

INSPECTION REPORT

SELSTON BAGTHORPE PRIMARY SCHOOL

Bagthorpe, nr. Underwood, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122578

Headteacher: Mr. M. Cray

Lead inspector: Hugh Protherough

Dates of inspection: 17th – 19th January 2005

Inspection number: 267641

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	198
School address:	School Rd Bagthorpe Near Underwood Nottingham
Postcode:	NG16 5HB
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Appropriate authority:	Governing body
Name of chair of governors:	Vicomte di Villa
Date of previous inspection:	24 th – 26 th March 2003

CHARACTERISTICS OF THE SCHOOL

This average sized primary school has 198 pupils on roll, almost all of whom are of white British ethnic origin. The school serves two villages and several neighbouring communities that were formerly part of the Nottinghamshire mining industry. The area is not well favoured economically. Around 20 pupils start school each year in the Foundation Unit. Virtually all of the children have had some pre-school experience, attending either the local village playgroups or the nursery class at the infant school in Selston, three miles distant. Their levels of attainment on entry to the Reception class cover the full range, and vary from year to year, but are currently average. In Year 3 about 20 pupils each year join the school from the local infant school. The current number of pupils with special educational needs (10 per cent) is lower than average and there are no pupils with a statement of special educational needs.

A large proportion of the teaching staff has left the school in the past two years and staffing difficulties have been exacerbated by some long term illness. At the time of the inspection the governors were on the brink of appointing a new deputy headteacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8339	Hugh Protherough	Lead inspector	Foundation Stage; information and communication technology
32658	Nicky Bolton	Lay inspector	
2818	Graham Warner	Team inspector	English; religious education; geography; history; special educational needs
33168	Tracey Sharkey	Team inspector	Mathematics; science; art and design; design and technology; music; physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Taken overall the school is reasonably effective. By Year 6 standards are in line with the national average and the pupils are achieving well. The quality of education provided is good, especially in the Foundation Stage and in Years 5 and 6. Leadership and management have improved and are now satisfactory. The school offers satisfactory value for money.

The school's main strengths and weaknesses are:

- Good teaching in Years 5 and 6 accelerates the pupils' learning and helps them to achieve well
- Children in the reception class get a good start to their education
- The vast majority of children are polite, well behaved and have positive attitudes to work
- The marking of the pupils' work is inconsistent
- There are too few opportunities for investigative work in mathematics
- Not enough use is made of the school's computers to support learning in other subjects
- Book and library resources are unsatisfactory
- The governors are well informed and carry out their duties conscientiously

Since the last inspection less than two years ago the school has made satisfactory improvement in addressing the issues raised in the previous report. Despite a considerable turnover of teachers, the staff team and governors are working together with increasing effectiveness to raise standards and improve the quality of education. Management decisions are now taken on the basis of the evaluation of increasingly well organised first hand evidence about the children's achievements. The provision for pupils in the Foundation Stage has been dramatically improved and is good. The school's curriculum has greater breadth and coherence.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	E	C
Mathematics	C	C	E	C
Science	C	C	D	B

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

Taken overall **achievement is good.** The attainment of the children entering the Foundation Stage varies considerably from year to year and covers the full range of abilities. This year standards are average and all the children are achieving well. The vast majority of the children are on course to reach the goals expected at the end of their reception year and one or two of the higher attainers will exceed them. Sensitive, early assessment effectively identifies and supports any pupils with special needs, gifts or talents.

Last year's national tests in Year 2 showed a sharp upturn, especially in writing and mathematics, which were well above the national average. The results in reading remained average. Although inspection findings show that currently in Year 2 standards are average in reading and mathematics and below average in writing. The pupils are achieving satisfactorily.

The trend in Year 6 results has been steadily downwards for several years and the performance of the boys has lagged considerably behind the girls. In last year's tests standards were much lower than previously, and well below the national average for English and mathematics. This year group contained almost a third of pupils with special educational needs, including one or two with significant emotional and behavioural difficulties, and had been taught by a considerable number of temporary teachers. Even so, when their results are compared with those they achieved at age seven they show that the pupils had made satisfactory progress in English and mathematics and better than average in science.

Inspection findings confirm the school's own detailed assessment data which shows that standards in Year 6 are improving steadily in English, mathematics and science and are once again broadly average. The pupils are achieving well. Higher attaining pupils are working appropriately at levels exceeding those expected in Year 6. Effective support for the lower attainers may help some of them to achieve the ambitious targets set by the school. Throughout the school the performance of the boys is starting to improve. However, there continue to be weaknesses in the pupils' problem solving and investigative skills in mathematics.

The pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Almost all of the pupils express positive attitudes about school; the vast majority work hard and behave well. Attendance rates are unsatisfactory, but improving steadily as a result of recent school initiatives.

QUALITY OF EDUCATION

The school provides a good quality of education and the overall quality of teaching and learning is good. In the Foundation Stage teaching is consistently good because the adults have a keen appreciation of how young children learn. The children respond eagerly to the range of stimulating activities offered each day and swiftly grow into well motivated learners. Taken overall, the teaching in Years 3 to 6 is good and in Years 1 and 2 it is satisfactory. Teachers manage their classrooms well, enjoy positive relationships with their pupils and promote learning in interesting ways. Recent initiatives to improve the motivation of the boys are starting to pay off. However, the teachers' marking does not always tell the children how their work might be improved. Insufficient use is made of the school's computers to support learning across all the subjects of the National Curriculum. The school offers a curriculum of satisfactory breadth and balance and provides well for pupils with special educational needs, but book and library resources are unsatisfactory.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are satisfactory. The governors have a good appreciation of the school's strengths and weaknesses and have worked effectively with the headteacher and staff to address the weaknesses identified in the previous report. The teachers have made a sound start to developing their work of leading and managing the school's curriculum.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Very few parents attended the pre-inspection meeting or returned questionnaires. A minority express strong dissatisfaction about the frequency of recent staff changes and relationships within the school. However, the inspectors found that staff morale is buoyant. The arrangements to appoint a permanent deputy headteacher are well advanced and very well planned. Informal conversations with parents during the inspection suggest that most are happy with the education their children receive. The vast majority of pupils express positive views about school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Ensure greater consistency in the marking of the pupils' work
- Extend the use and application of ICT across the full breadth of the school's curriculum
- Develop further the pupils' skills of problem solving and investigative work in mathematics
- Increase investment in book and library resources

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils achieve well and standards in the core subjects of English, mathematics and science are average with the exception of writing in Year 2, which is below average. Girls have previously achieved better results than the boys but the gap is narrowing.

