ear, micro-organisms and energy. Pupils were keen to talk about what they had done recently, showing appropriate understanding of the ideas, and could recall past work on living things and materials. Year 6 pupils understand the ideas of a fair test, and in discussion of an example relating to comparing growth patterns in plants, they could identify all the variables that would need to be considered. Given their obvious ability, it is disappointing that pupils have so few opportunities to take responsibility and make choices about the methods of carrying out investigative work and ways of recording their results. The current levels of knowledge, understanding and skills shown by Year 6 pupils do not suggest that the school will achieve its target of 25 per cent reaching higher levels in National Curriculum tests in 2002.

115. The quality of work, presentation, the standards accepted and variations in the quality of marking in pupils' books suggest considerable variations in teaching across Years 3 to 6. This, together with observations during inspection, suggests that the satisfactory attainment in Year 6 owes much to the quality of teaching at the top end of the school. Teachers possess appropriate subject knowledge. In a lesson with Year 4 pupils the teacher provided a good explanation of the use of the force meter to measure the degree of friction in various surfaces. In a very effective lesson with Year 5 and Year 6 pupils, the teacher extended pupils' thinking effectively because of her own very clear understanding of the scientific process. She gave groups of pupils some opportunities to make choices about their experimentation in filtering solids and liquids, insisting throughout that pupils take care in their verbal scientific explanations to the group and the class. Towards the end of the lesson she asked a thought provoking question of one group "Is any of your scientific equipment redundant in the way you have done your experiment?" This was most effective in making pupils think 'hard' about their work and procedures.

116. Although teaching in Years 3 to 6 is satisfactory overall, and some good teaching was seen during inspection, there are a number of features of the teaching and provision for science that are hindering the achievement of higher standards of achievement across the school. There is too much identical whole-class work in science with virtually no opportunities for pupils, especially the higher attainers, to pursue scientific enquiry in a creative way or from an individual perspective. An analysis of books shows that in many year groups, copying of identical material from the board is customary. This does not support pupils' learning, particularly for higher attainers. Teachers, who indicate low expectations of their pupils by persisting with this practice, do not always accept the point. Teachers suggested that 'these pupils couldn't do that' or 'this (copying) helps them to understand how to do it', in response to the idea that learning might be improved by giving pupils opportunities to record in their own ways.

117. Throughout the school, the approach taken by teachers is almost inevitably one of whole-class teaching, sometimes with support for pupils with special educational needs but with very little extension work for higher attaining pupils. This is reflected in pupils' books where there is virtually no work set for pupils of different needs and abilities. There is no clear guidance to teachers on the teaching of science except for the schemes of work and lesson plans provided by the Qualifications and Curriculum Authority. These are an improvement on earlier practice, but not sufficient in themselves to ensure that pupils experience an effective curriculum based on their needs, as they move through the school. The school has not yet addressed the issue of pupils in mixed age classes in Key Stage 2, where different year groups often undertake identical work with no clear extension for different year groups. Planning and assessment in science are weak. Both vary from class to class with no clear and agreed systems in place.

118. The subject is not co-ordinated effectively and there is no systematic approach to monitoring teachers' planning, provision, teaching and assessment, or resource allocation. This is having a marked negative impact on provision and potential for improvement. Nor is there any action plan for the subject by which to ensure improvements in standards.

ART AND DESIGN

119. Pupils' attainment throughout the school is broadly in line with what is expected of pupils by the end of Year 2 and Year 6, but they do not enjoy a broad curriculum. They have a reasonable experience of different kinds of art and have satisfactory skills in drawing and painting. This is a similar picture to that of the last inspection.

120. By the end of Year 2, pupils can draw and paint familiar objects satisfactorily. They can draw vehicles like ambulances and ships, with an appropriate shape and suitably coloured. They add detail to show the type of transport. One Year 2 pupil put a red cross on an ambulance; another added spokes to the wheel of his bicycle. Pupils appreciate that colours have a range of shades and that patterns feature repeated colours. Year 1 pupils can use block prints to demonstrate this. They can draw their own detail from a larger picture, making a reasonable match. Year 2 pupils can cut out coloured paper to make details for house pictures, but only higher attaining pupils add such details as curtains and astragals in the windows. Teachers do not vary their approach enough so that pupils might appreciate many aspects of art, such as textiles and sculpture.

