

INSPECTION REPORT

All Saints Primary School
Trysull

LEA area: Staffordshire

Unique Reference Number: 124280

Headteacher: Mrs J Donald

Reporting inspector: Mr Don Gwinnett

Dates of inspection: 4th October to 7th October 1999

Under OFSTED contract number: 707791

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	LEA
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev M Binney
Date of previous inspection:	20 th – 23 rd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Don Gwinnett, Registered Inspector	Mathematics Information and communication technology Religious education Design and technology	Characteristics of the school Attainment and progress Teaching Leadership and management Efficiency of the school
Susan Walsh, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Thomas Smith	Science Art Music Physical education	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Special educational needs
Jean Fisher	English History Geography	Staffing, accommodation and learning resources Under fives Equal opportunities

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The Office for Standards in Education
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MAIN FINDINGS

What the school does well

- .Pupils make good progress in Key Stage 2 in the core subjects of English, mathematics and science.
- .Pupils with special educational needs make good progress as a result of good provision.
- .There is a high proportion of good and very good teaching in Key Stage 2.
- .The leadership and management provided by the headteacher are very good.
- .Provision for pupils' spiritual development is very good and provision for social development is good.
- .The school gets strong support from parents, who share its values.
- .The school benefits from a high number of teachers and support staff.
- .There is good provision of extra-curricular activities.
- .There is very good enrichment through links with the local community.

Where the school has weaknesses

- I.Standards are still not high enough in writing and mathematics at Key Stage 1.
- II.Standards in information technology are not high enough throughout the school and computers are not sufficiently used to support pupils' learning
- III.The procedures for assessment and for monitoring pupils' progress are poor throughout the school.
- IV.There are no clear written agreements to help teachers monitor and promote good discipline and behaviour in the school.
- V.The procedures for monitoring and promoting good attendance are unsatisfactory.
- VI.Financial planning is unsatisfactory and the school does not make sufficient links between development planning and budgetary projections.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school is recovering from a period of poor leadership and management when standards of work and staff morale declined. Recent rapid improvements coincide with the appointment of a new headteacher from January 1999. Teachers feel much more settled and improving standards of work are evident, particularly at Key Stage 2. At the time of the last inspection, school development planning was weak. The most recent planning shows improvement, although there is still lack of precision in the timescales and costings of initiatives. The curriculum for information and communication technology still does not comply with the National Curriculum, although equipment that has recently been supplied should soon have a positive impact on standards. The school has improved opportunities for pupils to undertake investigative and collaborative work in science. The planning of the curriculum is still unsatisfactory, although it has started to improve, with more uniform approaches to teachers' planning and co-ordinators monitoring teaching and learning in their subjects. Arrangements for assessment require further work. In order to effect change, the headteacher is evaluating teachers' use of assessment three times in the coming year. The Key Stage 2 targets for 1999, agreed with the Local Education Authority, were exceeded in English and matched in mathematics. The school is well placed to improve further as a result of effective leadership and the willingness of teachers to accept rapid changes to improve standards.

Standards in subjects

This table shows the standards achieved by 11-year-olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	C	C
Mathematics	B	B
Science	B	A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

This information shows that standards in the 1998 national tests were in line with the national average in English and were above this in mathematics and science. When compared to schools that have a similar proportion of pupils eligible for free school meals, standards were average in English, above average in mathematics and well above average in science.

The quality of work seen during the inspection in Year 6 shows that pupils are in line with national expectations in English and are above this in mathematics and science. However, the high proportion of pupils with special educational needs in Year 6 will prevent them exceeding the results of 1999, which were even higher than the results in 1998. Nevertheless, pupils of all abilities make good progress compared to their prior standards of attainment. The school therefore adds good value to pupils' educational performance when comparing their attainment on intake, which is average, to their attainment on leaving, which is broadly above average. Standards of work in information and communication technology are unsatisfactory because available computers are not well used and recently purchased computers are not yet available to most pupils. Standards in religious education are satisfactory in both key stages. Standards in Key Stage 2 in other subjects are all satisfactory.

Standards in the national tests in Key Stage 1 were well below similar schools in reading, writing and mathematics in 1998. Reading and mathematics improved in 1999, but were still too low. There was no improvement in writing. The school accepts that standards are still too low in Key Stage 1 and is working hard to improve these.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	satisfactory	satisfactory	good
Mathematics	satisfactory	satisfactory	good
Science		satisfactory	good
Information Technology		Not enough seen	Not enough seen
Religious Education		Not enough seen	Not enough seen
Other subjects	satisfactory	satisfactory	good

Teaching is at least satisfactory in 97 per cent of lessons. In 13 per cent it is very good, in 32 per cent it is good, in 52 per cent it is satisfactory and in 3 per cent, representing one lesson, it is unsatisfactory. A high proportion of good and very good teaching occurs in Key Stage 2.

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

Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory. There are a minority of pupils, mainly boys, who don't always pay attention in lessons. Pupils are polite and well-mannered.
Attendance	Satisfactory. Similar to the national average.
Ethos*	The ethos is good. Most pupils are interested in their work and the school is keen to improve.
Leadership and management	Good overall. The new headteacher provides very good leadership and management. Subject co-ordinators are beginning to monitor standards of teaching and learning, although this has only happened very recently. The governing body has also begun to take independent decisions and is becoming a useful critical friend to the school.
Curriculum and assessment	The curriculum is improving but is still not well enough planned to help pupils to progress smoothly from class to class. Assessment is poor. There are few whole-school assessment procedures and the results from assessment are not well used to improve teaching or the curriculum.
Pupils with special educational needs	Provision for pupils with special educational needs is good. Consequently, they make good progress.
Spiritual, moral, social and cultural development	Provision for spiritual development is very good, for social development is good and provision for moral and cultural development is satisfactory.
Staffing, resources and accommodation	Satisfactory overall, although the accommodation continues to have an adverse impact on learning in three of the five classrooms.
Value for money	The school provides satisfactory value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>VII. The school has vastly improved since the appointment of the new headteacher.</p> <p>VIII. The school encourages parents to play an active part in the life of the school.</p> <p>IX. Parents find it easy to approach the school with problems. There is a 'listening' staff.</p> <p>X. The school handles complaints from parents well.</p> <p>XI. The school keeps parents well informed about their child's progress.</p> <p>XII. The school encourages children to get involved in more than just their daily lessons.</p> <p>XIII. The school's attitudes and values have a positive effect on children.</p> <p>XIV. The school achieves high standards of good behaviour.</p> <p>XV. Children like school.</p>	<p>XVI. Parents are not satisfied with the amount of homework set. This is particularly the case with pupils in Years 5 and 6.</p> <p>XVII. Some parents feel they do not have enough information about what is being taught.</p> <p>XVIII. Lunchtime supervision is unsatisfactory.</p> <p>XIX. Work is not always marked promptly.</p>

Inspectors' judgements support parents' largely positive views of the school. Following a period of uncertainty, when staff morale was low and standards declining, the school is becoming a happy place where pupils and staff feel valued and well supported. Standards have risen significantly in Key Stage 2 and there are now signs of improvement in Key Stage 1. Most pupils are well behaved and respect their teachers, although a minority are a cause for concern. This results from inadequate systems across the school to modify and improve behaviour. There are productive links with parents and the local community. Inspectors endorse parents' concerns about homework, information, lunchtime supervision and marking. However, there are planned improvements to each of these areas. The school has recently drafted a homework policy for approval by the governors that should improve its content and regularity. Information to parents has improved with lists of what pupils are doing in each subject now pinned up in the entrance area. Lunchtime supervisors are attending training and the new marking policy is beginning to improve the consistency of day-to-day assessment. These and many other aspects of provision are improving following better management of the school's affairs.

KEY ISSUES FOR ACTION

XX.Improve standards across the school, and particularly in Key Stage 1, by:

- further improving arrangements to help teachers monitor and promote good discipline and behaviour.
- providing clearer whole-school guidance over how to use subject syllabuses and schemes.
- making better use of homework.

(paragraphs 17, 20, 32, 33, 37, 56, 61)

●.Improve standards in information and communication technology throughout the school by:

- ensuring that all the National Curriculum Programmes of Study are taught.
- making better use of computers within classrooms.
- ensuring that pupils make better use of computers for research.
- providing a better range of software that can be used in different subjects.

(paragraphs 12, 29, 43, 70, 79)

●.Improve the procedures for assessment and the way that pupils' progress is monitored by:

- agreeing how pupils' progress will be monitored in the under-fives and at both key stages.
- ensuring that the information collected from monitoring and assessment informs curriculum planning, teaching, lesson plans and individual pupils' annual reports.

(paragraphs 15, 27, 47, 48, 61, 84)

●.Improve procedures for monitoring attendance.

(paragraph 57)

●.Improve financial planning by:

- ensuring that all future developments are appropriately costed.
- ensuring that the governors' finance committee minutes each meeting and fully informs the governing body of proposed decisions.

(paragraphs 65, 77, 78)

In addition to the above, the following less important issues should be included in the action plan:

●.Ensure that all the required information is contained in the annual report of the governing body and the school prospectus.

(paragraphs 60, 70)

●.Improve standards in the reception class by providing more large play equipment and wheeled toys and by ensuring that water and sand equipment is available for children's use indoors.

(paragraphs 27, 85, 90)

●.Improve pupils' ability to work independently by encouraging them to use the library more frequently.

(paragraphs 32, 99)

· INTRODUCTION

· Characteristics of the school

1 All Saints Primary School is situated in the small village of Trysull, near Wolverhampton in the West Midlands. Most pupils come from Trysull and Seisdon, with some pupils coming from further afield, principally from Wombourne and Lower Penn. From September 1999, the school will have 115 pupils on roll aged from four to 11 years. There are 65 boys and 50 girls. Children are admitted to the reception class in the term before their fifth birthday. Whilst pupils come from diverse social backgrounds, their socio-economic circumstances are average overall. The eligibility for free school meals is low. The levels of attainment of pupils on entry are broadly in line with those expected for their age. A large proportion of children start school with some nursery or pre-school experience and most pupils have satisfactory speaking and listening skills on entry to school. Five pupils have statements of special educational needs. All pupils have English as their first language and there are no children from ethnic minorities. Pupils in the reception year and Years 1, 2, 5 and 6 are in mixed-age classes, whilst pupils in Years 3 and 4 are in single-year classes.

2 The schools general aims are:

(a) to create a happy and stimulating environment, which will result in success for all the children as individuals, fostering a sense of caring and spirituality;

(b) to enable children to learn about and reflect upon Christian teaching and festivals in a way that relates to the pupils' experiences and to living together in a community, and to recognise the beliefs and cultures of others;

(c) to deliver the National Curriculum in line with statutory requirements, ensuring access for all children, laying a firm foundation in basic numerical and communication skills and ensuring that we constantly strive to improve standards;

(d) to foster, satisfy and develop the natural curiosity of each child for acquiring knowledge and understanding about the physical and natural world;

(e) to create an environment which will develop pupils' self-discipline, self-motivation and self-confidence to express and develop themselves resulting in positive attitudes and sound relationships;

(f) to encourage good relationships between home and school. To provide the basis for future citizens of a new millennium to acquire the technological and life skills to make a positive contribution to society.

1 The school's main priorities are:

(a) to improve provision and use of information and communication technology;

(b) to implement the National Numeracy Strategy and to continue to develop the Literacy Strategy effectively;

(c) to develop curriculum monitoring and evaluation skills;

(d) to strengthen links with parents and the wider community;

(e) to support staff development and appraisal.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	12	7	19

(e) National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	7	8
	Girls	4	6	4
	Total	12	13	12
Percentage at NC Level 2 or above	School	63(62)	68(71)	63(57)
	National	80(80)	81(80)	84(84)

(e) Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	8	6
	Girls	4	4	3
	Total	11	12	9
Percentage at NC Level 2 or above	School	58(62)	63(76)	47(81)
	National	81(80)	85(84)	86(85)

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Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	8	7	15

1 National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	5	6
	Girls	7	5	6
	Total	9	10	12
Percentage at NC Level 4 or above	School	60(100)	67(82)	80(73)
	National	65(63)	59(62)	69(69)

1 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	1	5	5
	Girls	6	5	6
	Total	7	10	11
Percentage at NC Level 4 or above	School	58(73)	67(73)	73(82)
	National	65(63)	65(64)	72(69)

1 **Attendance**

Percentage of half-days (sessions) missed through absence for the latest complete reporting year: 1998

		%
Authorised Absence	School	5.6
	National comparative data	5.7
Unauthorised Absence	School	0%
	National comparative data	0.5

1

1 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	13
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

Children's attainment on entry to the school at four years of age is broadly average. The current under-fives are on course to match the nationally recommended desirable outcomes in literature and language, mathematics, knowledge and understanding of the world, physical development and creative development. Children's personal and social development is good. The overall progress of children in reception is therefore satisfactory. Since the last inspection, attainment has deteriorated by the end of Key Stage 1 but has improved by the end of Key Stage 2. The disparity between the attainment of pupils at the end of Key Stage 1 and Key Stage 2 results from a history of poor teaching in Key Stage 1 that has now started to improve. By contrast, the good quality of teaching in Key Stage 2 has promoted high attainment and improving standards over the last four years.