Main strengths and weaknesses

- Pupils of all backgrounds and abilities achieve well in the Foundation Stage and Years 3 to 6
- The pupils' problem solving and investigative skills in mathematics are unsatisfactory
- Pupils' achievements in religious education and music have improved

Commentary

1. An analysis of the profile of pupil attainment across the school reveals that each year group contains a wide, but uneven, spread of abilities. Over the past few years the trend in Year 6 results has been steadily downwards and the performance of the boys has often lagged considerably behind that of the girls. Even so, in last year's national tests when standards were much lower than previously and well below the national average for English and mathematics, the boys did better than the girls. The three year average across all subjects shows that the girls leave school about half a term ahead of the boys, but that the gap between the two groups is much smaller than at the end of Year 2. The main reason for the sharp dip in Year 6 results in 2004 was that this group contained almost a third of pupils with special educational needs, including one or two with significant emotional and behavioural difficulties. As a result of staffing turbulence and teacher illness the pupils had been taught by a considerable number of temporary teachers. Even so, an analysis of their results, compared with those they achieved in Year 2, shows that the pupils made satisfactory progress in English and mathematics and better than average progress in science.

Standards in national tests at the end of Year 6 – average point scores in 2005

Standards in:	School results	National results
English	24.6 (26.7)	26.9 (26.8)
Mathematics	24.9 (27.5)	27 (26.8)
Science	27.6 (28.9)	28.6 (28.6)

There were 34 pupils in the year group. Figures in brackets are for the previous year

2. Inspection findings confirm the school's own detailed assessment data that shows that standards in Year 6 in English, mathematics and science have risen and are once again broadly average. The pupils are achieving well with their new, enthusiastic and effective teacher. Slightly more than a fifth of the class are working towards and within levels higher than those expected in Year 6, and this includes a good number of higher attaining boys. The school wide agreement to focus on improving the performance of the lowest quartile of pupils means that there is also effective support

for the lower attainers, some of who may yet manage to reach the expected level in English and mathematics and thus achieve the ambitious targets set by the school.

- Following the sudden drop in results in 2003, last year's national tests in Year 2 showed a sharp upturn, especially in writing and mathematics which were well above the national average. The results in reading remained average. However, the long established trend of girls achieving better results than the boys continued.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.4 (15.7)	15.7 (15.8)
Writing	16.4 (14.0)	14.6 (14.6)
Mathematics	17.4 (16.1)	16.2 (16.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year

- The profile of attainment in the current Year 2 is more mixed and skewed slightly to the lower end of the ability range. There has also been a change of staffing here, with a newly qualified teacher making a good start to her career. Inspection findings show that currently standards in reading and mathematics are average, but that those in writing are below average because not enough opportunity is taken to encourage pupils' writing skills across the curriculum. The inspectors paid particular attention to the teachers' expectations of the boys and discovered sensible approaches are being developed to ensure that they learn as effectively as the girls.. Pupils of all backgrounds and abilities are currently achieving satisfactorily and those with special educational needs are making good progress towards the targets on their individual education plans (IEPs).
- The attainment of the children entering the Foundation Stage varies considerably from year to year and covers the full range of abilities. In this year's small group there are one or two highly talented individuals, but also one or two children with particular special needs. Taken overall standards across all the areas of learning are broadly average and children of all abilities are well cared for and achieving well. The vast majority of the children are on course to reach the goals expected at the end of their reception year and the one or two higher attainers will exceed them. The well organised classroom and effective deployment of the three adults means that the children achieve particularly well in their personal, social and emotional development. Sensitive, early assessment also effectively identifies and supports any pupils with special needs, gifts or talents.
- Standards in ICT are satisfactory and all pupils benefit from the systematic teaching of the subject, but do not yet apply their knowledge and skills across the full breadth of the National Curriculum. The pupils make generally effective use of their literacy and numeracy skills in other subjects, but there continue to be weaknesses in their problem solving and investigative skills in mathematics.
- Lesson observations, conversations with the pupils and an analysis of their work shows that provision for religious education has improved and that the majority achieve the levels set out in the locally agreed syllabus. Provision in music has also been improved and standards lifted successfully to average levels.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes to school and their behaviour are good and have a positive impact on their achievement. The school makes good provision for the pupils' personal development, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- The new behaviour policy is improving relationships at all levels
- Pupils are better prepared for life in a culturally diverse society
- Pupils are punctual, but attendance, though improving, remains unsatisfactory

Commentary

- Conversations with the Year 6 pupils reveal that the ethos of the school is considerably improved. In the past couple of years most of these young people have had to cope to with a variety of temporary staff and have missed the security of their own dedicated teacher. Many say they found this difficult to cope with and one or two pupils disclosed that even earlier in their school career they had sometimes felt threatened by the unpredictable behaviour of one of their teachers. Year 6 pupils say this year things have looked up because they have a new teacher. "She makes learning fun, enjoyable, interesting and trusts us." Inspection evidence suggests that these types of positive relationships are increasingly widespread throughout the school. The new behaviour policy sets out explicitly how adults and children are expected to behave towards each other. Inspectors found cordial relationships that support effective teaching and learning in lessons in all classes.
- Last year the poor behaviour of two pupils, a boy and a girl, led to their temporary exclusion from the school community on a total of twelve occasions. The circumstances surrounding each case were discussed with the headteacher and it is evident that by the end of the school year both were better integrated within the school community and achieving soundly. The fact that there have been no further exclusions this academic year is further evidence of the improved ethos of the school.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	193	12	0
Mixed – White and Black African	1	0	0

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

- Figures for the previous academic year show attendance was well below average and included an above average amount of unauthorised absence. The headteacher and staff are currently working with the Educational Welfare Officer to improve things. Strategies such as rewards and certificates are beginning to pay off and attendance is slowly improving, but taken overall it remains below average. One of the key contributory factors to this is the significant number of families that take their holidays in term time when the children should be in school. This practice is disruptive to the children's education and in many instances has a negative impact upon the results they achieve in national tests and assessments.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2%	School data	0.6%
National data	5.1	National data	0.4

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

11. The pupils' are now provided with a far broader range of cultural reference points in religious education and the wider curriculum. The pupils have participated in an African arts' week and displays of work show a developing appreciation of Islam, including aspects of Muslim worship and the different parts of a mosque. The art and music curricula are also incorporating a far greater breadth of materials that will help prepare pupils for life in a society that is increasingly culturally diverse.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Taken overall the school provides a good quality of education. The curriculum has a greater breadth and coherence and the quality of teaching is never less than satisfactory.

Teaching and learning

Teaching is good. It is strongest in Years 5 and 6 and in the Foundation Stage, where there has been considerable improvement since the last inspection. In Years 1 and 2 teaching is satisfactory. With the exception of the Foundation Stage where it is good, the quality of teachers' assessment is satisfactory.