121. By the end of year 6, pupils develop satisfactory skills and knowledge. Their painting and drawing can be accurate. Year 4 pupils showed a good eye for detail in their observational drawings of chairs, making the rush seats quite realistic, for example. Pupils in Year 4/5 produced and repeated intricate patterns on computer to represent Muslim prayer mats. Pupils in Year 6 showed movement effectively in their pictures by using decreasing shading in repeated figures of animals and vehicles. Pupils have a little experience of working in three dimensions. Year 5/6 pupils can make basic clay pots, although not very skilfully, with ragged edges and hasty etching. Teachers do not, however, introduce enough work from major artists and from cultures around the world. Year 4/5 pupils have produced very simple Aztec masks, but there are few other examples. Similarly, there is too little work in three dimensions and textiles.

122. The quality of teaching is satisfactory. Teachers equip pupils with suitable basic skills yet they do not always insist enough on precision and neat presentation. They link art and design with other subjects such as history to bring both subjects alive. For example, Year 6 pupils made some simple Tudor houses out of paper and straws to show the shape and colours. However, teachers do not exploit this enough. They do not enrich art through other subjects. For example, teachers might brighten up religious education with a study of stained glass windows or embellish geography with delicate map work. Teachers do not sufficiently celebrate pupils' work in thoughtful and uplifting displays around the school.

123. The school does little to develop the subject efficiently. There is no teacher responsible for the subject, to enthuse and guide colleagues. There is little overview of pupils' attainment and action over areas of concern. For example, it is not possible for pupils to use the pottery kiln because it needs to be repaired. There is no system of assessment and not enough emphasis is given to the development of teachers' own skills. The school does not have any priorities for developing the subject, to raise it to a level of which the school can be proud.

DESIGN AND TECHNOLOGY

124. Pupils' attainment is below what is expected by the end of Year 2 and Year 6, and they do not experience a broad curriculum. This represents unsatisfactory progress since the last inspection. Pupils develop some reasonable skills in making items but not enough ability to design effectively and evaluate their finished work. The teaching is often casual and not sufficiently demanding of pupils. Teachers are too interested in the end result and not enough in the process of getting there.

125. By the end of Year 2, pupils have had limited experiences of design. Pupils draw pictures of what they are going to make, but there is not much attempt at detail and only higher attaining pupils label them. As a result, the finished articles often bear little relation to the original drawing. This was true of the vehicles produced by pupils in Year 2. They were able to assemble a simple chassis with provided materials and then they stuck boxes on top with little regard for detail. A meringue box, for example, became a 'lorry' after a coat of paint. By the end of year 6, pupils' skills remain underdeveloped. Pupils in Year 4 can make sliding mechanisms, for example, to move arms of cardboard monsters, but struggle to apply simple pneumatics to the same models.

126. Pupils can explain how they have produced something afterwards but they do not make careful and accurate plans beforehand as a guide. Teachers do not encourage them enough to do so. Too often, teachers are over prescriptive, as in the making of Tudor houses by pupils in Year 6. This prevents pupils from being creative and choosing their own tools and materials for different effects. Pupils do have satisfactory skills in assembling materials. Pupils in Year 6 followed precise instructions well to make a basic cam apparatus, measuring carefully and attaching cams to rods correctly. However, not all skills are secure. Some pupils were not confident when using saws.

127. The teaching is unsatisfactory. Teachers simply do not fulfil the aims of the subject. They do not enable pupils, particularly older pupils, to think out their own designs and learn through trial and error. Teachers do too much for the pupils and this restricts the pupil's own creativity and practical skills. Their planning is also the same for all pupils. Teachers do support lower attaining pupils more in lessons but higher attaining pupils do not achieve, as they should because there is little opportunity to explore ideas. In the making of the Tudor houses, for example, all the roofs had to be made of drinking straws. Teachers do not allow pupils to develop skills progressively. Year 6 pupils, for example, make sliding mechanisms in the same way that pupils do in Year 4. Overall, teachers expect too little of their pupils. There is insufficient challenge and stimulation. Consequently, pupils do not take enough care with their work.