The results of the national tests and teachers' assessments for seven-year-olds in 1998 show that pupils' attainment was well below the national average in reading, writing and mathematics. The proportion attaining the expected Level 2 or above was well below the national average in reading, writing and mathematics and, the proportion attaining the higher Level 3 was well below the national average in reading and was below the national average in writing and mathematics. Whilst there are no tests for seven-year-olds in science, teacher assessments showed the proportion of pupils reaching level 2 or above to be very low in comparison with the national average. There have been some improvements in the 1999 tests. Whilst national comparisons are not yet available, results show improvements in reading and mathematics but little change to pupils' attainments in writing. Mathematics is below expected levels, but is an improvement on the previous two years when attainment was well below. Attainment in reading is now in line with the previous year's national average, following two years when attainment was well below the national average. Teacher assessments in science also show an improvement. Improvements in 1999 are the result of better teaching after several years when regular staff illness resulted in the use of temporary supply staff, followed by the recruitment of inexperienced newly qualified teachers. Teachers' skills are now more assured and the regular monitoring of teaching and pupils' performance results in targets for improvement that are being successfully met.

The work seen in English lessons at the end of Key Stage 1 confirms the results of 1999 national tests and clearly indicates that standards are slowly improving. Standards of reading at the age of seven are broadly in line with national expectations but are below this in writing. The improvements to reading between the 1998 and 1999 national tests have continued. There has also been some improvement to pupils' writing as a result of extra attention to handwriting and spelling. Whilst better monitoring of teaching and learning is having a positive impact on standards of writing, attainment is not yet at levels expected of pupils in year 2. In work seen in mathematics during the inspection, pupils' attainments are comparable to what is expected nationally. The improvements that are noticeable when comparing the 1998 to the 1999 national tests continue to be evident in the work of current Year 2 pupils. These pupils are on course to match national expectations by the time they take the national tests in the summer term. Improvements in mathematics continue to be a result of improved teaching and effective monitoring. In one Year 2 lesson, pupils accurately recalled the difference between triangles, squares, rectangles and circles, with higher attainers successfully identifying ovals and hexagons. In work seen in science during the inspection, standards of attainment match age-related national expectations. Sound experimental and investigative work help develop pupils enthusiasm and understanding of scientific principles. For instance, a Year 2 group had a lively discussion following experiments outside to find out how much rain had fallen. This resulted in thoughtful written work that was accurately and neatly presented.

The 1998 tests and teacher assessments for 11-year-olds indicated that attainment in English was close to the national average and attainment in mathematics and science was above the national average. In English, the

proportion reaching the expected Level 4 or above was close to the national average, with the proportion reaching the higher Level 5 well above the national average. In mathematics and science, the proportion of pupils reaching Level 4 or above, and the higher Level 5, was above the national average in each case. The good proportion of pupils reaching Level 5 indicates that higher-attaining pupils are being successfully challenged. The provisional results in 1999 indicate further good improvements in each subject.

- 6 In work in English seen during the inspection, pupils' standards of attainment at the age of 11 are in line with what is expected for their age. However, inspection findings indicate that the pupils will not reach the levels of the previous year because the Year 6 class contains a higher proportion of pupils with special educational needs. All pupils are doing well in relation to their respective prior levels of understanding. Pupils speak clearly, listen attentively to others, and read with expression, although do not always detect subtleties of characterisation in the text. Their writing is often imaginative but does not always contain accurate grammar and punctuation. In mathematics work seen, pupils' attainments match age-related expectations by the age of 11. At first sight, this would seem to indicate deterioration in standards compared to the 1998 and 1999 national tests when they were above national levels. This is not the case, however. As in English, the high proportion of pupils with special educational needs prevents the class as a whole rising above nationally expected levels. Their progress is good and results in both higher and lower-attaining pupils reaching their potential. Higher-attaining pupils' good understanding of fractions and estimation of proportions, for instance, clearly places them in the advanced Level 5 category. In work seen during the inspection in science, 11-year-olds' attainments are above those expected nationally for pupils of this age. The good progress over the last two years is also evident in work seen during the inspection. Pupils accurately record experiments and investigations, for example, when determining factors that retard or enhance the growth of plants, or when measuring the effects of translucence and transparency through different materials.
- 7 An analysis of the relative performance of boys and girls in national tests between 1996 and 1998 indicates that attainment in Key Stage 1 was slightly better amongst girls than boys. However, over the three years, girls' attainment was still below the national average in reading and writing and well below the national average in mathematics. Boys' attainment was well below the national average in reading, writing and mathematics. Overall performance by boys and girls was well below the national average in each of the core subjects of English, mathematics and science. There has been a particular improvement in the performance of girls in the 1999 tests and teacher assessments. At the end of Key Stage 2 during the same period, the performance of boys was above the national average in English, mathematics and science. The performance of girls was well above the national average in English, above in mathematics and close to the national average in science. Although the performance of boys was above the national average in English, mathematics and science, their attainment in English was noticeably weaker than that of girls in 1998. Overall, attainment by Key Stage 2 boys and girls in the three core subjects of English, mathematics and science across the three years was above the national average.
- 8 The 1998 published figures comparing the school to other similar schools indicate that pupils in Key Stage 1 were well below similar schools in reading, writing and mathematics. Whilst comparisons are only made on the basis of the proportion of pupils eligible for free school meals and do not take into account the high proportion of pupils in Year 2 at that time who had special educational needs, the school accepts that the results were still disappointing. Factors that have had a positive effect on standards since then include support for less-experienced teachers and regular monitoring of standards of teaching and learning. The evidence from the 1999 national tests and the lessons observed during the inspection is that these measures are slowly improving standards. At Key Stage 2, pupils' performance in English was close to the average for similar schools, above the average in mathematics and well above in science.
- 9 The National Literacy Strategy has had a positive impact on standards since it was introduced in September 1998. Better encouragement for pupils to describe their responses and views in front of the full class and in smaller groups is improving standards of speaking and listening. The well-structured approaches contained within the Strategy are being well deployed by teachers who confirm the positive effects they are having on

standards of reading and writing. The National Numeracy Strategy, introduced in September 1999, has been well received by staff. It is too soon to determine what impact the Strategy is having.

- 10 Attainment in information and communication technology, which was an issue for concern at the time of the last inspection, remains below what is expected of pupils at the end of both key stages. This is because the school has only recently invested in new equipment that is not yet available to most pupils. There is also a shortage of software. This prevents existing computers in classes being used effectively to support learning across different subjects. The National Curriculum is not being fully complied with and pupils' progress in using new technology is therefore unsatisfactory. The school is aware of its deficiencies and has improved teachers' confidence by providing in-service training. Where the new equipment is available, for instance to some Year 6 pupils, there are signs of improved progress.
- 11 Attainment in religious education matches the requirements of the Locally Agreed Syllabus at the end of both key stages. Whilst lack of corporate whole-school planning results in some work being repeated unnecessarily, individual teachers successfully initiate discussion and written work that is of a satisfactory standard. Pupils in Key Stage 1 respond well to the moral elements in Bible stories, which they thoughtfully relate to their own life experiences. Throughout the school, pupils increasingly appreciate the similarities and differences between different religions and, in the process, form a tolerant understanding of the values and beliefs of people from other backgrounds. The work that is done in religious education successfully supports pupils' spiritual, moral, social and cultural understanding.
- 12 Standards of attainments in art, design and technology, history, geography, music and physical education are broadly satisfactory and pupils at the end of both key stages are reaching levels expected of seven and 11-year-olds.
- 13 The progress of children under the age of five is sound across all the Desirable Learning Outcomes for young children. However, a lack of overall planning and limited use of assessment means that pupils' progress is not being charted with sufficient accuracy and is therefore not as smooth as it could be. Whilst assessment on entry to the school is providing useful information regarding pupils' initial levels of attainment, this is not systematically built upon or used sufficiently to predict future potential. In addition, the lack of an early years' policy prevents progress rising above satisfactory. For example, whilst the National Literacy and Numeracy Strategies are providing some systematic framework that has a positive impact on standards, transfer from the Desirable Learning Outcomes to the National Curriculum is not sufficiently well thought planned and managed.
- 14 Pupils with special educational needs make good progress in relation to their previous attainment and the targets specified on their Individual Education Plans and statements of special educational needs. They are usually set within groups that are appropriate for their attainment, although these are not necessarily exclusively special educational needs groups. On occasions, they are placed with higher-attaining pupils to challenge their knowledge and broaden their social development. This has a beneficial impact on their attainment.
- 15 Progress is satisfactory in Key Stage 1 and good in Key Stage 2. The different rates of progress between the key stages result from the unsatisfactory teaching that occurred in Key Stage 1 until very recently. It was only after the appointment of the current headteacher in January 1999 that monitoring of provision in Key Stage 1 took place. This showed that young teachers, who had taken over from supply teachers, had not been given adequate support. A history of unsatisfactory teaching in Key Stage 1 caused a rapid decline after the last inspection that culminated in standards that were well below the national average and well below similar schools in the 1998 National Tests. It is to the credit of the headteacher and current teachers that this trend has started to be reversed. Nevertheless, progress is not yet as good as in Key Stage 2 where there has been more stable teaching for a number of years.

16 Progress is satisfactory in both key stages in religious education, art, design and technology, history, geography, music and physical education. Difference between the key stages is evident in the three core subjects of English, mathematics and science, where progress is satisfactory in Key Stage 1 but good in Key Stage 2. Progress is unsatisfactory in information and communication technology in both key stages. This results from a history of poor resourcing and a lack of teacher confidence and subject knowledge that has only recently improved.

18 **Attitudes, behaviour and personal development**

17 Pupils' attitudes to work are satisfactory, as they were at the time of the last inspection. In reception the children are initially enthusiastic and concentrate relatively well. However, they sometimes find it difficult to sustain concentration through to the end of the day within the formal organisation of the classroom. However, many of these have only recently joined the school and are still adjusting to the new situation. Pupils in Key Stage 1 are eager to please and are keen to answer questions, but some pupils need adult supervision to remain on task. Occasionally a minority of boys become restless and stray off task.

18 Whilst most pupils respond satisfactorily, the reaction of some pupils in Years 3 and 4 is very dependent on the skills of the teacher. They can be excited and over-enthusiastic. For example, they respond to questioning by waving their hands around and making grunting noises. They do not always follow their teacher's instructions and they require firm, consistent discipline. Experienced teachers motivate the pupils well and channel their natural exuberance into useful activities. When teachers are less assertive, or the pace of the lesson slows, a small number of boys can take advantage of the situation and indulge in silly behaviour. Older pupils in Years 5 and 6 always respond well to their work. These pupils are interested and involved and sustain concentration well. They have developed responsible attitudes to work. They work well with their peers, they discuss matters sensibly and listen to the opinion of others. Older pupils have learned to work co-operatively.

19 Pupils with special educational needs have good attitudes to their work. They are often indistinguishable from all other pupils in the way they go about their work. The exception to this would be those pupils who have a statement of special educational need in relation to their behaviour. Not all staff cope well with this group and class disruption sometimes results.

20 Behaviour is satisfactory. There have been no exclusions. When pupils move around the school supervised by teachers, behaviour is always good. Movement around the school is very orderly and there is a very civilised atmosphere when pupils are eating their school meal. Behaviour on the playground is satisfactory, although older boys can indulge in over-boisterous behaviour, especially when they are not being supervised by teaching staff. However, all pupils have good manners and many are articulate and speak well to visitors. They respect both their own property and other people's. Relationships are good and bullying is relatively unknown.

21 The personal and social development of children under the age of five is good. They relate well to each other and their teachers and sustain their interest and concentration during tasks. They co-operate well when using equipment and show good self-reliance. Pupils of all ages react well when given small responsibilities. Older pupils, in Years 5 and 6, are developing into well-rounded responsible individuals who react confidently to questions from visitors. The school, however, provides insufficient opportunities for pupils to develop independent study skills. The library is under-used, there is insufficient use of homework and the use of computers as research tools has not been fully developed.

23 **Attendance**

22 The school's attendance rates are satisfactory, being very similar to national averages for primary schools. Pupils attend school on regularly and there is no unauthorised absence recorded. However, many parents

take their children on holiday in term time and some families take holidays much in excess of the ten days that the school can authorise. This has a significant negative effect on attendance rates. Pupils are punctual to school, arriving on time for registration and for lessons.

24 **QUALITY OF EDUCATION PROVIDED**

24 **Teaching**

23 The quality of teaching is satisfactory overall, as it was at the time of the last inspection. Teaching was judged good or very good in nearly half of the lessons and very little unsatisfactory teaching was observed. The quality of the teaching for children under five-years-old is sound. At Key Stage 1, teaching is at least satisfactory and, in a third of lessons, teaching is good. However, there is little very good teaching. There is more very good teaching at Key Stage 2 than in other classes in the school. Here teaching is good or better in nearly half the lessons observed and in nearly a fifth is very good.

24 After the last inspection, there was a troubled time in Key Stage 1. Following teachers' resignations and illness, there was much use of temporary staff followed by the eventual appointment of two newly qualified teachers who received no support in their first months in post. The situation has now improved. Good monitoring and support of less-experienced teachers by the newly appointed headteacher has resulted in more assured teaching. The time now given to subject co-ordinators to monitor and advise colleagues is having a positive impact on standards of teaching. Since the last inspection, the quality of teaching has improved at Key Stage 2.