Main strengths and weaknesses

- Teachers manage their classrooms well and enjoy positive relationships with the pupils
- The marking of the pupils' work is inconsistent
- Teaching assistants are effectively deployed and often make a significant contribution to teaching and learning
- A good breadth of writing activities in Years 3 to 6 supports the effective development of literacy skills
- The teachers' strategies to improve the motivation of the boys are developing well
- Insufficient use is made of the school's computers to support learning across all the subjects of the National Curriculum

Commentary

12. Despite a period of considerable staffing turbulence the evidence from the inspection shows clearly that teaching is now on a firmer footing. Recently appointed staff are settling in well and the good volume of pupils' work in all classes is a positive indication of positive attitudes to learning and improving achievement.
13. The teaching in the Foundation Stage has improved considerably since the last inspection and is now good. The new Foundation Unit provides a well considered response to the many issues raised in the last report and offers the pupils a coherent and secure base for their first two years in school. Under the management of the Foundation Stage co-ordinator, the three well qualified teaching assistants are a dynamic team that have a good appreciation of how young children learn. They plan

and prepare thoroughly so that from the moment the children enter the classroom each morning they can settle swiftly to work. Pupils are encouraged to develop independence and initiative, registering themselves as they come in and then selecting from the good variety of games and activities linked carefully to the current theme. Assessment arrangements are thorough and the responses and achievements of each individual are noted carefully to ensure that the next steps in learning are suitably challenging. The proximity of the Year 1 class is an additional strength because the full time Reception pupils are able to work alongside their older counterparts for part of each day. The adults are careful to ensure that the approaches to learning remain firmly rooted in the Foundation Stage curriculum, but there is sensible extension and demand. For instance, some higher attaining pupils join in a shortened version of some literacy and numeracy lessons. These close working relationships also help the Year 1 teacher to get to know the children well and thus give her a good start in planning the Year 1 curriculum for next year.

14. The decision to focus on improving the achievements of the boys is being carefully implemented throughout the school. Initiatives such as a “Boys Zone” for books and curiosity kits are an effective starting point. In a good literacy lesson in a Year 3-4 class the teacher wanted the pupils to learn how to change language to create a mood or feeling. The story of “The Whale’s Song” was well chosen and produced a mostly positive response. However, once the teacher began holding up photographs of different types of whales there was a perceptible increase in the interest of the boys, many of whom began to reveal considerable factual knowledge. The teacher questioned perceptively, listened patiently and showed genuine interest in what she heard. As a result it was not long before both boys and girls were happily attempting written descriptions of different types of whale, focusing on their appearance or movement.
15. In most classes the teachers have developed effectively the use of discussion partners. Once again this is frequently an especially motivating experience for the boys because it provides them with regular opportunity for focussed conversation that can clarify or deepen their understanding and ensures their continuing participation in the lesson. These types of activities where the teachers seek to engage the interest of the pupils and hear their views are a good reflection of the school’s improving ethos. The willingness of adults to model polite and attentive behaviour is increasingly evident in the behaviour of the children and is impacting positively on learning and achievement.
16. The school has also correctly identified the potential for improving boys’ motivation through the increased use of ICT across the curriculum. However, the inspectors found few examples of this sort of work going on, partly because there is not yet a clear plan.
17. Pupils with special needs are taught effectively because their needs are clearly identified in their IEPs and the teachers plan carefully to address these in their lessons. The effective deployment of the senior teaching assistant for special educational needs and other adults also ensures that there is regular well targeted support and review of progress. The vast majority of these pupils are making good progress towards their targets. Their learning is secure.
18. Throughout the school the volume of work being produced by the pupils is increasing. The teaching of English in Years 3 to 6 is effective because there is evidence of a good variety of writing activities across the full range suggested within the national

strategy for teaching literacy. The pupils respond positively to tasks that require them to write as if they were characters involved in World War II and enjoy re-working myths or writing play scripts. There are also signs that the recent focus upon improving handwriting is starting to pay off with perceptible improvement in the presentation of many pupils' work since September. In Year 2 the teaching is sound, but there is currently too great an emphasis upon worksheet materials that limit and constrain the pupils from writing at greater length and attaining higher levels.

19. The marking of pupils' work is unsatisfactory because approaches across the school are inconsistent. Each class has committed considerable time and effort to setting individual pupil targets in aspects of English and mathematics. However, the analysis of the children's work shows that the teachers seldom refer to these targets when marking their books. As a result some children were vague when asked by inspectors to discuss their targets. One or two teachers provide clear written guidance about how pupils' need to improve their work, but in the majority of cases their commentary goes no further than praise and encouragement.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (9%)	23 (68%)	8 (24%)	0	0	0

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

The curriculum

The school's curriculum and the opportunities provided for enrichment are satisfactory. With the exception of book and library provision the school's educational resources are adequate, as is the accommodation.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is much improved and covers all of the required areas of learning
- The provision for the pupils with special educational needs is good
- There are improved curriculum frameworks for music and religious education

Commentary

20. There has been considerable improvement in the way the Foundation Stage curriculum is planned and delivered. The curriculum is well organised and daily plans are based firmly on the six areas of learning. Activities and the intended learning are clearly expressed in the planning, are well matched to individual needs and result in good provision for pupils.
21. The school's curriculum planning framework outlines full coverage of all the subjects of the National Curriculum. There are satisfactory arrangements for the teaching of personal, social and health education that include both sex education and a drugs awareness programme. However, the school has correctly identified that currently there are insufficient links between subjects to maximise the time available and to provide wider opportunities for pupils to use their skills and deepen their understanding. The development of this work has been identified as a priority for the new deputy headteacher. Published schemes of work in music and

religious education are well used to deliver the curriculum in these subjects and have improved provision since the last inspection. The music scheme in particular provides non-specialist teachers with a full and interesting range of activities for pupils.

22. The curriculum is well planned for pupils with special educational needs and their individual education plans include clear and relevant targets relating to literacy, numeracy, social and behavioural needs. A recent initiative is encouraging all staff to identify those pupils with special gifts and talents and to plan ways of catering for their particular needs.
23. The current quality of reading and reference books is inadequate to support further the raising of reading standards and to reinforce other areas of the curriculum. The provision of fiction books varies considerably between classes and, despite the positive range of "Boys Zone" books designed to appeal to boys, overall provision is unsatisfactory. Similarly, the lack of appealing and up to date reference material for pupils to use in school and to support homework is also impeding the school's commitment to foster a positive interest in reading.

Care, guidance and support

Taken overall, the school has sound systems to ensure the health, safety, care and welfare of the pupils. The support and advice provided for pupils is satisfactory.

Main strengths and weaknesses

- Closer monitoring of pupil absence and a system of rewards and incentives are improving attendance
- Consistent application of the new behaviour policy is raising pupils' self esteem and developing harmonious relationships at all levels
- Assessment information is being systematically gathered and used by teachers to set appropriate targets for individuals and groups
- Annual reports on pupil progress do not tell parents how their children can improve their work
- Pupils are not always aware of their targets
- The new school council offers increased opportunities for the pupils to influence the work and development of the school.

Commentary

24. Recent efforts to raise standards by boosting attendance and ensuring that pupils do not miss out unnecessarily on lessons appear to be having a positive effect. Unsatisfactory attendance levels in the last school year improved in the autumn term and now need to be sustained. Absence statistics are monitored and analysed regularly, a system of rewards has been adopted to encourage good attendance and the school is working closely with its education welfare officer. However, there is not yet a system of same-day checks on children who are absent without warning or explanation. The practice of parents taking their children out of school for term-time holidays remains a problem.
25. The new behaviour policy, applied consistently in classes and at less structured times of the day such as playtimes, is raising pupils' self-esteem and confidence. Pupils clearly enjoy good, trusting relationships with the adults in school. The feeling of security this engenders helps them to learn effectively.