128. The subject suffers from a lack of direction. There is no teacher responsible for developing the subject and advising colleagues. The curriculum is not adapted enough to meet the needs of the pupils and no one monitors the teachers' planning effectively to overcome this. There are enough resources, centrally stored, but no one looks after them, so they are not in a good state. Teachers do not assess how well pupils do and guide them, so that pupils can learn quickly from their mistakes.

GEOGRAPHY

129. Pupils' attainment is below what is expected at the end of Year 2 and Year 6. This is a decline in standards since the previous inspection when standards were judged to be satisfactory. Teachers' expectations are low and pupils' knowledge and understanding does not match the requirements of the National Curriculum at the end of each key stage. For example, older pupils had enjoyed their trip to Derbyshire and understood that there had been a settlement on the site and some of the reasons why. They could not, however, make clear comparisons with this area and their own, other than that it was smaller.

130. In Year 2, pupils are still studying the local area just around the school and have not widened their experiences beyond this boundary. Not all pupils know their addresses or even the name of the town in which they live. They were not able to suggest the name of a country where the weather is hot, other than to know it would be abroad. Work in Year 2 involved the pupils identifying quiet and busy roads and most recording was on identical worksheets, with little to extend more able pupils. Although there are effective and interesting displays on transport, expectations at the end of the key stage are not high enough and the content of lessons needs to be very clearly focused on geography ideas in order to improve the pace of pupils' learning.

131. In Years 3 and 4 appropriate work on rivers and the water cycle is taking place. Experiments about evaporation and condensation help pupils to understand how the cycle affects the weather. Pupils have produced some good illustrations of the source of a river using a computer graphic program. They have produced written work and their own artwork and have begun to use grid references. There are opportunities for pupils to record their findings independently and they are familiar with weather signs. It is however, a cause for concern that no more is expected of Year 4 pupils than of Year 3 pupils. Even if similar planning is used there is a need for skills and understanding of geographical features to be taught at a higher level where appropriate

132. In Years 5 and 6 attainment in geography is unsatisfactory. Pupils are working from national guidance designed for Year 3. Identifying what would be packed for a holiday depending on the climate is not sufficiently stimulating for older pupils. There were some examples of pupils being asked different questions to extend understanding but not at a high enough level for this age group. Pupils are well able to glean holiday information from a brochure and this low expectation did not extend their geographical skills or their ability to concentrate and listen to the contribution of others.

133. The subject is not effectively co-ordinated and monitored, so that there is little evidence of consistent planning for sequential learning throughout the school. Nor is there an effective approach to assessing what pupils have learned. This hinders their ability to achieve satisfactory standards.

HISTORY

134. Few lessons were observed during the inspection but these, together with a scrutiny of pupils' work in books and on display, and discussions with pupils allow a secure judgement to be made about the standards in the subject, but not about the quality of teaching.

135. At the end of Year 2, pupils' attainment is below what is expected for seven year olds, despite evidence of some good understanding in Year 1 about 'old' and 'new' toys and the beginnings of an understanding of chronology. Pupils in Year 2 are still covering Year 1 work on toys and do not show a more developed understanding. They know little about famous people other than Guy Fawkes who has been included in work on fire recently undertaken, and which they have clearly enjoyed.

136. Pupils' attainment at the end of Year 6 is satisfactory. Pupils have studied World War II in Years 3 and 4 and displays have clearly been effective in enhancing their learning and their enthusiasm. There are artefacts, such as identity cards, and posters from the period on display alongside model gas masks that pupils have made from paper. Pupils have been visited by a lady who talked to them of her experiences of being evacuated. They have been asked to write in an empathetic manner and produced some relevant work. Pupils have earlier studied Ancient Greece and their work has been linked to other curriculum areas such as technology, art and literacy.

137. In Year 5 and 6 pupils have studied the Tudors. They talk with enthusiasm, have sufficient knowledge to date the period, name the wives of Henry VIII and know how they met their deaths.

Pupils can discuss the plague and its effect and can identify different sources that were used in research. Work has been appropriately linked to technology as they made replica houses, and to art as they translated the designs of Tudor houses into more abstract work. Older pupils are beginning to study the Aztecs and a time line is available for them to be aware of when major events took place. Pupils are already enthusiastic about this topic and can discuss the more gory details of the era with relish.