25 Teaching in the reception class is satisfactory overall. The teacher and nursery nurse are welcoming, have suitable expectations of children's behaviour and use praise effectively to promote children's self-esteem. In early reading and writing work, pupils are helped to make good progress in their understanding of the alphabet and phonic blends. In mathematics, teachers effectively introduce subject vocabulary, and, in science, there is good use of the school grounds for experiments. Whilst the day-to-day planning of lessons is satisfactory, the lack of an under-fives policy results in insufficient long-term planning. Similarly, whilst day-to-day assessment of pupils' progress is satisfactory, there is insufficient use of assessment information to plan adjustments to what is taught. Whilst available indoor space and resources are well-used overall, the outdoor space and some equipment, such as the water and sand trays, are not used to maximum benefit.

26 Pupils with special educational needs are well taught, and this accounts in part for the good progress they make. Staff are aware of the needs of such pupils and generally manage them well. Work set for them is appropriate and challenging. Individual Education Plans are generally appropriate. Those drawn up since the arrival of the headteacher are better in quality, including objectives as well as arrangements for evaluating the success of support. Staff review them at least on a termly basis.

27 Teachers' knowledge within most subjects is satisfactory. The exception is physical education where not all teachers feel fully confident. Subject confidence in teaching information and communication technology, which was of concern at the last inspection, is improving as a result of recent in service training. However, despite this improved confidence, teachers still do not use computers in classrooms enough and pupils' progress is adversely affected. Teachers confidently promote the National Literacy and Numeracy Strategies following staff training.

28 The teachers' expectations of pupils' attainment are satisfactory in Key Stage 1 and good in Key Stage 2. They know their pupils well and effectively support both higher-attaining pupils and those with special educational needs. Most teachers use questions to challenge the full ability range and set pupils in compatible-ability groups so that they learn at an appropriate pace. Special educational needs assistants are well used in classes and in small withdrawal groups that help pupils' literacy and numeracy development. These pupils are better able to integrate into the main thrust of classwork on their return. Inspectors agree with parents that teachers' expectations of pupils have a good effect on their learning.

29 Satisfactory day-to-day planning of lessons in both key stages helps pupils to make suitable progress. There is effective planning in key-stage teams, although there is a lack of whole-school planning. Nationally

approved schemes for some subjects are effectively interpreted in Key Stage 2 but not always in Key Stage 1 where they are used without sufficient preparation. This is one of the reasons that there is a higher proportion of good and very good teaching in Key Stage 2.

- 30 Teachers use an effective range of methods. The National Literacy and Numeracy Strategies have successfully encouraged teachers to use a good mixture of whole class, individual and group work. There is better use of role-play, discussion and collaborative work than at the time of the last inspection and this has improved pupils' speaking and listening skills. The better use of experimental and investigative approaches in science is having a positive effect on pupils' progress. However, despite some improvements, teachers do not develop pupils' independent learning sufficiently through use of computers or the school library. Inspectors agree with parents who say that there is not enough use of homework. The school has recognised this and has recently written a homework policy to improve its use and regularity.
- 31 The management of pupils is satisfactory. Teachers have sound relationships with pupils, expect them to behave sensibly and know when pupils are becoming tired or losing concentration. Despite secure management of pupils overall, in occasional lessons behaviour is allowed to get over-boisterous. When this happens, pupils stop concentrating and their progress wanes. In the one unsatisfactory lesson, the slow pace and failure to ask challenging questions resulted in pupils getting bored and misbehaving. In some other lessons, the lack of a whole-school agreements about behaviour was evident. Teachers adopt their own strategies to correct pupils; this lack of a common policy occasionally results in inconsistent discipline.
- 32 Day-to-day use of assessment is unsatisfactory in Key Stage 1 but is satisfactory in Key Stage 2. Whilst marking is generally helpful to pupils and tells them what they have to do to improve, the lack of a whole-school policy, until recently, results in different styles of marking from class to class. Where it is most successful, teachers write detailed responses to pupils that includes praise as well as pointers for improvement. However, there is too much ticking of pupils' work and not enough clear advice.
- 33 Teachers' use of time in lessons is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers plan effectively for how time is used. In a very good Year 6 mathematics lesson, for instance, the pace of the learning was determined by the pace at which pupils were prepared to learn. Pupils were enthusiastic because of the teacher's well-sequenced planning and good use of visual resources. Consequently, the pace of the teaching quickened in response to pupils' eagerness to learn and very good progress was made. Resources are satisfactorily used overall, with the exception of information technology, which is not used sufficiently well across subjects.

35 **The curriculum and assessment**

- 34 The school offers a broadly-based and balanced curriculum, though, as yet, it does not fully meet National Curriculum requirements, in that elements of information and communication technology are not fully addressed. There is a strong element of personal education focusing on spiritual and social issues, consistent with the school's aims and values. The school has adopted and fulfils the requirements of the Locally Agreed Syllabus for religious education. Since the last inspection, concerns relating to provision of design and technology have been effectively addressed.
- 35 The present curriculum is not well supported by policies in all subjects. The science and mathematics policies are in draft form until their approval by governors, and policies do not exist for physical education or design and technology. Schemes of work do not fully support all subjects. Currently, the school is using nationally recommended schemes. They provide a sound framework for long-term planning. However, these schemes have not been adjusted to meet the school's particular needs. Consequently, they do not effectively support all the work of class teachers, particularly in subjects with which they are not familiar. Methods and strategies, which would extend pupils' understanding and knowledge and advise how available resources could be employed, are not identified.

- 36 The curriculum is effectively planned by key-stage teams and this is a significant factor in providing uniformity and cohesion to what is being taught. The two-year programme of topics provides a good basis for planning. It is a particular skill of the teachers that they effectively teach all subjects within this framework and ensure that each receives full representation. For example, in science and design technology, a study of materials and their strength is effectively combined with an element of design and making. Pupils were required to make a small purse by joining material with a running stitch. On completion, they would be expected to test its strength by keeping some of their pocket money in it. Planning is supported by regular review meetings as well as monitoring by the headteacher. However, effective planning in key-stage teams is not supported appropriately by whole-school planning. This is because nationally recommended schemes have only been introduced recently and co-ordinators have not devised appropriate means for monitoring their implementation across the school.
- 37 Systems for monitoring the progress of pupils through the curriculum from one year to the next are not clearly established, and consequently are less effective. Teachers hold such information in their own recording systems but there is no evidence that this data is consistently monitored across years by subject co-ordinators. Analysis of data, such as that provided by National Tests and Optional National Tests, is a very recent development and information is not yet used by subject co-ordinators to monitor more closely the progress of pupils within their subject areas.
- 38 Personal and social education, health, drugs awareness and sex education are all taught sensitively but effectively, closely following the school's policies for these. Parents are kept informed of such initiatives through a detailed breakdown of what their child is being taught. Such information is posted within the school entrance where it is accessible to all parents.
- 39 Provision for the study of the arts is sound overall. Throughout the school pupils have good opportunities to study the works of famous artists such as Monet and begin to understand something of the style of his work. Music, such as that composed by Dvorak, is used in assemblies, with a small explanatory wall display to accompany it. Good use is made of a local photographer who is helping pupils to compile a photographic record of the village.
- 40 There are very good curricular links across the subjects. For example, the current topic about the human body was effectively taught both in science, where pulse rates were analysed, and in physical education where a dance of skeletons was performed. Opportunities for developing speaking and listening skills are used well across curriculum areas. Teachers encourage pupils to explain the work they have done. In the reception and Year 1 class, pupils confidently stood in front of their classmates and proudly explained why they thought an orange should go into the 'O' tray. In years 5 and 6, pupils explained what variations they had to make to home-made musical instruments in order to alter the pitch. In conversation with visitors, pupils are at ease, and dialogues are self-sustaining. Numeracy is also well used, for example, in the compilation of graphs in both science and geography.
- 41 The school gives generous and appropriate time to the teaching of literacy and numeracy. In mathematics, there is now greater emphasis on mental calculations, in line with the guidelines from the National Numeracy Strategy. Already this is having a beneficial effect as pupils become more confident in tackling mathematical problems. Information and communication technology is insufficiently used to support work in other subjects. Good quality work is being done by year 6 pupils, who are compiling information about the village prior to entering it on the Internet. This group has the benefit of specialist teaching from a teacher sponsored by a major supermarket. With this exception, information and communication technology is little used to extend pupils' skills of enquiry or research. There are, however, immediate plans to upgrade computing facilities and provide staff training through a grant from the National Grid for Learning.
- 42 The provision for pupils with special educational needs is good. Just over 20 per cent of the school roll has

identified special needs. The support they receive is well integrated into the general work of the school. Teachers are aware of the needs of individual pupils and take full consideration of these in their planning. Individual Education Plans are reviewed at least termly and the latest version of these ensures that outcomes are more closely monitored. Learning support staff give very good support to individual pupils. They are a well-qualified group who keep detailed records of their work, which helps to shape further plans. The strategies and methods employed in literacy and numeracy teaching are being extended through other curriculum areas, so that teachers take greater account of attainment levels within the same class. However, whilst most teachers provide activities that challenge higher attainers, there is no formal or systematic provision to extend these pupils. An exception to this would be in science where pupils are encouraged to hypothesise, experiment and extend their reasoning.

43 The school ensures equality of access and opportunity for all pupils. Both girls and boys have full access to the complete range of activities within the school. Where pupils are withdrawn from classes, either because of their special need, or because of attendance at activities such as music or computer, their work is generally linked to that being done within the classroom. The exception to this is in music tuition. Pupils are withdrawn at the same time each week, with the consequent risk that they miss vital aspects of the same lessons.

44 There is a good number of clubs and activities, which staff and other adults provide, both during the day and after school. The school is to be commended for employing the services of an 'agency coach' who provides after-school soccer training on a weekly basis. During the lunchtimes, there are opportunities for pupils to play the recorder and increase their dexterity through the 'cross-stitch' club. Visits and visitors are used to extend and enrich the curriculum and teachers fully involve parents wherever possible. In a study of the Second World War by Year 4 pupils, both parents and grandparents contributed artefacts from that period. The result was a classroom display with which pupils could readily identify.

45 Procedures for assessment, by which staff measure pupils' attainments, are poor. The key issue of the last report relating to the assessment of pupils has not been fully addressed. Currently, procedures are centred on the annual assessment tests and tasks. Optional tests and tasks are given to years 3, 4, and 5 but the information provided by these is neither carefully analysed nor subsequently used to vary teaching strategies or methods. In lessons, a minority of teachers assess and evaluate outcomes and compare these to the planned objectives. Even where this is done, the outcomes are not carefully recorded, and the data is consequently lost against the background of other knowledge retained by teachers. The recent initiatives, formally to record pupils' attainment in both core and foundation subjects, have so far had little impact on overall standards. However, the new management is fully aware of the deficiency and has firm plans to rectify it. The support of teachers and support assistants is evident, and there are effective plans to ensure that the work done by pupils is carefully monitored and assessed.

46 Pupils are not productively involved in their own self-assessment. In some lessons, they are made aware of learning objectives, as these are written on the board. They are not however, required at the end of the lesson to explain what they have learned, nor is the objective brought into focus as the lesson proceeds. Because of this, pupils are generally passive learners.

48 **Pupils' spiritual, moral, social and cultural development**

47 The school's provision is generally satisfactory, although provision for spiritual development is very good and for social development is good.

48 The provision for pupils' spiritual development is very good. Daily assemblies are an influential feature of the school's life and generate a strong sense of community. As well as fully complying with the requirement for a daily act of worship, they also confirm the moral and social values the school upholds. During the week of inspection, for example, the pupils were asked to focus on the good and bad things which hands

could do, a theme that was effectively linked to topic work about the body. The vicar, who regularly gives school assemblies, skilfully included the pupils in the discussion. At the end of all assemblies, pupils are effectively invited to reflect on the theme of the day and join in simple prayers. In lessons, such as art, the pupils successfully portray their feelings and interpretations about the theme they are working on. For example in portraying 'hot and cold', pupils used the full range of appropriate colours to draw or paint imaginative pictures. Prior to going home, teachers provide sensitive opportunities for pupils to reflect on their efforts of the day and conclude with a prayer of thanks.

49 The provision for pupils' moral development is satisfactory. Pupils consistently know the difference between right and wrong and teachers generally reinforce this, both within lessons and around the school. Where pupils realise they have done something wrong, they make genuine apologies. In the majority of classes, very clear codes of behaviour are expected and pupils readily respond to these. However, whilst pupils are aware of the difference between right and wrong, the lack of a whole-school policy for managing behaviour sometimes results in pupils behaving inappropriately.

50 The school makes good provision for the social development of pupils. There are many opportunities for pupils to relate to each other in social settings. Lunchtimes are pleasant occasions, and, when playing outside, pupils have the opportunity to remain in some of the quieter areas of the school grounds. For example, the school has provided a grassed and enclosed area, complete with picnic table and benches. Here pupils sit and chat, when they do not wish to join the activity of the playground. There are numerous opportunities for pupils to take part in competitive sport against other schools, as the school is a member of a small schools' sports consortium. In many lessons pupils also have the opportunity to work together either in pairs or as small groups. For example, in design and technology lessons, Year 5 and 6 pupils got together to produce simple musical instruments. Where possible, teachers give pupils the opportunity to take responsibility for things such as returning registers to the office, acting as playground monitors or helping to distribute and collect classroom equipment. The school has strong links with the local church and pupils make frequent contributions to the parish magazine. Pupils are polite to visitors and, when they meet them around the school, they are more than happy to ensure that they are well looked after. Teaching and non-teaching staff are very good role models for pupils. The care and concern they demonstrate, based on mutual respect, makes a significant contribution to the social development and self-esteem of pupils.