26. Pupils are enthusiastic about the fledgling school council, the elected representatives being very clear that it represents an opportunity for all pupils to make their mark on school improvement. They are excited to have their own budget and are already starting to make responsible decisions about buying new outside equipment. There are signs of the school starting to boost the pupils' self-esteem further by offering other positions of responsibility such as lunchtime monitors.
27. Assessment information is being systematically gathered and used by teachers to set appropriate work targets. However, when questioned, pupils were not always aware of what their targets were. This was not the case in one Y3 class, where pupils write their targets on wipe-clean boards which are then hung on the wall and personalised with their photograph. This practice reinforces their knowledge of the targets and gives them a greater sense of ownership of them. Although clear on pupils' progress over time, annual reports are not used effectively enough to boost achievement by giving parents specific suggestions on how their children can improve their work.
28. Health and safety and child protection policies and procedures are satisfactory. There is a robust system of recording any playtime accidents. Monitoring of these records has enabled the school to reduce the number of incidents, and it hopes to reduce them even further with its plans to 'zone' the playground and develop quiet areas. The school's healthy eating initiative, with a reward system based on stamps and certificates, has proved very popular and has led to a significant increase in the eating of fruit and vegetables at lunchtime.

Partnership with parents, other schools and the community

The school's links with parents, the local communities and other schools are satisfactory.

Main strengths and weaknesses

- In the Foundation Stage there is good, regular contact between parents, carers and the adults who teach the children
- The Primary Pals Fund Raising Group organises important social events for families that raise valuable funds for additional resources
- A significant minority of parents find it difficult to engage in a true educational partnership that supports their children's learning at home as well as at school

Commentary

29. The school clearly benefits from the commitment of most parents. The Primary Pals Fund Raising Group has just bought some much-needed fiction books for the school library, for example. Other recent purchases include ICT and playground equipment. The success of the small, dedicated team in raising around £4,000 a year is made possible by the support of most parents. Events such as Christmas fairs and discos are well-attended and provide a valuable social function for the school community. In addition, a group of parents have volunteered to make 'curiosity kits' as part of an initiative to improve reading skills. The school website is managed by a parent, who is now handing over responsibility to another parent volunteer.

30. Parents and carers of Foundation Stage pupils clearly enjoy good links with the school. They enter the classroom and help their children with a simple task to settle them in to the school day. Homework is taken home and returned with enthusiasm.
31. However, fewer parents engage in partnership with the school as pupils progress through the classes and a significant minority of parents are estranged from the school. This means that the contribution they could make to their child's learning is not maximised. Parents evenings, held three times a year, have only an 85 per cent attendance rate. Just 12 per cent of parents responded to the Ofsted questionnaire and only four parents, three of them also governors, attended the Ofsted pre-meeting to discuss their views of the school.
32. The headteacher has recognised this as an issue and is working on a series of proposals to improve the way the school communicates with parents and to help parents become more involved. Each child has a bookmark in their school reading book, for example, which lists their reading targets and gives parents tips on how to develop their child's reading skills. Future plans include bringing parents into the school for curriculum information. The home school agreement is also due to be reviewed and revitalised.

LEADERSHIP AND MANAGEMENT

Taken overall the leadership and management of the school are satisfactory. Governance is good.

Main strengths and weaknesses

- The governors have a good oversight of the work of the school
- Leadership has improved because there is a clearer vision for the work and direction of the school.
- Priorities for school improvement are based upon analysis of relevant evidence
- Management responsibilities are now shared more equally across the staff team
- The management of special educational needs and the Foundation Stage is good

Commentary

33. Over the past two years the serious weaknesses identified in the previous report have been tackled in a thorough and systematic fashion. Despite a considerable turnover of staff and the problems associated with some long term teacher absences, the governors have worked effectively with the headteacher and staff to establish a more coherent ethos for the school. At the heart of the school's vision statement lies a commitment to supporting pupils' learning through effective teaching and high quality leadership and management. The inspection team found encouraging signs that this is beginning to be delivered more consistently throughout the school.
34. The headteacher's communication with the staff team has improved and he is delegating more widely. The analysis of test and assessment data is shared with the English and mathematics co-ordinators, and their evaluation of the pupils' performance then clearly informs the priorities of the school improvement plan. For instance, the poorer performance of the boys in the national tests has been correctly identified and a variety of strategies agreed to improve their motivation and performance. Inspection evidence shows clearly that the attitudes to work of the vast

majority of boys are currently good and most are achieving well. Similarly the analysis of test papers and pupils' work around the school carried out by the mathematics co-ordinator has highlighted the need for a greater emphasis on problem solving and investigative work. The English co-ordinator has only recently joined the staff team, but has already made an incisive evaluation of the current state of play and outlined her proposals for improvement in a well considered plan.

35. The management of special educational needs is good and is currently undertaken by the headteacher and a senior teaching assistant who gives regular support to pupils as well as deploying other support staff. The individual education plans are of good quality because they are written jointly by the teaching assistant and the teachers and detail the small, achievable steps that each pupil needs to make. The early assessment of needs that begins in the Foundation Stage gives parity to supporting pupils with special needs as well as the gifted and talented. Interestingly, some pupils, such as those with more practical technological skills, appear in both categories. As a result of the school's thorough and detailed assessments such children receive both good support in their areas of difficulty and appropriate challenge for those where they excel.
36. The creation of a new Foundation Unit has led to considerable improvement in provision for the 4 to 6 age range. The team is led by an experienced teacher working with Year 1. A talented group of three well trained teaching assistants manage the provision for the pre-school and reception pupils. This arrangement is an excellent example of the extent to which management has become more widely distributed across the school. Regular team meetings, collaborative approaches to planning and teaching allied to thorough assessment and careful record keeping all help ensure that the children get a good start to full time school.
37. The governing body is doing a good job. Under the skilled leadership of its chairman it provides both strong support and well considered challenge for the staff team. Individually, governors have a clear understanding of their role and wider responsibilities and several undertake a specific brief for the oversight of the subjects of the National Curriculum. For instance, to establish the improvements to the teaching of religious education the subject co-ordinator and her link governor were interviewed together by the inspector. The schedule of classroom visits to watch lessons is a further example of the increasingly effective partnership developing between staff and governors. The preparations for the appointment of a new deputy headteacher are thorough and effective in ensuring that the governors are as well informed as possible to appoint the candidate best suited to the job.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	609,545	Balance from previous year	29,632.08
Total expenditure	591,028	Balance carried forward to the next	18,516
Expenditure per pupil	2,984		