138. Pupils clearly enjoy this subject. In Year 6, pupils record their work in various ways. This practice is not reflected across the school. There is too much reliance on worksheets and these are general, rather than specifically targeted at pupils with different abilities. This has a negative impact on pupils' learning. The planning and assessment for this subject are very varied. There is no co-ordination of history to ensure the quality of what is taught, or to ensure that pupils progress as well as they might as they move through the school. This is hindering the school's ability to improve its standards in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. By the end of Year 2 and Year 6 pupils attain standards in information and communication technology (ICT) that are satisfactory. They are enthusiastic about their work in this area of the curriculum. This is an improvement since the previous inspection when the subject was judged to be unsatisfactory.

140. The school has invested in an ICT suite consisting of nine computers and there is an improved time allocation for the subject. In addition, the school has purchased an interactive whiteboard and projector. It has a web site, set up by a governor that carries information about the school. The school needs to develop full security procedures relating to the website and the use of e-mail addresses, but the enhanced provision is beneficial to the progress of the pupils. The suite is linked to the Internet and all classrooms are wired ready to have classroom computers connected when they are available. The facilities have improved greatly since the last inspection, but the ratio of pupils to computers is currently 20:1 and this is far short of the government target of 11:1. The school will need to make a further considerable commitment to the subject if it is to meet the government's target.

141. The subject is taught mainly by a learning support assistant, who has improved her expertise by attending courses organised by the local education authority, and by her own interest in the subject. Although she is responsible for most of the teaching of the subject, class teachers have begun their training through the government New Opportunities Funding and are improving their personal expertise. The standards by the end of Year 2 are just in line with national expectations. By the end of Year 6, pupils' attainments are satisfactory and they show great enthusiasm for the subject.

142. Seven year olds know how to open and close programs, how to change the size and style of font and how to print their work. They use a mouse confidently but have slow keyboard skills, partly because of their writing difficulties. They can use simple graphic programs and are able to draw pictures, and select different colours and shades. They have devised lists and are able to insert additional items and can label parts of the body using an appropriate program. They have also compiled brochures and imported pictures with help.

143. Eleven year olds are confident. They can switch on computers and use a range of programs and facilities competently. In graphic work pupils can use Colour Magic to compile illustrations and diagrams. They are able to illustrate work and have chosen a design and rotated and repeated it to form designs for Muslim prayer mats. They are able to use spreadsheets and can input data, understanding the need for accuracy and that data affects the output. They are able to use functions and formulae and are increasing their keyboard skills appropriately.

144. Pupils are confident in using the Internet and can find appropriate websites according to their interests and research. They used the website of the 'Animal Man' who had visited the school and checked his update for further information. They are able to use a search engine and understand the importance of using one recommended by the school. They were able to produce information about the Tudors by inserting the correct search data and can track down information relating to work in school. Pupils have worked hard in control work and are able to use light and touch sensors. At Christmas they designed 'Santa's House' with burglar alarms, touch pad doormats and light sensors to flash the Christmas tree lights. They have made lighthouses and traffic lights using sensors and are justly pleased with their results.

145. As only half a class can fit into the suite they are usually taught by the learning support assistant while the remainder of the class stay with the class teacher who goes over any required mathematical knowledge or understanding of the process to be taught. On occasions the lack of specific knowledge

can affect the quality of the lesson but the learning support assistant is aware of this and will adjust her worksheets or approach accordingly. This flexibility helps pupils to make appropriate progress.

146. The subject is co-ordinated by a teacher with help from the learning support assistant. The teacher has co-ordinated the training of staff and the support assistant co-ordinates the teaching programme using the national guidance on the subject. They are aware of the need to increase the number of computers in the school and know that the headteacher is compiling a bid, but they have no clear action plan or agreed rolling programme for installing classroom computers. At present, ICT is not used effectively in other subjects or to support the learning of higher attainers or those with special educational needs. There is no effective assessment in this subject and the quality of planning and provision is not monitored. The co-ordinator needs to have a clearer vision of how the subject is to be developed, and how an action plan to address these issues is to be implemented in order to continue the improvements usefully begun.