51 Provision for pupils' cultural development is satisfactory. Pupils have the opportunity to visit museums and the places of worship for different faiths. Artwork is based on such visits. In Year 4 particularly, there are good examples of work influenced by Indian art forms. In Year 6 English, work relating to Australia is effectively embellished with aboriginal designs. At a local level, a visiting photographer has been visiting the school to help pupils compile an interesting photographic record of buildings of interest. Such activity provides a useful school archive and contributes effectively to an understanding by pupils of their own culture.

52 The school is generally maintaining the sound standards identified in the previous inspection report. The good social development described then continues to be a positive feature. The school is still successful in promoting the spiritual development of the pupils. Although still not as strong as social and spiritual development, the school is providing a greater understanding of the cultural diversity of the United Kingdom.

54 **Support, guidance and pupils' welfare**

53 The school creates a caring atmosphere within a pleasant cheerful environment. Staff have supportive relationships with the pupils and day-to-day care is good. Class teachers know their pupils well. Pupils with special educational needs receive good support, over and above that which most other pupils receive. For example, there is a social group run once each week by a specialist support teacher. This group has very focused objectives based on the pupils' Individual Education Plans. Detailed records and notes are made from these and progress of pupils is easy to identify. However, the procedures to monitor academic progress are poor at present. Recent efforts have been made to introduce formal testing of pupils' academic

attainment in each year group. The results of these tests have not yet been recorded, and the information is not used to set targets in order to track an individual pupil's progress through the school.

54 The school's measures to promote discipline and good behaviour are unsatisfactory at present. There is a lack of a whole-school structured approach to controlling and modifying pupils' behaviour. Where teachers are experienced, they employ their own personal strategies to very good effect. However, there are a significant number of teachers in the school who are relatively inexperienced. At present, there is no whole-school behaviour strategy that these teachers can apply in their classrooms and consequently there are inconsistencies in the way pupils are managed.

55 Monitoring of attendance is unsatisfactory. The attendance pattern of individual pupils is monitored on an informal basis, and the Education Welfare Officer visits the school regularly. However, the school does not appear to have returned any whole-school attendance figures to the Local Education Authority or the Department for Education and Employment for a number of years. It has not yet accurately reported attendance figures to parents.

56 The school's arrangements for child protection policy are satisfactory. There is a recently developed child protection policy, which contains appropriate arrangements to deal with child protection issues. All teaching staff have had recent child protection training; however, there is no mention of child protection arrangements in the recently published staff handbook. The school has a recently developed health and safety policy, which reflects the good practice seen in the school. There are very regular risk assessments, which, along with staff vigilance, ensure that the school provides a safe and secure environment for pupils. Pupils who are ill or have had accidents are treated with care and concern and the incidents are properly recorded.

58 **Partnership with parents and the community**

57 Parents were becoming disillusioned with the school as it struggled through a period of uncertainty and management changes. The new headteacher, supported by the teaching and support staff, has worked hard to regain parents' confidence. Parents are giving the new school regime their unanimous support. They now find the school easy to approach should they have any questions or problems with their child. A significant number of parents have volunteered to provide extra help in the classroom. The Parent Teacher Association is very successful in its fund-raising efforts and has made a significant contribution to improved resources.

58 Information provided to parents is satisfactory overall following recent improvements. There are, however, aspects of information to parents that remain unsatisfactory, and there is room for further improvement. There are now regular and informative newsletters. A prospectus was produced just before the inspection and this document contains most of the information required. The governors report to parents is still in need of improvement; many important statutory requirements have been omitted, for example, progress on the post-inspection school plan, a statement on school security and admission details relating to pupils with disabilities.

59 The school has quickly reacted to parental concerns over not having a clear understanding of what is taught. There is now a parents' notice board where a detailed termly programme for each class is displayed. Annual reports to parents about their children's progress are still unsatisfactory. They concentrate too much on the pupil's response to a subject rather than informing parents clearly about what their children know, understand, can do and the progress they have made. The pro forma used is very restrictive and there is insufficient space for teachers to write about subject areas. One of the criticisms expressed about reports in the previous inspection report has been met and targets are now set for all pupils. Informal contact with parents is good. Parents are supportive of their children's work in school. Parents expressed some dissatisfaction about arrangements for homework during the previous inspection, and still continue to voice these concerns. The inspection supported parental concerns; insufficient use is made of homework generally.

- 60 The head teacher has put a lot of energy into developing very good links with the community. The school values such links and makes many important contributions to local life. These vary from pupils visiting a local home for older residents to making interesting and valuable contributions to the parish magazine, including some well-written and amusing poems. The school has a very strong link with the parish council which has provided the school with a new, much-needed car park. There are also strong links with the parish church of All Saints.
- 61 The school makes very good use of Local Education Authority groups, such as the small schools' group and the local secondary pyramid group, to provide mutual support. The small schools' group has been especially valuable and joint training sessions for both teachers and parents have been arranged. The school's participation in the life of the local community and its active involvement in the local educational community are strengths.

63 **Leadership and management**

62 The school is now recovering from a period of very poor leadership and management that resulted in falling standards, particularly in Key Stage 1, and low morale amongst the teaching staff. The new headteacher, who was appointed in January 1999, replaced a temporary headteacher brought in as an interim arrangement following the resignation of the previous headteacher. The new headteacher's management and leadership are very good. She has raised morale amongst staff, reassured parents, a number of whom were poised to remove their children from the school, and has begun to plan strategically for improvements to the many examples of weak or non-existent provision. While there has been unsatisfactory progress since the previous inspection, the new headteacher has accomplished a great deal in a short time. However, much remains to be done. The school has an effective strategy for development and is well placed to improve further.

63 The headteacher is well supported by the governing body. Previously, the governing body was not encouraged to play a full part in the leadership of the school. Some information was not passed to it and it was unable, therefore, to participate successfully in decision making. The last inspection report noted that the governors' leadership role was not well developed and meetings were not well minuted. Things have much improved. The full governing body now meets very regularly, takes a critical interest in the workings of the school and makes decisions based on up-to-date and relevant information supplied by the headteacher and curriculum co-ordinators. Several governors visit regularly and effectively monitor what is happening in classrooms: for instance, the governor with responsibility for numeracy has visited lessons recently and attended a useful training day. There are four active sub-committees, with responsibilities for the curriculum, finance, buildings and staffing respectively. Meetings are well attended and all have suitable agendas and minutes, with the exception of the finance committee. The details of financial decisions have not been accurately minuted and the links between school development planning and financial planning are unsatisfactory. There has been some recent improvement but the absence of long-term financial planning hinders economic efficiency. A scrutiny of the minutes of other governors' sub committees indicates that they are aware of their responsibilities, and take them seriously. Decisions are based on corporate discussions following reasonable consultation with teachers and other interested parties and are closely linked to educational developments.

64 The previous inspection identified shortcomings in the co-ordination of subjects and the roles of the co-ordinators. Before the appointment of the new headteacher, there was no culture of critical monitoring and many inadequacies in curriculum provision were not identified or improved. The subject co-ordinators have begun to monitor standards of teaching and learning in a more systematic and thorough manner. The last report noted that the role of subject co-ordinators was underdeveloped, subject policies were not suitably monitored and their impact in the classroom was not evaluated. Additionally, the report noted that there was an urgent need to rationalise responsibilities amongst staff. Monitoring of teaching and the curriculum has begun to improve only very recently. The headteacher and co-ordinators critically evaluate what is happening in classrooms. A recently produced monitoring schedule clearly identifies what is to be monitored and who is responsible, and time is being made available for this to be done. All this is too recent to have had a significant impact on low standards in Key Stage 1. Nevertheless, inspectors noticed some improvements that are directly attributable to improved monitoring and the better standards of teaching resulting from improved morale amongst staff. Teachers are now clear about their responsibilities, which they are taking seriously, and they are willing to improve. However, much remains to be done. Not all subjects have well-written policies. For instance, the core subjects of science and mathematics only have policies in draft form and there are no policies for some foundation subjects. The National Numeracy Strategy development plan contains a list of objectives month by month for the coming year but none of these is costed, and, whilst persons responsible for delivering the plan are identified, there are no criteria for gauging its success. A schedule of improvements has been agreed and staff are working busily to address these. The governing body is being kept fully informed and contributes fully to debates before ratifying new policies.

- 65 The school has a clear set of values expressed through its aims. These reflect the Christian tradition in the school, emphasising the importance of personal as well as academic achievement. Following on from the aims is a set of priorities that accurately reflect some of the current concerns in the school: for instance, to improve standards through supporting staff development and monitoring of teaching, as well as developing the ethos of the school through measures such as strengthening links with parents and the community. These priorities reflect and summarise aspects of recent improvements.
- 66 The previous inspection report noted that the development plan did not set clear priorities, timescales or costings. The current planning for the school's future is contained in two action plans: a long-term strategic development plan spanning the next three years, and a shorter-term action plan for the Autumn term. The priorities in the long-term development plan are not the same as those in the general priorities accompanying the school aims and do not match all the targets on the short-term plan. There is, therefore, some lack of consistency regarding the school's priorities. The long-term development plan was put together in a rush because the new headteacher correctly identified a large number of issues requiring urgent attention. Whilst areas for improvement are clearly identified, the plan does not contain sufficient financial costings, does not identify the people responsible for promoting improvement and does not contain dates when the targets will be monitored or reviewed. Some of the "key issues" are expressed in a vague way and do not relate to named targets. There is no indication why some issues have not been addressed in the stated time span, although most indicate, under these circumstances, that they will be addressed in the subsequent term. The shorter-term action plan for the Autumn term is better. This contains details of who is responsible for tackling identified targets, lists when targets are to be completed and includes some financial implications. This improved format shows that development planning is progressing. The headteacher is successfully moving from interim emergency measures for immediate improvement towards a more strategic and wide-ranging response to school improvement.
- 67 There has been a significant improvement in the ethos of the school since the new headteacher was appointed. This is evident from the comments of many parents who are quick to point out the dramatic improvement in a few months. Parents who originally felt intimidated about entering the school or when questioning decisions, now feel included and consulted. They confirm that the school is now a happy place where children feel valued and supported. In the parents' questionnaire, completed before the inspection, all respondents affirm that the school's values and attitudes have a positive effect on their children. Inspection findings support this. Staff welcome the new purpose and direction in the school. They are willing to contribute to improvements and feel that their contribution is valued. Relationships between pupils and teachers are improving and are having a positive impact on standards in classrooms. There is satisfactory equality of opportunity. The school has effective measures to ensure that no pupil is denied access to school trips or other educational 'extras' because of family circumstances.
- 68 The school does not meet a number of statutory requirements. A school prospectus was only produced the week before the inspection. Consequently, required information has not been available to parents. The new prospectus contains all required information except the rates of authorised and unauthorised absence. The governing body annual report for 1999 also does not include all required information. There is no statement about school security, no details about arrangements for pupils with disabilities and no rates of authorised absence. The table listing national test results does not give the national averages, so that parents and others cannot compare how well the school has done with other schools nationally. There is no information about the progress since the last inspection. The requirements of the information and communication technology National Curriculum are not met in full.

70

69 The management of provision for pupils with special educational needs is good. The headteacher, who is the nominated special educational needs co-ordinator, is responsible for ensuring that all pupils receive the help identified in their Individual Education Plans or statements of special need. The role is carried out effectively. Record keeping has improved to the state that it is now possible to check the progress of individuals. The headteacher provides parents with full information about the next steps for their child. In some cases, she has already accompanied parents to view prospective schools.

71 **Staffing, accommodation and learning resources**

70 The school has a good number of appropriately qualified and experienced teachers. There is a good balance of new to longer-serving teachers with a range of expertise to meet the requirements of the National Curriculum, religious education, the areas of learning for the under-fives and for pupils with special educational needs. A high turnover of staff and long-term absences has had a negative impact on pupils' learning, particularly in Key Stage 1. However, the appointment of a new headteacher and recent greater stability of staffing has given new impetus to curriculum planning and has improved the ethos for learning. The outstanding issues of the previous inspection are beginning to be addressed positively by all staff. The school benefits from the well below average pupil-to-teacher ratio.

71 Non- teaching staff are caring and involved in the life of the school. The school benefits from a high level of classroom support, including three specialist support staff for pupils with special educational needs, and two qualified nursery nurses. Effective use is beginning to be made of volunteer parents who supervise a range of activities, including reading, modelling, computers and library. Non- teaching staff such as the administrator, caretaker, cleaners and lunchtime supervisors provide good support for the work of the school. Parents' concerns about the quality of lunchtime and breacktime supervision were not evident in the week of the inspection. Lunchtime supervisors monitor the lunch-hall and playgrounds effectively and are helped to do this by the headteacher and staff. They are shortly to attend training in behaviour management in order to help them to supervise yet more effectively.