38. The school's income is slightly above average. The governors make prudent use of their budget and have made a sound start to applying the principles of best value when purchasing services and supplies. There is a close match between expenditure and the priorities of the school improvement plan. Subject co-ordinators are

increasingly aware of the need to identify costs within their subject development plans and to use these in support of their requests for equipment and resources.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. At the time of this inspection, there were 20 pupils in the Foundation Stage class. Seven of these are of reception age and attend school full time. The other thirteen attend part time and eight of these will become full time pupils at the start of the summer term in which they become five. The vast majority have attended one of the local playgroups or the nursery class of the infant school in the next village. The attainment of the children entering the Foundation Stage varies considerably from year to year and covers the full range of abilities. This year standards are average and all the children are achieving well. The vast majority of the children are on course to reach the goals expected at the end of their reception year and one or two of the higher attainers will exceed them. Sensitive, early assessment effectively identifies and supports any pupils with special needs, gifts or talents.
40. The previous inspection report identified weaknesses in the provision in the Foundation Stage, because the teachers' planning did not provide a coherent programme of activities based firmly upon the requirements of the Foundation Stage curriculum. This is no longer the case. The creation of a dedicated Foundation Unit linked to the Year 1 class where the co-ordinator teaches means that the Foundation Stage curriculum is better resourced and has a far greater coherence and balance. The teaching team of three well qualified teaching assistants have an effective working relationship and plan carefully the objectives for learning each day and the role each will take in assessing the children. Together they manage the class well and teach effectively under the supervision and guidance of the teacher/co-ordinator.
41. During the inspection, it was not possible to gather much evidence about the children's **knowledge and understanding of the world**, so this aspect is not reported separately. However, informal conversations with the children reveal a natural inquisitiveness typical of this age. For instance, they speculate about how long it will take for the blocks of ice in the water tray to melt or the effect of changing the order of the vehicles they link together in the sand tray. Using the class computers the children show good levels of dexterity with the mouse in clicking the same number of times as the numerals displayed in a simple mathematics program.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for the children's personal, social and emotional development is **good**.

Main strengths and weaknesses

- Relationships are good
- The children are interested and motivated to learn
- There are good opportunities for the pupils to develop independence and work collaboratively

Commentary

42. The adults have done a good job in settling the children into school. At the start of the day, the vast majority of the children appear confident and eager to get into their classroom. There are good opportunities for the parents to meet the staff and

exchange any important news and information. This clearly helps the children feel secure as they observe the positive relationship between home and school. Almost all the children take responsibility for removing their coats and hanging them up, and they are swift to explore what might be on offer within the different areas of the classroom.

43. The adults plans a good range of activities that ensure the children are constantly working in different combinations and settings. As a result, the children are making plenty of friends and learning how to share equipment, listen to the views of others and explain their own work. There is a sensible mix of activities that brings the whole class together and others in which the children make independent choices from the resources available. Most of all, the firm and friendly tone of all adults and the consistency of their approach to class rules and relationships provide the children with very good role models. As a result, the pupils are achieving well and are on course to meet the expected targets.

COMMUNICATION, LANGUAGE AND LITERACY

The provision for the development of the children's communication, language and literacy is **good**.

Main strengths and weaknesses

- Good teaching effectively supports the development of the pupils' speaking and listening
- The children are achieving well in the development of early reading and writing skills

Commentary

44. The vast majority of the children are increasingly self-confident in the way that they speak with other children and adults in school. The teaching builds on this good start and offers a wide variety of settings within which the children can further develop their skills and competence. This is achieved partly by the children's own informal talk as they work and play, but more tellingly by the shrewd interventions of the adults when they want to develop or assess specific aspects of language acquisition. For instance, in the role-play corner or by the sand and water trays adult observation and questioning swiftly picks up those children who can listen and respond to the suggestions of others and those who cannot.
45. The children are already used to spending ten minutes or so listening to stories and "reading" text with an adult. During the inspection, a group of average ability reception children shared a new book with the Year 1 teacher. Each had their own copy and showed good familiarity in handling the book and turning pages. They spoke freely about the pictures and instinctively predicted who ate the bananas or who would go for a drive. Each day the entire class spends a few moments practising "Jolly Phonics" and the positive impact of this in helping the children develop an early appreciation of the sounds of letters was soon in evidence. Many of the children were successfully starting to identify key words in the story on the basis of the initial letter sound. Taken overall most pupils are on course to achieve the expected goals in their reading.
46. The children are equally comfortable in developing their writing skills. They turn readily to "mark-making" equipment and at play are happy to construct strings of marks and letters. At the time of the inspection many children enjoyed using the well equipped writing table to draw and design cards for their friends or family members. Many children can write their own names and in the case of one or two of the higher

attaining pupils are already starting to write more extended greetings and other comments. The vast majority of the class are on course to achieve the targets expected for this age.

MATHEMATICAL DEVELOPMENT

The provision for the children's mathematical development is **good**.

Main strengths and weaknesses

- Good teaching and assessment underpin the effective teaching of basic numeracy skills
- Pupils of all abilities are being suitably challenged and extended
- The pupils' hard work and co-operation help them to achieve well

Commentary

47. The vast majority of the children are on course to reach the expected targets in their mathematical development. The individual and group activities selected by the children strongly support their mathematical development. Tiles with numerals printed on them are used in the sand tray to help children match groups of objects with the correct numeral. Good quality resources, such as large construction blocks and equipment, enable the children to build their own towers and compare their heights. Simple board games encourage children to roll dice and select and name two-dimensional shapes of different colour and size. Throughout all of these activities, the children demonstrate consistently good levels of co-operation in sharing equipment and ideas.
48. The adults take great care to ensure that the children's learning is pushed forward at a good rate. The class is regularly divided into three groups so that more formal teaching can set appropriate challenges to explore the depth of the children's understanding. For instance, the youngest and least experienced group have recently been learning a variety of number songs such as "Ten green bottles" to help them try to count and order numbers accurately. They enjoy the singing as well as pointing to the numerals on the adult's well prepared resources. At the same time, a group of higher attaining children (including some younger ones), are busy estimating the number of toy cars that the teacher has hidden in her feely bag. There is concentrated discussion and some probing questioning by the adult about the size and shape of the vehicles before the children commit their guesses to the white board. Although the first estimates are too high, each child manages to write a two digit number accurately, and when the bag is opened the counting of the fifteen vehicles is swift and accurate. This group of children is already operating at the expected level.
49. The adults' plans set out clearly what it is that they want the children to learn. Informal notes about the children's answers and responses are kept on adhesive labels and stuck to the class planning wall before being transferred to the children's individual records. The adults' good knowledge of their pupils' needs was evident throughout the inspection.

PHYSICAL DEVELOPMENT

The provision for the children's physical development is **good**.