MUSIC

147. Not enough observations of music were made during the inspection, to allow secure judgements about pupils' overall attainment by the end of Year 2 and Year 6, or to judge the quality of teaching across the school. At the time of the previous inspection music was found to be broadly in line with national expectations. Pupils' attainment was satisfactory in the two lessons seen during inspection, in the reception class and in the mixed Year 5 and 6 class, taught by the visiting music teacher,. The quality of pupils' singing in assemblies and during hymn practice was, however, barely satisfactory.

148. The youngest pupils are enthusiastic in their singing and in playing instruments. They know the words to many songs and can sing tunefully. In their music lesson, young pupils were able to keep in time and clap a repeating rhythm successfully. They were attentive during their lesson, listening carefully to the teacher and following her instructions carefully.

149. Older pupils were involved in a lesson that required them to sing in rounds using tuned and untuned percussion instruments successfully. They were absorbed and enthusiastic about their work and were able to handle complicated music patterns well because of the teacher's expertise and enthusiasm. A whole-school hymn practice was rather less successful. Although pupils enjoyed it and had the opportunity to listen to, and sing, different types of songs, there was no attempt in the teaching to improve the quality of pupils' singing or to make relevant teaching points, so that a number of opportunities for improvement were lost.

150. The teaching of music is mainly undertaken by a visiting music teacher paid for by the school. She teaches classes in alternate weeks and class teachers are responsible for music at other times. The music teacher has produced a plan of work for her lessons across the term, but there is no sign of the school consistently planning other music activity in any coherent format that ensures a developing music curriculum from Reception to Year 6. Year 6 pupils who played recorders and tuned percussion at hymn practice clearly enjoyed their music making and the music teacher teaches this recorder group effectively.

151. There is no doubt that the work of the visiting teacher adds value to the music enjoyed by pupils. However, there is a danger of creating a dependency culture in which teachers do not take responsibility for this subject and pupils do not receive an appropriate curriculum on a weekly basis. On at least two occasions, teachers were simply 'bystanders' minding children and this was not an effective use of their time. There is no evidence that the school is monitoring carefully the cost effectiveness of this major spending decision in relation to other priorities.

152. The subject is not well managed across the school. The music policy is too brief to provide guidance to teachers who are not music specialists. There is no one with responsibility for ensuring high standards, improvement, professional development for staff or the care of resources. Resources are in a parlous state. They are untidy and uncared for, and do nothing to enhance a love of music or an ethos in which music is seen as a valued activity, contributing effectively to pupils' personal development.

PHYSICAL EDUCATION

153. Not enough was seen during the inspection to allow an accurate judgement to be made on pupils' overall attainment by the end of Year 2 and Year 6. In the last inspection, attainment was above national expectations. In the few lessons seen during this inspection, however, pupils' attainment was considered to be at best average and sometimes unsatisfactory. The school was not able to produce swimming records to show how well pupils swim.

154. From an early age, pupils know, in their dance lessons, how to move in response to stimuli. Pupils in Year 1, for instance, could move to ponderous music with slow heavy footsteps. Most pupils are aware of other pupils when moving around the hall, although lower attaining pupils are less mindful. Year 2 pupils can set out apparatus safely, then jump and land off it sensibly. However, their behaviour can be unsatisfactory at times which weakens their concentration and efficiency. Teachers do not always expect enough precision from pupils. This was certainly the case in a Year 3 dance lesson. The teacher was enthusiastic and the pupils soon learned how to dance the basic steps of a country-dance enthusiastically. However, their cohesion was ragged at times and the teacher did not stop and work on each sequence until it was correct. Even by the age of eleven, pupils do not show enough self-control and concentration in movement. When balancing in different postures on the floor or on beams in a gymnastics lesson, Year 6 pupils did not strive to hold their balance properly or achieve poise in body positions. There was not enough evidence in other areas of physical education, such as games and outdoor activities, to make any judgements.