72 In response to the previous inspection, professional development of staff is now a priority and is successfully linked to targets on the school development plan, for instance, by improving the teaching of information and communication technology. Co-ordinators now receive subject-specific training, and all staff have clearly-defined job descriptions that list their responsibilities. Roles are satisfactorily matched to teachers' initial qualifications and experience. Release time for co-ordinators is beginning to improve the levels of advice and support they are able to provide to colleagues. Support staff have also received beneficial training, for instance in how to support pupils with special educational needs. Induction arrangements are now in place for newly qualified staff. The previous lack of support resulted in insecure teaching that had an adverse impact on standards in Key Stage 1. From August 1999, all teachers will receive appraisal. Lack of previous appraisal, in line with government requirements, was a further contributory factor to low attainment in Key Stage 1.

73 Accommodation is unsatisfactory overall. Two adjoining classrooms have poor acoustics and one of these is too small. Whilst a repositioning of the dividing screen has lowered sound disturbance between these two rooms, there is still an unacceptable level of sound that sometimes intrudes on learning. For instance, whilst one class was having a quiet story in religious education, the other class was having a practical session that involved a lot of discussion. The quiet atmosphere in the first class was disturbed and pupils' concentration suffered. The demountable building used by Year 5 and 6 is not secure: two computers were recently stolen from the room and the teacher is now no longer able to keep necessary technological equipment to hand. Consequently, pupils have to travel a distance to use desk-based computers and there is little use of larger audio-visual aids, such as projectors, to enliven lessons. The lack of storage space in most classrooms hampers teachers' use of learning aids. The small hall restricts activities in physical education. A major refurbishment, including redecoration, due to start in the autumn, will ease some of these problems. Despite lack of recent decoration, attractive wall and corridor displays successfully enhance the learning environment

and celebrate pupils' achievements. The purchase of an electronic security system and the parish council's new car park have further improved pupils' safety inside and outside school.

74 Provision of learning resources, including those for pupils with special educational needs, is satisfactory and is being improved to raise standards of attainment further. Spending on resources to raise standards in specific areas, such as the school library and the National Literacy Strategy books, is having a beneficial impact. Resources purchased by the Parent Teacher Association, for example compact discs, tapes and headphones for music and literacy, have contributed to improving standards. A grant to improve the supply of school computers is to be used to support access to the National Grid for Learning, which forms part of the school's strategy to raise standards in response to the last inspection. Provision of artefacts in religious education has recently improved but there are insufficient artefacts in history. Despite an improvement to provision overall, there is not enough outdoor apparatus or wheeled toys for the youngest pupils. There have been enjoyable and beneficial visits to a local museum.

76 **The efficiency of the school**

75 Financial planning remains unsatisfactory and is still an issue from the previous inspection. The school's strategic long-term plan for the next three years contains no financial projections. Whilst the recently produced action plan for the autumn term contains approximate costings, these have not been built into the annual budget, since the action plan was written only shortly before the start of the autumn term and after the budget was set. Developments have not, therefore, been closely costed in advance and there has been little attempt to plan systematically for contingencies. For instance, a recent note from a finance meeting recommends that the school should accrue a balance of £8000 for emergencies but does not say how this might be done or why this amount has been chosen. Financial planning occurs as a reaction to perceived possible needs rather than as an integral part of the planning process. Minutes of the governing body finance committees are brief and do not indicate how the committee arrives at decisions. Until recently, the full committee of the governing body did not receive written reports from the finance committee. Consequently, members of the full committee were required to ratify or endorse decisions based on verbal accounts given at the time of the meeting. This did not provide proper reading time to allow for deliberation or reflection before decisions were taken.

76 There is no recognised rationale for financial decision making other than balancing available income and expenditure at the end of the financial year. The budget is based on the previous year's budget, not on a considered response to identified future needs. For instance, a decision to increase the salary of administration staff was taken when there was no substantive headteacher in post. This was intended to provide additional support following a time of insecure management. However, the cost of administration staff has not been re-adjusted and remains well above most similar-sized schools despite the appointment of a permanent headteacher. Weak financial planning derives from the previous absence of development planning and historically poor management practice. Recent improvements to development planning, and to the overall management and leadership of the school, provide a more secure basis for informed financial planning, but these are not yet sufficiently evident in current practice.

77 The utilisation of staff is satisfactory and is much improved since the previous inspection. However, the use made of accommodation and learning resources is inefficient in several respects. The responsibilities of staff are now clearly defined following the introduction of effective job descriptions. Subject co-ordinators have a better understanding of their role, there is an expectation that they will monitor provision in classrooms, and time is being made available for this to happen. Effective use of staff also results from improved staff development. Staff are now clear about what is expected of them and make better use of their time. Use of resources is improving as a result of co-ordinators having delegated responsibilities for their subject areas. However, there is inefficient use of the computers in most classrooms. This results from a lack of planning and investment in the use of information and communication technology across the subjects of the curriculum. Recent improvement to planning has not yet sufficiently improved pupils' access to available computers. Whilst the limited space in classrooms is satisfactorily used, the library is not effectively used to

develop pupils' independent research skills. For instance, some pupils spoken to in Year 6 only visit the library once a week accompanied by the class teacher. The use made of support staff for special educational needs pupils is good. They support identified pupils well in classes and small withdrawal groups. As a result, pupils with special educational needs make good progress.

- 78 There are satisfactory systems in place for financial control. Procedures for the collection, recording and banking of money are clear and documentation is maintained and processed in a systematic and methodical manner. However, the last audit of 1996 was not formally responded to. Nevertheless, the administration staff have improved systems and it is to their credit that the school runs in a smooth and efficient way. Funds for use with special educational needs pupils are well used to support their learning.

79 The school's income matches the average for schools of this size nationally. Pupils' progress has been unsatisfactory in Key Stage 1 but is showing signs of recent improvement. Pupils' progress in Key Stage 2 is good when comparing their attainment on entry to their results in national tests. The quality of teaching has recently improved and is now satisfactory in Key Stage 1 and good in Key Stage 2, and there is a good ethos for learning throughout the school. Pupils' behaviour and attitudes are satisfactory and there are satisfactory relationships between pupils and with teachers. Although many improvements are very recent, the school has an effective strategy for further development. Overall, having regard for these factors, the school provides satisfactory value for money.

81 **PART B: CURRICULUM AREAS AND SUBJECTS**

81 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

80 Children under five years of age are admitted part-time into a mixed-age reception and Year 1 class in the term before their fifth birthday. At the time of the inspection, there were 15 pupils under five years of age in the reception class, including two children with special educational needs. Children are taught by one class teacher and a well-qualified nursery nurse. There is also positive parental support in the classroom. Useful advice on the education of the children is outlined for all parents in a newly published booklet. However, it lacks administrative details such as length and times of the school day. The newly introduced induction programme invites parents to learn about the work that is done. The school nurse attends the two induction afternoons to answer medical queries and other concerns.

81 Many children under the age of five enter school with some nursery or pre-school experience. Assessment of pupils on entry shows that levels of attainment are in line with those expected for their age. By the time the pupils reach their fifth birthday, attainment is in line with the recommended Desirable Learning Outcomes for pupils entering compulsory education. Children therefore make satisfactory progress.

82 Teaching is satisfactory overall and the nursery nurse provides skilful support. The class teacher and nursery nurse work well together. The Literacy and Numeracy Strategies are being well implemented and are beginning to have a positive impact. Successful day-to-day assessment of children's progress is made through close observation and discussion with children, and records are suitably updated. The curriculum and monitoring of pupils' progress are not well planned. Whilst improvements are being drawn up, there are insufficient strategies at the present time to help children transfer from the recommended Desirable Learning Outcomes to the programmes of study in the National Curriculum.

83 Accommodation is satisfactory overall and consists of a single classroom with access to a secure outdoor play area. There are designated areas in the classroom for different activities, including a role-play area. Overall, there is an adequate range of resources, but large equipment for outdoor play, including climbing frames and wheeled toys, is inadequate for the needs of the four-year-olds. The use of outdoor accommodation for play and other learning experiences, such as sand and water, is not always fully exploited. These deficiencies restrict the optimum development of pupils' skills. Limited provision of hardware and software hinders early progress in pupils' computer skills.

Personal and social development

84 The children's personal and social development are good. They integrate well into the class and speak confidently to other children and adults. They successfully learn the importance of classroom routines, such as lining up and waiting patiently for the teacher. They acknowledge others when moving around the classroom. Whilst most children work well as a class or independently, a few become restless and lose interest, particularly at the end of the day, or if a lesson is too easy or too demanding. Most sustain interest and concentration during tasks. They co-operate well when taking turns with large bricks and show self-reliance in activities, such as dice games. They relate well to teachers and other adults and begin to develop an appropriate understanding of right and wrong. In Circle Time, they successfully learn to be part of a community, displaying appropriate social rules, such as politely acknowledging each other and adults. Teaching is satisfactory. The teacher defines and maintains limits of appropriate behaviour in a firm yet kind manner. This offers security and has a positive effect on children's learning, their behaviour and their rate of progress. Teachers use praise effectively, showing an awareness of the personal needs of the children by providing suitable opportunities to develop their self-confidence.

86 Language and literacy

85 The pupils' progress in language and literacy is satisfactory. They are on course to meet the recommended outcomes for pupils of five-years-old. Whilst most listen attentively in large groups and join in small-group discussions sensibly, a few have underdeveloped language skills. Most express themselves clearly and with increasingly fluent vocabulary. For example, they use words such as 'author' and 'ostrich' in literacy, and 'rain gauge' in science. Children show a high level of interest in the Literacy Big Books, identifying the title and author and sequencing the events correctly. They know what characters are doing and add their own interpretation to events. When listening to a story called 'The Bear and the Scary Night'; children successfully anticipated repeated words and phrases. The majority enjoy books and know that words and pictures convey meaning. They show interest in them, handle them correctly and listen with enjoyment to stories, nursery rhymes and poems. Pupils progress satisfactorily from early reading skills to using letter sounds to understand unknown words. Whilst role-play areas, such as the home corner, are used eagerly and support speaking and listening skills, they do not provide sufficient opportunities for early reading and writing. The children's development of early writing is sound. Most successfully use marks, pictures, letters and words to communicate meaning. Higher attainers trace, copy or write their own names and begin to use full stops and capital letters. Some use their knowledge of letter sounds effectively to order three letter words. However, opportunities to use the school library to support literacy skills and foster independence are limited. In the lessons seen, the quality of teaching is satisfactory. There is sound planning and realistic expectations of pupils. In one lesson, the nursery nurse offered effective support to a group of higher-attaining pupils who made good progress in their understanding of the alphabet and letter blends. Whilst control of pupils is generally effective, some tasks are started before all the pupils are attending. Reading books are taken home regularly and progress is successfully recorded in a homework book.

87 Mathematics

86 In mathematics, attainment is in line with the expectations for the age group. Most pupils develop satisfactory number skills using rhymes, songs and poems as well as the more formal mathematics activities. They successfully use simple mathematical vocabulary such as 'square', and 'in front of', to describe shape, and position. Most pupils count to six and some pupils count accurately to 10 and beyond. A few higher-attaining pupils count to 20 and beyond. Teaching in the one lesson seen was satisfactory. Planning was good, and the nursery nurse was effective in supporting groups of pupils using dice and multi-link cubes in place-value tasks. Throughout the various mathematical activities, pupils' attitudes towards their work were good. They were keen, enthusiastic, and worked with self-reliance. Consequently, their progress is satisfactory and they are on course to meet the recommended outcomes by the time they are five-years-old.

88 Knowledge and understanding of the world

87 Attainment and progress in knowledge and understanding of the local environment and world is satisfactory. The pupils are on course to reach the recommended outcomes by the time they are five-years-old. Many pupils know the names of their families, know where they live and interact successfully with the community. They gain a sense of the passage of time from comparing past and present photographs of themselves, in topics such as 'Myself'. Pupils gain effective knowledge about local and distant places from topics such as 'The Seaside' and 'Holidays'. Their work on 'Autumn' shows a good grasp of the similarities and differences between living things. The teaching is satisfactory overall. There is evidence of good planning and good use of the school grounds for a science experiments. Sometimes, teachers' expectations are not well pitched for the whole ability range. In one lesson, for instance, whilst over-ambitious expectations resulted in a few higher attainers correctly estimating the results of a rain gauge test, other pupils became restless and uninterested. Adults help children to use equipment carefully and safely. Teachers make insufficient use of technological teaching aids: no pupils, for instance, were seen using tape recorders to support their enjoyment of books and no work on the computer was seen.

89 **Physical development**

88 Pupils' physical development is satisfactory overall. They confidently respond to music as they move with increasingly secure co-ordination. They join in playground activities confidently, showing a developed awareness of space. Pupils develop hand and eye co-ordination through effective use of large and small equipment. However, there is no large outdoor play equipment to meet the needs of four-year-olds, and some play facilities, such as sand and water trays, are not always accessible. This restricts opportunities for physical development. Pupils use tools effectively to express their ideas, many showing good control and precision when colouring, painting and cutting out. Although opportunities for outdoor play are limited, pupils, overall, are on course to meet the recommended outcomes by the time they are aged five.