Main strengths and weaknesses

- Many pupils are well co-ordinated and exercise vigorously
- The physical education lessons are of good quality
- There are good plans for improving the outside play area

Commentary

50. At the time of the inspection inclement weather limited the children's access to the outside play area. However, there is a variety of good photographic evidence showing the pupils at play and making successful use of a variety of wheeled vehicles. The current plans to develop the space that has recently been fenced off to create an area dedicated to Foundation Stage play are well advanced. These include quiet areas, fixed climbing equipment, and a variety of markings such as roads so that the children can practice steering their vehicles.
51. The children are also provided with regular exercise in more formal settings, such as the physical education lesson observed in the hall. The teaching was good. All the adults were changed into appropriate clothing and joined in at key points in the lesson such as the warm-up. Throughout the lesson all the adults focussed the children on the positional language; up down, behind; that was integral to many activities that week. The lesson built steadily in demand and despite the constrictions of space the adults ensured that very good care was taken of the children so that they might work adventurously, but safely. The levels of pupil confidence and co-ordination varied, but the majority is clearly in line to reach the expected goals. In one or two cases of higher attainment, both boys and girls showed determination and courage in climbing to the top of the climbing frame using alternate feet and travelling in and out of the rungs. Others showed a good sense of balance and with the assistance of one of the adults walked along an upturned bench forwards, backwards and sideways before jumping off neatly.
52. The pupils' fine motor control is developing well. The adults report that most show increasing dexterity with buttons and zips as they get changed. The control of pencils and paintbrushes is also good in many cases because the adults take great care to encourage a correct grip. This gets the children on the right road and also supports the development of their early writing skills. When using scissors or construction kits that demand dexterity, the adults watch and assess the children's performance carefully and provide sensitive, well targeted support.

CREATIVE DEVELOPMENT

The provision for the children's creative development is **satisfactory**.

Main strengths and weaknesses

- Music and role play enhance the children's learning
- There are good opportunities for the children to design and construct

Commentary

53. Provision for the pupils' creative development continues to be satisfactory. At the time of this inspection, the role-play corner was effectively equipped as a veterinary surgery. Small groups of children engaged imaginatively in a variety of roles including

vets, nurses and anxious pet owners. The pupils' good speaking and listening skills are further enhanced in such a setting. The inspector asked one girl why she was at the vets to which she promptly replied; "Because my dog is sick and I'm worried about him." At this point the "vet" took the toy dog and began to examine it. This is a good indication of the way that the children are starting to introduce storylines into their play. The clinic was well equipped with costumes and equipment related to the theme such as a small animal carrying cage.

54. The adults make frequent, effective use of stories to engage the children's imagination. "We're all going on a bear hunt" proved very popular and the children responded eagerly when the adults suggested that they rehearse and perform the story for the Year 1 pupils. One group of children used a variety of instruments sensibly and effectively to devise an accompaniment to the movements of the actors as they journeyed through grass, water and woodland. The remainder practised acting the story. The next day the Year 1 pupils watched in rapt attention as the story unfolded. Many of the Foundation Stage children had learned parts of the book by heart and joined in with the teachers reading. The extent to which some pupils identified with their drama was summed up by the girl who said, quite spontaneously; "Quick, shut the door" as the children reached home, chased by the bear.
55. The walls of the classroom also reveal that the children have satisfactory opportunities to paint, draw and create models and larger pieces of art. The majority of pupils are on course to reach the expected goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils in Years 3-6 achieve well
- Teaching and learning are good, especially in Years 5 and 6
- The marking of pupils work is inconsistent
- Library resources are inadequate

Commentary

56. Current standards in Year 6 are average and the pupils are achieving well as a result of lively and imaginative teaching. There are encouraging signs that the historic underperformance of the boys is now improving. In Year 2 standards in reading and speaking and listening are average, but in writing are below average. The pupils are making steady progress.
57. Throughout the school the speaking and listening skills of the pupils are given consistent levels of attention. In most lessons the opening discussions are well structured and give pupils of all backgrounds and abilities the opportunity to make perceptive contributions. In most instances the pupils listen carefully to adults. However, they do not always listen to one another with the same level of care. This means that occasionally they miss out on benefiting from one another's knowledge and understanding. However, when working in pairs as discussion partners the levels of focus and attention improve and boys, in particular, show improved commitment. In a lesson in Year 2 there was effective use of speaking and listening skills. Some pupils took on roles as characters in the Three Billy Goats Gruff story whilst others asked them questions about their feelings and actions. This ensured the children listened to one another with care. They made sensible responses to one another speaking clearly in well constructed sentences. In both Years 5 and 6 pupils made very alert contributions to discussions about writing for different types of audiences prior to trying out their ideas for themselves.
58. Standards in reading are average overall. More able readers read with expression and fluency. Those with special needs benefit strongly from the extra support that they are given. Some of the time the special needs pupils work in smaller groups on specific programmes that develop their word construction skills effectively. The pupils who are less skilled at reading also have opportunities to develop their knowledge and understanding as they have regular group reading opportunities in school. The setting of specific reading targets on the pupils' book marks provides adults and children with a clear indication of the level of proficiency of each reader as well as helpful indication of what the pupil needs to practice. There is a systematic approach to ensuring that books go home on a regular basis, but as the pupils get older it is evident from their comments that reading or discussing books with parents occurs less frequently in many homes. The creation of a boys zone for books has been successful in promoting reading amongst the boys. This selection of books is targeted at boys' interests and has clearly encouraged older pupils to read more than they had previously. However,

the overall stock of the library resources is inadequate and this needs to be addressed if the school's ambitions to raise reading standards are to be successful.

59. Scrutiny of work shows standards in writing are below average by the end of Year 2 while they are average by the end of Year 6. Lesson observations in Years 1 and 2 confirm that pupils' writing is improving steadily. However, the marking of work is not incisive enough in making it clear to pupils what they need to do in order to improve their work nor does the marking relate specifically to the targets set for each individual pupil. Marking remains inconsistent in the junior classes. However, more detailed and incisive teacher commentary in Years 5 and 6 allied to rigorous follow up is clearly accelerating the pupils' achievements and boosting standards. The skills of writing for different audiences and the development of narrative are being clearly developed in a skilful way. Although handwriting and spelling are being taught as discrete skills these are not being pursued by teachers consistently well enough in all classes when the pupils write independently.
60. Teachers are currently following the National Literacy strategy to plan lessons. Most are planned well. Teaching assistants are well deployed in order to maximise learning by special needs pupils although the assistants give wider support when it is needed. Imaginatively devised tasks are beginning to impact more effectively so that pupils are achieving well in Year 6. Teachers thoughtfully prepare work and pupils respond with good attitudes to their learning.
61. The recently appointed co-ordinator has worked creatively to improve the standards in English. This is just beginning to be embedded in the school's practice. However, she recognises the need to continue to improve the rate of the pupils' achievements and has a clear action plan to support this. There is currently very little use of ICT to support the development of this subject.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

62. The use of language across the curriculum is beginning to develop appropriately. In subjects such as religious education and geography more independence in recording is developing. However, there is some inconsistency in this practice as there is still too much reliance on the use of worksheets in some subjects and year groups. Speaking and listening skills are being well developed through the use of discussion partners.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good
- With the exception of their problem solving skills, the pupils achieve well
- Good use is made of available resources
- Marking lacks consistency across the school