155. The quality of teaching seen was not satisfactory. Where teaching was successful, teachers had good relationships with pupils. This in turn encouraged the pupils to listen, watch demonstrations and respond eagerly. In the Year 3 dancing lesson, the teacher danced energetically with each group of pupils, which helped to guide and motivate them. Similarly in the Year 1 lesson, the teacher could be sure of good behaviour from the pupils as she demonstrated movements like the beating of a carpet, for example. This makes for good learning and, in these situations, teachers praise pupils warmly for their efforts and so raise their self-esteem. This is not always the case. The teacher's weak control of pupils' behaviour in the Year 2 lesson meant that learning was less efficient. Teachers do not expect enough from their pupils. The gymnastics that Year 6 pupils performed could be expected of much younger pupils. This shows a lack of understanding of pupils' needs and capabilities. Teachers do not assess pupils' performances effectively and do not encourage pupils to judge their own actions. As a result, pupils learn more slowly than expected.

156. The school does not champion physical education. There is ample time each week for lessons, yet there are few, if any, sports activities in which pupils can compete with one another and with other schools. Pupils have benefited from specialist tuition from local sports clubs, but there is no one to promote and lead the subject at the school to raise its profile. The communal approach to co-ordination is not effective. The quality of the resources and equipment, for example, is unsatisfactory. Some floor mats are of poor quality and the storage of small equipment is poor. The storeroom is dirty, untidy and so cluttered that it is very difficult to find equipment. The deflated footballs and frayed skipping ropes indicate a lack of care.

RELIGIOUS EDUCATION

157. Pupils attain standards in religious education that are satisfactory by the end of Year 2 and unsatisfactory by the end of Year 6. This represents a decline from the previous inspection when standards throughout the school were judged to be satisfactory.

158. In the Reception year and in Years 1 and 2, appropriate bible stories are told and teachers talk about them with the pupils. Work is seldom recorded and there is little evidence of religious education in pupils' books or folders. Pupils aged seven are, however, familiar with the main Christian festivals and understand the reasons for Christmas and Easter. They understand that harvest is about getting food from farms and giving thanks. They are able to recall the story of Noah and know the story of the Feeding of the Five Thousand.

159. During inspection, teachers used the bible stories to relate them to pupils' lives. One teacher used the story of Zacchaeus, to discuss friendship and how people can disagree with each other but make friends again, emphasising how people can change. In Years 1 and 2, all year groups have done work on friendship and this is displayed in the school.

160. Pupils in Year 2 were able to recall one or two facts about the Jewish religion and to give their views about more philosophical matters, such as the idea of going to heaven and whether this was magic or something different and special. In discussion, they treated each other's opinions with respect and mused over the problem with interest.

161. By the end of Year 6, pupils have not made sufficient progress in their learning and they do not achieve standards in line with what is typically expected for this age group. This is partly because there is no clear sequential or all encompassing approach to the subject, covering the required ground as pupils move through the school. Little work in religious education is recorded in Years 3 to 6 although in Years 5 and 6 the emphasis this term has been on Islam and some interesting work has been completed, and pupils can talk about this with interest and an awareness of the main features of this major world religion.

162. In discussion, pupils cannot name any other religion which has only one God and do not consider Christianity in this context. They have little knowledge of other major religions and in discussion, could not name one, even though the local authority's syllabus recommends that three other major religions are taught in addition to Christianity through Years 3 to 6. At age eleven, even pupils' knowledge and understanding of Christianity are limited. They suggest that people (including Christians) go to church to please their 'gods' and hazard a guess that perhaps Jason and the Argonauts or Jason and his Technicolor coat are stories from the Bible.

163. Planning throughout the school is sparse, and work in books is irregular and does not indicate high expectations of the pupils. All year groups have, on occasions, followed the same plans and the same stories have been used throughout the age range. Planning needs to be better structured to cater for developing pupils' understanding through religious education and their ability to gain knowledge about religion. Too many worksheets are used, even by older pupils, although some work is more stimulating. However, in only one class does the planned work indicate that pupils have the opportunity to express their opinions and feelings. Pupils' books, and pupils themselves, suggest that religious education was not taught in some classes last term. This does not meet the requirement that religious education should have equal status with the core subjects of English, mathematics and science.

164. The school's policy for religious education does not refer to the locally agreed syllabus and is merely the standard policy statement for all subjects, but containing a scheme of work drawn from national guidance on this subject. The school is not aware of the locally agreed syllabus or the local education authority's suggested scheme of work, which if followed would ensure compliance and an appropriate curriculum for pupils. The much-needed whole school approach to planning, assessment, effective co-ordination and monitoring of this subject are not in place, to ensure satisfactory standards or the required improvements.