90 **Creative development**

89 Attainment and progress in creative development is satisfactory. Pupils use their imagination successfully through art, music and dance. In one dance lesson, for instance, pupils effectively interpreted the story 'Stars in the Night Sky', making good attempts at different body shapes in response to the music. Pupils listen appreciatively to music and imaginatively identify and respond to sounds in the environment. When singing in assembly, most recognise familiar tunes, singing in tune and with enjoyment. Displays indicate that pupils successfully explore colour, texture, space and form in a range of media including painting, drawing and model making.

91

ENGLISH, MATHEMATICS AND SCIENCE

91 **English**

90 In the 1998 national tests at the end of Key Stage 1, attainment in reading and writing were both well below schools nationally and well below similar schools. In the tests at the end of Key Stage 2 in 1998, attainment in English was in line with schools nationally and comparable to similar schools. Whilst there are no comparisons with schools nationally yet available for 1999, the proportion gaining Level 2 and above in reading at the end of Key Stage 1 has improved compared to 1998, whilst the proportion in writing has remained the same. In the 1999 national tests at the end of Key Stage 2, there has been a significant improvement in the proportion of pupils gaining Level 4 and above compared to 1998. Standards at the time of the last inspection matched national expectations at the end of both key stages. Since then there has been a deterioration in Key Stage 1 that is just beginning to show signs of improvement. Standards at the end of Key Stage 2 have improved. Recent improvement has followed the appointment of the new headteacher from January 1999 who has taken over co-ordination of the subject. It also results from the implementation of the National Literacy Strategy, improved teaching through targeted support and effective feedback to help teachers improve.

91 In pupils' work seen during the inspection in Key Stage 1, attainment is in line with national expectations overall and reflects the improvements in the 1999 tests. Standards of reading now match the standards expected of Year 2 pupils. Although standards of writing are still below average, they are improving rapidly as a result of improved teacher confidence and the positive impact of the National Literacy Strategy. By the end of the year, pupils in the current Year 2 are on course to match the national average in reading and writing if their current rate of improvement continues. In work seen at the end of Key Stage 2, Year 6 attainment is in line with the national expectations but does not mirror the improvement that occurred between the 1998 and 1999 National Tests. The reason that improvement seems to have slowed is because three of the seven pupils in the Year 6 group have special educational needs. Whilst all seven pupils are making good progress in relation to their prior attainment, the group as a whole will be unlikely to match or exceed the very good results achieved in 1999. This is not a reflection of unsatisfactory teaching, but stems from the different natural abilities that occur between different years, and the small cohort of pupils. The attainment of girls is above that of boys in Key Stage 1, but there is no difference between their attainment by the time

they leave school. The discrepancy between boys and girls at Key Stage 1 derives from natural differences in ability and not because boys are less well behaved or girls receive more advantageous treatment.

- 92 Attainment in speaking and listening is in line with national expectations at the end of Key Stage 1 and 2. The school has begun to target speaking and listening skills for improvement and standards are consequently rising. In Key Stage 1, most younger pupils respond well in 'Circle Time', when they question and answer one another with developing confidence. They begin to accept the conventions of taking turns in conversation and start to shape their contributions for their listeners. Most pupils recall conversations and stories they have heard and accurately recount things they have learnt about in other lessons. Pupils enjoy the stories and poems read to them, and are eager to share their responses to characters and events. The daily literacy lessons successfully encourage pupils to describe and discuss their responses in groups and before the full class. By the end of Key Stage 2, pupils listen carefully to their teachers and to each other, although the quality of their listening reflects the differing abilities of teachers to challenge and interest pupils. Most pupils speak clearly and confidently in response to questions and willingly explain their ideas to their teacher and class. Pupils in Years 5 and 6 thoughtfully talked to visitors about improvements they would make to the exterior of the school.
- 93 Standards in reading are broadly average at the end of Key Stage 1 and 2 and pupils' progress is satisfactory across the school. A range of newly introduced strategies is beginning to have a positive impact on standards. Reading is taught systematically and is supported by suitable reading materials for word, sentence and text-level work. The school encourages parents to take part in their children's learning both at school and at home. Reading-homework books in Key Stage 1 are taken home daily and the teacher or the parent completes an assessment book. This effectively supports pupils' progress. The use of parent volunteers to hear reading has a positive impact on standards. In addition, a school governor is regularly involved in the weekly book club. By the end of Key Stage 1, pupils use a variety of strategies to make sense of the text. They use letter sounds to spell out words but also use clues provided by the accompanying pictures and the context of the story. Their reading is generally accurate and shows understanding. By Year 6, most pupils make simple judgements about a character based on obvious physical features, but they do not always sense more subtle aspects requiring a sense of deduction, unless prompted by the teacher. They know how to locate information through using Contents and Index pages. They evaluate texts by referring to the main characters and events in fiction, non-fiction and poetry. Use of library books at home continues to support pupils' learning, although this is dependent on pupils' individual inclinations since homework is not used consistently well in Key Stage 2 to reinforce reading skills.
- 94 The pupils' attainment in writing is below average at the end of Key Stage 1 but is in line with the national expectation at the end of Key Stage 2. Progress is satisfactory across the school. Standards in Key Stage 1 are slowly rising as a result of improved teaching, better co-ordination of the subject and the introduction of the National Literacy Strategy. However, pupils' writing skills remain unsatisfactory. By the end of Key Stage 1, many pupils have not developed fluent, joined-up handwriting and do not use letters that are consistent in size and shape. The school is aware of this: the introduction of a new handwriting scheme and a parents' workshop on handwriting has contributed to early signs of improved standards. Spelling has recently improved following regular spelling practice in all lessons. Key Stage 1 pupils' spelling is now linked to their reading. Marking of work is more regular and positive remarks reward effort and celebrate success. However, these improvements are recent and have not yet sufficiently improved standards in Key Stage 1. In Key Stage 2, standards of writing are average, although standards in English overall are still below those in science and mathematics by the end of the key stage. Weekly spelling lists of increasing difficulty help pupils to spell common words accurately by the time they leave the school. Pupils write for a range of purposes and audiences. For example, Year 6 write a Christmas play using dialogue that successfully reflects the narrative whilst establishing different characters' personalities by using everyday speech patterns. Pupils' use of drafting is not wholly successful since this is not done consistently from class to class. Pupils develop skills in sentence construction, although the correct understanding and use of grammar in written work is sporadic. For example, one higher-attaining pupil in Year 6 wrote a good story following a lesson on sentence work, but paid little heed to paragraphs or punctuation.

- 95 Writing is successfully linked with other areas of the curriculum. For example, pupils in Years 3 and 6 compose poems on themes such as 'The Weather', and 'Pollution'. Pupils in Years 3 and 4 write about their visit to the Wild Life Oasis and their work undertaken in Religious Education. However, pupils do not sufficiently frequently use word processing or desktop publishing to compose or present their work. Handwriting throughout the school is improving because it is systematically taught and there is appropriate emphasis on accuracy and neatness in all lessons.
- 96 Pupils' response to English through out the school is good. They enjoy lessons and have positive attitudes towards their work. Most pupils listen attentively to teachers and settle well to group or individual work. They work with sustained interest and maintain concentration. They enjoy reading to adults and the class. For example, in Year 3, some pupils told the story of Red Riding Hood to the class; in the process pupils of all abilities gained confidence and enjoyed the lesson. Higher-attaining pupils enjoy reading with fluency and expression, whilst others read slowly but with increasing confidence. They enjoy 'Shared Reading' in the Literacy Hour and concentrate well. They work well in pairs and collaborate successfully to achieve tasks set by the teacher.
- 97 The quality of teaching is satisfactory overall. Teaching is better in Key Stage 2 than in Key Stage 1. Subject knowledge is secure in both key stages, expectations across the ability range are well pitched and marking is regular and positive. In Key Stage 1, teachers plan effectively, introduce lessons well, and move around groups quickly, extending pupils by skilful questioning. At Key Stage 2, there is high-quality oral work reflecting secure subject knowledge, a lively pace and good interaction with groups of pupils. A 'Booster Club' for Year 6 pupils gives positive support to pupils as they prepare for their national tests. Despite some positive aspects, there are some shortcomings. For example, teachers do not encourage pupils enough to use the library to develop independent learning skills; information and communication technology is not used regularly; and, in some classes, there is occasional insecure management of pupils' behaviour. The school recognises that homework has not been used effectively to support classwork or help pupils develop good work habits. Successful teaching relies too much on the individual teacher's efforts rather than coherent systems that are uniformly applied to improve teaching across the school.
- 98 Since the last inspection, there have been some improvements, although use of assessment and opportunities to develop research skills remain areas for development. The co-ordinator of English gives clear direction and leadership to the subject. The National Literacy Strategy was not implemented smoothly because there was insecure co-ordination when the Strategy was first introduced. Following efforts by the new co-ordinator, the Strategy is beginning to have a positive impact on standards. It provides an increasingly helpful basis for planning, although whole-school arrangements for assessment are unsatisfactory. Pre-prepared sheets to record marks are not used well by all staff and there is little comparison of pupils' work across classes. Resources are adequate overall; the significant input of attractive class reading books and literacy materials are beginning to have an impact on the standards of attainment. The school library is central to most classrooms and is adequately resourced, although not regularly used to develop pupils' retrieval skills or more advanced reading skills. The number and range of dictionaries in some classes are low. The teachers' reference library is resourced with a suitable range of books to support the teaching of the National Curriculum.
- 100 **Mathematics**
- 99 Pupils' attainment in the 1998 national tests at the end of Key Stage 1 were well below the national average and well below that of similar schools. At the end of Key Stage 2 attainment in the tests was above the national average and above the average of similar schools. Whilst there are no national comparisons yet available for the 1999 national tests, results indicate an improvement at the end of Key Stage 1 compared to 1998 but they are still likely to be below national levels. There has also been an improvement in results at the end of Key Stage 2 when comparing the 1999 results to those of 1998. At the time of the last inspection, attainment was reported as good at the end of Key Stage 1 and satisfactory at the end of Key Stage 2. There has, therefore, been deterioration at Key Stage 1 and considerable improvement at Key Stage 2.

- 100 In work seen during the inspection, attainment at the end of Year 2 is in line with national expectations for their age. There has, therefore, been an improvement in standards compared to the results of national tests in 1998 and 1999. Recent improvement in Key Stage 1 result from teachers developing confidence as a result of monitoring of performance that has taken place since the arrival of the new headteacher. In work seen during the inspection, attainment at the end of Key Stage 2 is above average. The good standards at Key Stage 2 result from good teaching and good organisation in classrooms, particularly in the Year 5 and 6 class.
- 101 Pupils practise their mathematical skills effectively in other areas of the curriculum. For instance, they use graphs in science and geography where they interpret information in investigative work, and are required to measure accurately in design and technology. The use of mathematics in other subjects is improving as a result of the introduction of the National Numeracy Strategy.

- 102 Pupils at the end of Key Stage 1 name squares, rectangles and triangles. Higher attainers recognise ovals, hexagons and pentagons. They can add two numbers below twenty and know that 207 pence is written as £2.07. They work out in their heads what needs to be added to ten to make 15. However, pupils do not apply their mathematical knowledge sufficiently to everyday situations because, until recently, teachers were over-reliant on a published scheme that did not provide sufficient opportunities for this kind of work.
- 103 Pupils at the end of Key Stage 2 confidently add and subtract using fractions and decimals. They know that half of one-quarter is an eighth and higher attainers know that six-eighths is the same as three-quarters. Most pupils recall their tables up to ten confidently and higher attainers quickly work out more difficult calculations such as three times 48. Higher attainers also multiply and divide using decimals. Most pupils describe quantities using percentages and higher attainers estimate quantities and measures using fractions, decimals and percentages. Pupils look for mathematical patterns and give information in a diagrammatic or graphical form. Pupils explain their reasoning with confidence using evidence derived from calculations. The early signs are that the National Numeracy Strategy is having a positive impact on standards in both key stages.
- 104 The progress of pupils is satisfactory in Key Stage 1 and good in Key Stage 2. The improvement to standards has coincided with the appointment of the new headteacher who has closely monitored what is happening in classrooms. The progress of pupils with special educational needs is good in both key stages. This is because pupils are identified and given good support by specialist assistants and class teachers. The progress of higher attaining pupils is also secure as a result of work that extends them and grouping by compatible ability. There is little difference between the progress of boys and girls in either key stage.
- 105 Pupils' response to lessons is satisfactory in both key stages. They generally behave sensibly and listen attentively when being taught. They have positive attitudes to mathematics, particularly when asked to solve practical problems or respond rapidly to mental arithmetic. Relationships between pupils, and with teachers, are generally satisfactory, although the quality of pupils' response is dependent on the success with which individual teachers manage behaviour. Pupils' enjoyment and enthusiasm tends to mirror that of the teacher..
- 106 The overall quality of teaching is good, although there is a difference between the two key stages. Teaching is satisfactory overall in Key Stage 1, but is good in Key Stage 2. Teachers in Key Stage 1 understand the requirements of the National Numeracy Strategy, which was introduced from September, and are keen to introduce the new principles gained through recent numeracy training. They are beginning to monitor pupils closely in order to ensure that they achieve the standards of which they are capable. Two teachers who were new to the profession a year ago are developing rapidly in confidence and this is contributing significantly to the standards achieved. There is a high proportion of very good lessons in Key Stage 2. Expectations across the ability spectrum are high. Teachers' planning is improving, but the lack of a detailed whole-school mathematics policy and the newness of the National Numeracy Strategy have resulted in provision that is not consistently good across all years. Planning is more detailed in Key Stage 2 than in Key Stage 1, which is a contributory factor to the better progress that is made by older pupils. Teachers throughout the school group pupils carefully according to their attainment, and available resources are satisfactorily used with the exception of computers. Marking of pupils' work is satisfactory overall, but the lack of commonly recognised procedures results in lack of uniformity from class to class. Homework is not used sufficiently well to promote independent learning or to reinforce lessons learnt in class.
- 107 Since the last inspection, opportunities to use mathematics in other subjects have improved. The co-ordination of the subject is better following a clearer definition of the co-ordinators responsibilities. The time that is being made available for the co-ordinator to monitor standards in classrooms and to advise staff is beginning to have a positive impact. However, the National Numeracy Strategy development plan's month-by-month objectives are not costed, and there are no criteria against which the effectiveness of its delivery can be gauged. There are insufficient procedures for assessing pupils' work or for using data from assessments to predict pupils' future grades. Consequently, target setting is not sufficiently precise and

pupils are not clear about the National Curriculum level they are working to. Resources for use in mathematics are satisfactory and set to improve following the purchase of new computers.