Commentary

63. Evidence during the inspection indicates that standards in mathematics are broadly in line with those achieved nationally. Pupils' achievement is good as a result of good teaching and the effective use of support staff.
64. There were examples of good teaching in Year 1, Year 3 /4, and Year 5. Teaching in Year 6 is very good. In a very good Year 6 lesson the teacher's obvious enthusiasm and brisk pace resulted in high challenge and achievement for the pupils. This was well illustrated in a lesson introduction when the teacher sought pupils' opinion on their performance during a multiplication game. Pupils were disappointed at the time they took and pleaded to be allowed to have another try. All children were poised on the edge of their seats ready to take their turn to answer a multiplication sum. The result was increased accuracy and speed for all pupils. Where teaching is satisfactory the pace of learning is slower. For instance, the introductory part of the lesson is used mainly to introduce the activities rather than to reinforce pupils' previous learning.
65. Overall resources are adequate. However, teacher made materials are used well to illustrate difficult mathematical ideas. Pupils in Year 3/4 were helped to understand that angles are measured in degrees and to reinforce compass points by the teacher's careful use of a paper clock and number line. By the end of the lesson most pupils were able use 45-degree divisions to show the degree of turn and to plot a route on a 3x3 grid using the 8 points of the compass. In this lesson the teaching assistant supported a group of pupils with special educational needs and as a result of well targeted practical activities they were able to take full part in the whole class lesson and achieved well.
66. Analysis of pupils' work shows that there is insufficient opportunity for problem solving activities where pupils can apply their mathematical skills and understanding. Test results show that pupils are less skilled in this area than in any other area of mathematics. The school has used the support of the LEA Numeracy Consultant to help staff in developing problem solving activities and approaches in the classroom. This recent input is yet to have an impact on pupils' learning.
67. Marking is not consistently used to tell pupils what they have done well and how they can improve further. Generalised comment such as "well done" and the use of smiley faces are not specific enough to ensure pupils know how they can improve their work.
68. Leadership and management of mathematics are satisfactory. The coordinator has a good understanding of the school's strengths and areas for development through the careful analysis of test results. Her identification of problem solving in mathematics as in need of improvement resulted in this being included in the School Improvement Plan. The strategies introduced, such as the sharing of good practice in staff meetings, are not yet having a marked impact on pupils' learning and classroom practice.

Mathematics across the curriculum

69. There are some links with other subjects. Pupils' skills in measurement offer support to work in science and their data handling skills, including the use of tables, charts and graphing offer effective support for work in design and technology. ICT is not sufficiently used in mathematics.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is good
- Worksheets are used too often in some year groups, which restricts the opportunities to develop pupils' literacy skills
- Good in depth coverage of science topics
- ICT and links to other subjects are not used sufficiently.

Commentary

70. In Years 2 and 6 standards in science are broadly in line with those achieved nationally. In Year 2 pupils use simple classifications to sort living things and recognise the similarities and differences between other and themselves. By Year 6 pupils can name the main parts of a plant, describe forces such as gravity, air resistance and friction and they understand how to construct an electrical circuit using conventional symbols. Pupils in Year 6 achieve well as the teacher provides stimulating activities to capture their interest.
71. Teaching is good overall and work is well matched to pupils' abilities. In Year 1 children used simple picture reference books well to help them describe the features of different animals and their young. The use of these appealing and age appropriate books motivated the children and resulted in good levels of achievement during the lesson. Pupils in Year 6 told the inspectors that they enjoy their science because the teacher makes it interesting and gives them funny rhymes, phrases and actions to help them remember difficult scientific ideas such as forces acting on an objects. They described in detail, with good levels of understanding, an experiment conducted outside using large plastic bags to demonstrate the existence of wind resistance. They knew how to conduct an experiment fairly and in an unbiased way to ensure accurate results. Pupils have good subject knowledge and this is due to in-depth coverage of each science topic.
72. Scientific investigation and practical activities were seen in lessons and to a more limited extent in pupils' work. However, much of the work in pupils' books is exercise and worksheet based and this results in limited responses to investigations. In Year 2 pupils conducted an experiment to find out the best surface for a toy car to travel along. The work sheet used was limited in scope and did not enable pupils to develop their literacy skills as well as their scientific understanding. Year 6 pupils' work showed limited use of extended writing to record their findings and reinforce their understanding. There is limited use of ICT and other subjects to support work in science. Links between subjects are not always exploited, for example, work on light in science could be supported by work on light and shade in art and shadow puppets in design and technology. While teachers have adjusted some activities to ensure this happens, this is not always supported by the overall school curriculum plan.
73. Subject leadership is satisfactory. The current co-ordinator was appointed in September for a temporary period in the absence of the post holder. She has analysed Year 6 test results and the achievement of boys and girls. She suggested the use of a five minute "starter" to science lessons to help reinforce pupils' retention of information but it is too early to judge its impact on children.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- ICT is not used sufficiently to support learning in other subjects
- Pupils have positive attitudes to learning and work hard

Commentary

74. The school's own self-evaluation recognises the motivational force of computers on the learning of many pupils', especially the boys. However, the use of new technologies does not currently have the same high profile as reported at the last inspection and standards in Years 2 and 6 are no better than average. This is in part due to the fact that many of the teachers are new to the school and have not yet become familiar with the full breadth of the school's educational software. Even so, the analysis of the pupils' work indicates that they are covering the requirements of the National Curriculum in reasonable depth and achieving satisfactorily in the subject.
75. Conversations with the Year 6 pupils show that many are confident users of computers because they use them at home as well as at school. For instance, many speak of e-mailing friends and relations, researching homework tasks, playing games and downloading music. In school, they say they would like greater access to ICT, but acknowledge that expensive resources need to be shared equably across all classes. They recall using a variety of search engines as part of their recent studies into World War II and have used a variety of text styles and clip art in designing cover pages for publishing stories and other work. At this stage the pupils have had little experience of using technology to control events and actions beyond work with Roamers and screen turtles. However, the plans for the forthcoming week long residential visit to a centre near Birmingham include a clear focus on such work.
76. Taken overall, the teaching in the three lessons observed in Years 3-4 is satisfactory. The teachers have secure subject knowledge and make effective use of the set of laptop computers that circulate from class to class. In each lesson the teacher made sound demonstration of the skills and techniques that the pupils had to learn using a data projector. Thus, in one Year 3 lesson the pupils made intelligent drawings in response to the list of directional instructions provided by the teacher. They next checked their answers by loading the commands into the program "logo" and watched the "screen turtle's" movements to see if they were correct. In a Year 3-4 class the pupils demonstrated good perseverance in tracking down a BBC website to test their knowledge of skeletons. The lack of broadband connection and the fact that some of the machines refused direct access to the correct part of the site meant that some time was lost in navigating through a sequence of pages. However, the pupils' confidence, commitment and good listening skills meant that the teacher's plans were fulfilled.