109 **Science**

108 By the time they leave the school, pupils are attaining standards that are above those expected nationally for pupils of the same age. By the end of Key Stage 1, standards are in line with national expectations. The 1998 teacher assessment at the end of Key Stage 1 showed pupils' attainment was far below that of schools nationally. However, the 1999 assessment shows a vast improvement, with pupils exceeding the national average for the previous year. The 1998 test results for 11-year-olds showed above average standards in science for boys and girls, both in those reaching the expected level for their age and those exceeding it. Attainment was well above that of similar schools. There has been further good improvement in the 1999 tests. Over the three-year period from 1996 to 1998, the performance of boys in science was comfortably above the national average, while that of girls was close to the national average. Over this period, there was a positive trend in pupils' attainment in science.

109 The inspection findings reflect test results. In work seen during the inspection in Key Stage 1, attainment of pupils at the end of Key Stage 2 matches the levels expected for their age group. Pupils readily identify household items, such as televisions and toasters, that are powered by electricity. In their experiments, they know that a power source is necessary for such electrical items to function and that, if the circuit is interrupted, the item will not work. They have made good studies of mini-beasts and readily identify the habitats of creatures such as spiders. In studying materials, pupils conclude that all materials are different, though they do different jobs. When looking at houses, they correctly identified the different materials used and gave good explanations why each was used in a particular way. Pupils have a good understanding of how animals change as they grow. In looking at the structure of plants and trees, they make good use of the school environment. In an experiment about rainfall, when two containers were placed in different locations, pupils clearly understood and explained that these containers held different amounts of rain because one had been put under a tree, while the other had been placed in the open.

110 In work seen in Key Stage 2, pupils' attainment at the end of Key Stage 2 exceeds the national expectation. Inspection findings corroborate the results of national tests. By the end of Key Stage 2, pupils classify animals and plants into producers and consumers. In their study of the human body, they know the purpose and function of major organs, such as the heart, and they accurately identify and count a pulse rate. Pupils investigate factors that affect plant growth. All understand that light, warmth and water are necessary. However, higher-attaining pupils understand that the make-up of the soil in which plants grow, can also be important, for example, in areas such as water-retentive qualities. Pupils make simple circuits and understand that a power source is necessary for such circuits to become live. They also understand that a circuit remains live as long as it is continuous, but when a switch is introduced this can interrupt the circuit and turn a bulb on or off. Pupils fully understand that light can be reflected, and correctly choose, materials that are likely to be good reflectors. They know that solid objects cast shadows, and recognise the difference between translucent and transparent.

111 Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. In Key Stage 2, teachers' increasingly higher demands on pupils, particularly when it comes to investigation and experiment, have a positive effect on pupils' progress. Marking of pupils' work is satisfactory across the school, but is good in Year 5 and 6. Here, the more detailed knowledge of the teacher ensures that higher and lower-attaining pupils are appropriately challenged and so make good progress. This is especially so in the investigative work. Pupils with special educational needs are very well supported, either through the direct assistance of learning support assistants, or through work that is prepared at a level appropriate to their understanding and attainment. Consequently, they too make good progress.

112 Pupils' attitudes to learning in science are good and they behave well in lessons. When required, and especially so at Key Stage 2, pupils work effectively in groups, persevering and collaborating well. They

enjoy the practical nature of the lessons. In the lesson about pulse rates, for example, pupils had much fun in determining their own rates. Results of 21 beats per minute suggested that not all pupils had mastered the technique. In a Year 2 lesson about the weather, and in particular rainfall, pupils thoroughly enjoyed going out of the classroom in order to discover just how much rain had fallen into the containers they had placed at different locations. On their return to the classroom, they engaged in a lively discussion as to why they had different amounts. All pupils display a pride in their written work, which is presented with care and neatness.

113 The quality of teaching is at least satisfactory throughout the school. It is better at Key Stage 2 where pupils benefit from the greater specialist knowledge of teachers. Lessons are well prepared, with clear objectives, and the methods used ensure that pupils retain their concentration throughout. Management of pupils is generally sound, although the challenging behaviour of some pupils, in Year 4 for example, sometimes distracts from the focus of the lesson. In such lessons, the rate of progress for pupils is not as good. Little use is made of computers to enhance the research skills or knowledge of pupils. Other resources are satisfactorily used.

114 Co-ordination of the subject is satisfactory and growing in strength. However, there are still weaknesses in the assessment of pupils' progress as well as the production of a thorough scheme of work. The current scheme of work implies a depth of knowledge which non-specialist teachers do not have. It lacks the detail of suggested methods and resources, which these non-specialists would find helpful in order to make their lessons more effective. The overall curriculum is well balanced in both key stages. The last inspection report indicated a weakness in the investigative skills of pupils, resulting from lack of opportunity. This issue has been effectively addressed and this skill, particularly at Key Stage 2, is now a strength.

116 **OTHER SUBJECTS OR COURSES**

116 **Information and communication technology**

115 Attainment at the end of both key stages is unsatisfactory. By the end of Key Stage 1, pupils use the mouse and keyboard confidently to input text with many correctly using the delete, enter and backspace keys. However, the range of software available is limited and this has an adverse impact on standards. For instance, there is little mathematics software to improve pupils' number skills, and pupils do not use programs that simulate real or imaginary events to stimulate their understanding of history or geography. Whilst pupils accurately input instructions to control the movements of a turtle that moves around the floor, they do not have a wider understanding of how technology is used to control devices in the home. Pupils do not develop skills using graphic programs to draw or paint on the screen and are not aware of how to incorporate 'clip art' into their text. By the end of Key Stage 2, pupils manipulate text on the screen by altering the size and shape of fonts and by adding attractive borders and 'clip art'. Pupils in Years 5 and 6 use sophisticated desktop publishing programs to present work in an attractive way. However, the school has only recently set up an information and communication technology suite and any progress made is very recent. Good progress was evident when a visiting teacher introduced pupils to the Internet. This was the first opportunity pupils had had to understand this process. Pupils have not developed the skill to monitor external events and there is insufficient use of computers to develop research skills. Lack of available equipment has prevented pupils understanding techniques such as scanning in order to enhance photographs and images.

116 Special software provides some literacy and numeracy support for pupils with special educational needs, although this is not used sufficiently regularly to have significant impact on their progress. Some higher-attaining pupils progress well as a result of using computers at home, although the school does not maximise this opportunity by setting additional homework tasks, and so their progress is self-determined rather than being effectively aided by the school.

117 The pupils' response to using information and communication technology is satisfactory. They share

computers sensibly, often supporting each other's efforts and discussing the results. They use equipment safely and sensibly and ask for help if they are unsure what to do. Pupils listen carefully when instructions are being given and concentrate for long periods without requiring regular help.

118 A judgement regarding the quality of teaching is not possible since very little was seen during the inspection. A scrutiny of records and conversations with teachers indicates that they are more confident using computers than they were at the time of the last inspection. This is because some have had training, some use computers at home and others have borrowed computers to teach themselves in their own time. The staff are willing to learn and are keen to use the new facilities in the recently completed information and communication technology suite. Most teachers and pupils have not yet had an opportunity to use this very good facility.

119 There has been little progress since the last inspection. Until very recently, there were not enough computers and there is still an insufficient range of software. Much remains to be done before the weaknesses of the last inspection report are resolved. There is insufficient equipment fully to implement the nationally approved scheme that has been recently adopted by the school, and there is no agreed method for assessing pupils' work. Whilst the computer suite provides additional computers, those in classrooms are underused. For this reason, the school fails to comply with the requirements of the National Curriculum. It has only recently appreciated the extent of the problems it faces and begun to tackle these in a systematic manner. The recently appointed co-ordinator is very knowledgeable about new technology and well placed to improve teachers' confidence and pupils' understanding.

121 **Religious education**

120 Pupils' attainment is in line with the recommendations of the Locally Agreed Syllabus at the end of both key stages. Aspects of the life of Jesus and Bible stories feature prominently in lessons. At the end of Key Stage 1, pupils accurately recall the details of the stories and correctly understand their underlying moral message. They think about the difference between right and wrong by discussing and writing about how to find and keep a new friend. A study of religious symbols effectively helps pupils to understand customs from other places. For instance, in Year 1, pupils learn about symbols that have special significance to people of the Sikh religion. A particularly interesting topic focuses on eggs from around the world. This helps pupils to appreciate the universal significance of the egg through its symbolic association with creation and birth. By the end of Key Stage 2, pupils understand how different faiths celebrate important times during their calendar with festivals. These include the Islamic Eid, Hindu Diwali and Jewish Hanukkah as well as the Christian Christmas and Easter. Pupils discuss with understanding how different religions interpret their belief through, for example, the Five Pillars of Islam and the Ten Commandments. In both key stages, religious education successfully supports the teaching of literacy. Pupils write at length and are expected to use words imaginatively, for instance when writing prayers that have personal significance or when describing the moral significance of Bible stories.

121 The progress of pupils in both key stages is satisfactory. They make sound gains in knowledge and understanding as a result of regular lessons that comply with the expectations of the Locally Agreed Syllabus. Those who have special educational needs are supported in class and make satisfactory progress. A scrutiny of pupils' writing shows that higher-attaining pupils write with greater perception and depth and therefore make satisfactory progress that builds on their prior understanding. There is no difference between the progress of boys and girls.

122 Pupils' attitudes to work are satisfactory across both key stages. They listen attentively to teachers, join in enthusiastically in discussions and generally settle well to written work when this is required. They write neatly, showing concern for presentation and layout. Pupils respect teachers and helpers in the classroom and enjoy opportunities to present class assemblies. They are sensitive when learning about other world religions and listen well to each other as ideas are shared.

- 123 Too few lessons were observed to give a secure judgement about the quality of teaching. However, scrutiny of documents and conversations with teachers and pupils, shows that teachers prepare lessons thoughtfully, although the absence of a school-wide scheme results in some work being repeated in different years. Marking, where it is done well, is regular and often helpful to pupils. For instance, marking in the Year 5 and 6 class was positive, but also pointed out clearly how pupils could improve further. However, such good marking is not done consistently well from class to class because there is no agreed school-wide marking code. Teachers have high expectations of pupils' written work. As a result, pupils often write at length about aspects they have discussed and learnt about. This effectively reinforces their progress in literacy. Some rooms have good informative displays which celebrate pupils' efforts, although this is dependent on individual teachers.
- 124 A new Locally Agreed Syllabus is shortly to be published. In the meantime, teachers are using suitable materials from the old syllabus, as well as materials they have collected themselves. Standards are similar to those reported at the time of the last inspection. Whilst monitoring of teaching and learning is planned for, there has been very little in the past and so there is a lack of whole-school direction or leadership for the subject. For instance, there is no agreed system for assessing pupils' work and insufficient planning for visits to places of religious interest. However, the recently appointed co-ordinator has clear ideas about how she wishes to improve provision across the school. Whilst there are relevant books that are satisfactorily used in lessons, the school has only very recently begun to invest in religious artefacts to stimulate and interest pupils.
- 126 **Art**
- 125 Pupils attain standards in art that are in line with national expectations and make appropriate progress in relation to their prior attainment. At Key Stage 1, pupils in the reception class make intricate latticework samples using paper strips and compose human-like figures with gummed paper. In Year 2 there are good examples of human figures, which, although lacking in depth, show a good attention to detail through the inclusion of fingers on hands. By the end of the key stage, pupils make effective collages, for example, of a cat in a basket, using bright multi-coloured cloth material. These pupils have also made good-quality Roman style mosaics. In keeping with the theme of autumn, pupils have made effective prints using large leaves, as well as taking rubbings of leaves. These they combined into imaginative collages.
- 126 By the time they leave the school, pupils produce a wide range of close observational drawings, for example of fruit bowls and other solid objects, such as vases. These latter indicate a good understanding and use of shading, which gives added depth and dimension. Year 4 pupils produce some effective examples of art influenced by non-European cultures. For example, samples of their mehndi pictures and aboriginal dot pictures are of good quality. In Years 5 and 6 pupils interpret night scenes through an imaginative use of cut out collage, showing light, dark and shadow. They have drawn rural scenes in pastel and made good interpretations in the style of Monet.
- 127 Progress in acquiring skills is more effective at Key Stage 1 than at Key Stage 2. While much of the work at Key Stage 2 is of better quality, and indicates a maturity of observational skill, it lacks the expected range of techniques. There is little three-dimensional work, and the use of sketchpads, in which pupils might rehearse their ideas, is severely underdeveloped. Information technology is also not used to extend the range and effectiveness of pupils' skills. Some Key Stage 2 pupils develop sound skills when interpreting trees in winter and rural scenes using pastel colour. Samples of the better work seen at this key stage indicate a good understanding of the depth that pictures can portray, but this is neither common nor widespread. A high proportion of pictures is in plane view which does not develop pupils' sense of perspective.
- 128 Pupils have positive attitudes to the subject and this contributes well to the quality of work seen at both key stages. Younger pupils concentrate and persevere so that they successfully use their skills to produce either

single pieces of artwork or use these skills to enhance work in other subjects.