Information and communication technology across the curriculum

77. The teachers are not making the most of the power of ICT to support learning across the curriculum. The inspectors' analysis of the pupils' work in the other subjects of the National Curriculum found few examples of the pupils employing word processing to compose text direct to screen or using programs to calculate or present data in

different ways. There are isolated examples of teachers encouraging the use of the Internet for research in science and history, but there is not yet a coherent approach to cross curricular working that builds steadily in demand as the pupils progress through the school.

HUMANITIES

78. It was not possible to observe any lessons in **history** because the subject is blocked against geography and is not the focus of learning for this term. A small sample of previous work and displays confirms that the subject is a regular part of the school's curriculum. In discussion with Year 6 pupils they were able to recall enthusiastically some of their previous history work. However, it is not possible to make a secure judgement on the standards or achievements of the pupils or of the progress made on the basis of this small amount of evidence.
79. It was only possible to observe two lessons in **geography** but both lessons were initial lessons in a unit of work. No geography was taught last term because of the blocking system. A small sample of previous work and an even smaller amount of display did not make it possible to make secure judgements on the standards and achievement of pupils nor the progress being made. However, in discussion with Year 6 pupils it is clear that the skills of the subject, such as mapping, are being competently taught and that comparative and local studies are being undertaken.

RELIGIOUS EDUCATION

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The curriculum has improved
- The co-ordinator has a clear plan to improve standards
- Marking does not always help pupils to improve

Commentary

80. Standards that are average at the end of Year 6 have remained at a similar level to those reported in the previous inspection report. However, they are now much more securely based. The school now has a secure policy that matches the requirements of the local Agreed Syllabus. In turn, the policy is well supported by a scheme of work that is evolving from the medium term planning completed by the co-ordinator. The co-ordinator was appointed after the previous inspection. The scheme is now almost complete as the year groups begin the last term of their programme of work. This scheme provides teachers and pupils with an appropriate range of world religions to study. This gives an emphasis to Christianity and the Jewish religion in infant classes before broadening into studies of Hinduism and Islam. It enhances the curriculum for the pupils effectively.
81. In infant classes pupils learn from the stories of Jesus in the Christian faith. In the Year 1 class the story of the wedding at Cana is made more meaningful for them. The teacher relates it to their own experience of weddings in their own families. The immediate follow up activity of getting them to take on character roles was successfully re-enforced in their recording. In their recording they chose to either record Jesus' help to the people at the wedding or their own helpfulness to someone.

The beginning to learn from religion as well as about religion begins at this early stage. This is developed in more depth from Years 3 to 6 when symbolism is considered together with contrasts between the Christian and Muslim religions. Mature debates arise in Year 6 as a result of the previous background knowledge that has been gained by pupils. However, many of these factors are just beginning to be more firmly embedded in the school's practice. As a result learning and achievement are satisfactory. Teachers are beginning to feel more secure and their overall satisfactory teaching contains more interesting activities so teaching has some good features.

82. Although pupils record independently at times this is not always a regular feature of the work in junior classes. Although marked regularly, marking does not consistently support pupils in knowing what they could do in order to improve on their work. However, pupils with special educational needs are effectively supported helped by support staff and class teachers. The subject contributes appropriately to the pupils' spiritual, moral, social and cultural development as a result of the practical nature of activities.
83. The co-ordinator has worked hard to ensure that the policy and scheme of work supports the work of colleagues and pupils. The active input from the link governor has ensured a good working relationship has been established. This has provided resources that include suitable Bibles and artefacts for all of the religions that are studied in order to make learning more meaningful for pupils. The co-ordinators clear action plan is now centred on raising the standards in the subject through monitoring learning outcomes. This has been initiated through book trawls but will be further focused through observations and working alongside colleagues.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Work was sampled in art and design and design and technology. No lessons in physical education were observed. The curriculum plan and pupils' work indicate that a satisfactory curriculum is provided in these subjects.
85. No lessons were observed in **art and design**. Pupils' work displayed around the school and the Africa Week portfolio were examined. The standard of most work seen was broadly average and pupils' achievement is satisfactory. Work displayed included the life and work of Van Gogh, a range of pattern work including pastels with a water based wash, collages to show different methods used to suggest distance in a picture and painted self-portraits. For pupils in Year 1 the "homework weekend box" is well used to encourage pupils to work with their parents. They produced a range of pictures using collage materials and felt pens.
86. In **design and technology**, a scrutiny of teachers' planning and pupils' work shows that the skills of designing, making and evaluating are being systematically covered. Pupils in Year 2 used an interior design board to plan and make the inside of a house. Following the designing and making of pizzas, pupils in Year 6 were able to identify improvement they would make next time, for example, add chilli to give it a spicier taste. Design and technology activities are sometimes linked to work in other subjects such as the designing and making of Divali diva lamps and Roman villas.
87. No lessons were observed in **physical education**. Pupils have the opportunity to go swimming in Years 2 and 5 and most Year 6 pupils can swim at least 25m. Planning and discussions with pupils show that all aspects of the subject are taught and pupils

enjoy lessons. A range of extra-curricular clubs such as football and netball give pupils the opportunity to play competitively.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The scheme of work gives a good structure to lessons.
- Pupils sing well
- The quality of extra-curricular opportunities, including peripatetic music tuition, is good.

Commentary

88. Pupils achieve well and attain standards in line with those expected for their age. They enjoy the many music making activities provided for them and this shows good improvement since the last inspection.
89. Teachers make good use of the commercial scheme of work which enables non-specialist teachers to teach confidently across the music curriculum. In a Year 5 lesson pupils made good progress in reading simple musical notation and playing the glockenspiel through the careful use of a simple well-designed worksheet. The use of music from around the world, suggested in the scheme, stimulated the pupils in Year 3 who were asked; "What picture does the music create in their head?" Children's appreciation of the music was deepened by the teacher's detailed probing, resulting in one child responding with; "I see a rabbit scurrying along a path because the hunter is going to shoot him".
90. In assembly and the musical evening video pupils sing well, with accuracy and enthusiasm. The accompaniment of the piano instead of CDs has improved the quality of their performance. The after-school choir, lunchtime recorder club and peripatetic teaching of the guitar adds a great deal to the satisfactory provision especially in Years 3 to 6. The coordinator has chosen the "Rocky Monster Show" as the next school production in a deliberate attempt to appeal to boys. Early responses to letters home indicate that she is having some success.
91. The subject is well managed and the coordinator is building steadily on teachers' increasing confidence and with the support of an advanced skills teacher is further developing their skills in teaching composing.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

92. Few specific lessons in personal, social, health education and citizenship were observed during the inspection. However, the evidence gathered and evaluated throughout the report indicates that personal, social and health education and citizenship is satisfactorily covered within the school's curriculum. It links well with the religious education curriculum. An examination of the teachers' planning and discussions with staff and pupils show that pupils have good opportunities to develop knowledge and skills to support them in making decisions about issues that affect their lives.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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