- 129 Insufficient teaching of art was seen to form a firm view of standards; however, a scrutiny of the work produced by pupils indicates that the range of techniques offered is insufficient to challenge more-talented pupils. Where teaching was seen, it was satisfactory. Groups of different attainment levels were given appropriate support, and resources were effectively used and to hand. Overall, pupils' work is often effectively linked to other work of the curriculum. For example, in the topic relating to Australia, which included both literacy and geography, pupils imaginatively embellished the framing edges of their work using aboriginal-style art. In their topic about the Vikings, Years 3 and 4 drew portraits of themselves posing as Vikings.

130 The previous inspection report was generally favourable. However, the comments relating to the scheme of work, which indicated that progression in skills could not be ensured, remains true. The current scheme of work does not offer non-specialist teachers an appropriate range of ideas and possible resources, through which they can effectively challenge pupils to raise attainment. There are few opportunities for pupils to appraise both their own work and that of others. Monitoring of the provision is done through looking at the planning. This ensures continuity but does not enable the co-ordinator to have a clear understanding of the quality of teaching. Pupils' work is well displayed around the school, and this ensures that this work is appreciated and valued. In this respect, art makes a valuable contribution to the social and cultural development of the pupils.

132 **Design and technology**

131 Pupils, including those with special educational needs, make satisfactory progress in both key stages. Standards are similar to those at the time of the last inspection. In Key Stage 1, pupils make effective models with moving parts. In Year 1, for instance, pupils have made windmills with moving sails, and in the reception class, they have made flowers with petals that rotate. In doing this, pupils think carefully about how to make the finished article work properly and whether it will look attractive. Good preliminary plans were evident in Year 1 where pupils designed mobiles for babies' cots. In the process of designing and making, pupils evaluate the work in progress and carefully consider how to make the article more fit for its purpose. In Key Stage 2, examples of sound work include vehicles constructed from balsa wood and cardboard that have moving wheels attached to axles. Year 3 pupils design and make a model village. This requires them to think as a project team since the individual shops and houses must fit effectively into the whole village scheme. By year 5 and 6, pupils are beginning to display imagination in their designs. For instance, their 'Wacky Wind Machines' are miniature working versions of large-scale wind-driven turbines. Pupils evaluate their work as it proceeds. For instance, one girl noted against her plan that "the base is not yet strong enough". She overcame the problem by using cross struts and the finished product had a base that stood firm whilst the wind pivot rotated. The progress of pupils with special educational needs is satisfactory and there is no difference in the progress of boys and girls.

132 Pupils' attitudes to learning and behaviour in design and technology are satisfactory. They are keen to answer questions, pay attention to teachers and settle sensibly to practical work. Pupils collaborate well in pairs and small groups as they discuss how to complete design briefs. Pupils use equipment safely and sensibly and return it to its proper place at the end of lessons.

133 Too few lessons were planned to take place during the inspection to provide a complete judgement of the quality of teaching across the school. However, from a scrutiny of pupils' work, and from conversations with pupils and teachers, it is evident that teachers prepare and plan thoughtfully for lessons, providing a range of suitable materials. The subject has only recently had a co-ordinator and so there have not been adequate schemes or policies to guide teachers in the subject. Consequently, expectations vary from class to class depending on teachers' confidence in the subject. In most classes, however, teachers show resourcefulness, they communicate design principles well and require pupils to evaluate their products to ensure they are fit for their purpose. Teachers ensure that pupils use tools safely.

134 The planning that has recently been introduced is beginning to have a positive impact although much work remains to be done. The recently appointed co-ordinator is beginning to build up the stock of resources and is available to provide advice to colleagues. There has been no monitoring of teaching and learning and so there is some inconsistency of provision from class to class. For instance, there is no formal means for recording pupils' progress, as there is no policy for assessment in the subject. This results in pupils in some classes not being told with sufficient clarity how to improve what they are doing.

136 **Geography**

- 135 Pupils' progress in geography is satisfactory, and has been maintained since the last inspection. The majority of pupils at Key Stage 1 and Key Stage 2 are on course to reach the targets set for geography in the National Curriculum. Few geography lessons were observed during the inspection, owing to timetabling arrangements. However, evidence from scrutiny of pupils' work, teacher's documentation, and conversations with pupils and teachers shows that satisfactory progress is being made. Geography is taught effectively through topic work and the National Curriculum Programmes of Study are successfully integrated into the whole-school planning. Pupils effectively acquire, use, and extend geographical skills and vocabulary, through investigations of a number of thematic studies. Geographical understanding successfully builds on a variety of experiences, moving the pupils from local studies to consider wider and contrasting environments.
- 136 At Key Stage 1, most pupils make accurate observations of features in the school and locality, and express opinions about the wider world. Younger pupils within the key stage successfully explore their school environment, both inside their classroom and in the school grounds. Older pupils within the key stage develop a satisfactory knowledge of the locality and describe some of its important features, such as the church and village hall. They understand directions like 'near' and 'far', and geographical terms like 'hill' and 'river'. Year 2 pupils extend their knowledge of maps satisfactorily and recognise, sometimes with teacher support, the countries of the British Isles. Pupils' understanding of the weather is successfully developed as part of classroom routines, as is the study of other places, such as holiday resorts.
- 137 At Key Stage 2, pupils have a satisfactory knowledge of the physical and human geography of their locality and more distant locations, such as the Indian village, Chembakolli. A visit of pupils from another school, as part of their geographical study of Trysull village, will raise pupils' awareness of how places fit in a wider geographical context. Throughout the key stage, pupils make satisfactory in-depth studies of the weather. They know how physical and human processes change the features of things, and how these changes affect the lives and activities of people living there. Pupils successfully use geographical skills and evidence to investigate places. They make effective use of secondary sources such as books, photographs, atlases and globes to support their work. Pupils successfully build on Key Stage 1 mapping skills by using more extensive rainfall charts and maps, for example, by tracing the location of local water courses. They successfully investigate the ways in which the quality of the environment is affected by weather, for instance by hurricanes in the Bahamas, and earthquakes in Taiwan and Athens. Pupils investigate how people affect the environment, such as doing a traffic survey to determine the daily flow of traffic passing the school. Pupils throughout the school, including those with special educational needs, acquire knowledge, understanding and skills at a steady and sustained rate.
- 138 Pupils have satisfactory attitudes and work with interest. However, a few pupils in both key stages become uninterested during lessons and behaviour at these times is unsatisfactory. Most work well with sustained concentration and co-operate well with one another, sharing resources and compiling evidence. When given the opportunities to carry out investigative research, they do so independently and co-operatively. For example, in one lesson, Year 6 pupils effectively researched the school grounds to determine how water moves round the school. Most pupils respond positively in their written work and in discussions.
- 139 The quality of teaching, based on the few lessons seen, was never less than satisfactory and in one lesson was very good. Teachers plan carefully and have a sound knowledge of the geography curriculum. There is an effective balance between teacher talk and pupil activity. In one successful lesson, first-hand experience when researching the school's water flow, was followed up well in the classroom by quality discussion, adding pace and zest to the lesson. Good quality displays of different environments and art work, such as the Indian mehndi hand patterns, and Rangoli tile patterns, help to set standards and expectations in the subject, effectively promoting understanding of other peoples, their cultures and traditions.
- 140 The co-ordination of the subject is satisfactory. The planning for geography has improved since the last inspection. However, there is no scheme of work currently in place and this hinders teachers' attempts to

interpret national guidelines for their own particular pupils. Assessment is unsatisfactory. The co-ordinator's priorities to provide further guidance in assessment and to establish greater consistency of approach are necessary measures to improve learning. The school's adequate resources for geography are effectively supplemented by borrowing books from the Local Education Authority's library. The school is building up a larger collection of appropriate resources including artefacts, different scale maps, aerial photographs and computer software to support and enhance the development of pupils' learning.

142 **History**

141 By the end of Key Stages 1 and 2, standards are in line with those expected nationally for each age group and are similar to those at the time of the last inspection. The progress of pupils, including those who have special educational needs, is consistently satisfactory throughout the school. Most pupils are on course to reach targets set for history in the National Curriculum, and the standards found in the last inspection, which were also satisfactory, have therefore been maintained. By the end of both key stages, pupils identify similarities and differences between the past and present, understand how circumstances change over time and have a satisfactory command of the key facts, people, and events of the historical periods they study. They make sound progress developing the skills of dealing with evidence, the chronology of history and interpretations of the past.

142 At Key Stage 1, no history lesson was observed as none was planned for this time in the Autumn term. However, scrutiny of planning and work shows that pupils use photographs and artefacts, such as teddy bears, successfully to identify similarities and differences between the past and the present, and how things change over time. They successfully investigate aspects of everyday life in the past such as homes and seaside holidays. Pupils make sound progress in relation to previous attainments, for example by developing a sense of the passing of time and acquiring a developing historical vocabulary.

143 At Key Stage 2, pupils develop a satisfactory sense of chronology and skills of historical enquiry through their work from written sources. By the end of Key Stage 2, pupils have sound factual knowledge of the past and show developing skills in understanding and interpreting historical evidence. For example, pupils gain an understanding of how life changed for ordinary people during the Second World War as they research the effects of air raids and changes to the lives of evacuees. Primary sources of information, such as gas masks, articles made by soldiers when waiting to go into action and domestic flat irons lead to sound first-hand interpretative investigations. Pupils gain secure knowledge about past major personalities, such as Boudicca, and the impact of the Roman Conquest on Great Britain. Pupils make sound progress over time and during lessons. They develop and deepen their knowledge and understanding through the study of topics such as The Tudors. Pupils with special educational needs make good progress, consolidating earlier work.

144 Pupils respond positively to history, showing interest when studying and understanding the past. They respond eagerly to teachers' questions, with some providing perceptive answers. They work co-operatively and behaviour is generally satisfactory. All pupils enjoy the use of field trips to support the curriculum study units. For example, Years 5 and 6 visit Oak House when studying the Tudor period, and Year 3 pupils visit Wroxeter to study a Roman site. Visits to museums such as Hednesford enhance Year 4 pupils' understanding of events and conditions during the Second World War.

145 No teaching was seen at Key Stage 1. The quality of teaching in Key Stage 2 is satisfactory overall, with some good teaching that impacts significantly on standards of attainment. Planning and preparation are thorough and teachers make sound use of documentary evidence. Teachers have good subject understanding. The quality of day-to-day assessment is unsatisfactory. Whilst assessments based on the quality of pupils' observations and written work are carried out at the end of each topic, some teachers do this more thoroughly than others. There is very little incidence of pupils using computer programs to study history and there is limited use of homework to cultivate independent learning skills.

146 The co-ordinator is enthusiastic and works closely with all staff, leading staff meetings further to develop the subject. The planning for history has improved since the last inspection. The programmes of study comply with national guidelines. However, there is no scheme of work currently in place and no school-wide assessment strategy. It is for this reason that standards vary from class to class. Whilst provisional drafts to improve assessment and planning have been drawn up, these have not yet been implemented. A range of new and older history textbooks are used to good effect as sources of information, but there is a lack of historical artefacts throughout the school. This restricts teachers' attempts to bring history 'alive'.

148 **Music**

147 Very little teaching of music was seen during the inspection and insufficient evidence is available to make firm judgements about pupils' progress or the quality of teaching. However, the singing heard in assemblies was good. Pupils maintain good rhythm, articulate correctly and interpret the songs with feeling. They respond well to a strong accompaniment and sing with confidence. Where music is used within other subjects, such as dance for Year 4 and Year 2, pupils' ability to clap or stamp out a beat and rhythm in time with the music is less secure.

148 Higher-attaining pupils throughout the school make good progress as a result of additional tuition from visiting instrumental teachers. These pupils experience a greater range of musical opportunity and successfully play brass or keyboard instruments. Within classes, however, whilst pupils enjoy singing and playing unpitched percussion instruments, they have insufficient opportunity to perform or create compositions using pitched percussion instruments.

149 A judgement regarding the quality of teaching is not possible since little was seen during the inspection. However, there is good use of a visiting specialist teacher who takes all music classes in Key Stage 2. Teachers in Key Stage 1 are not specialists.

150 There are variations in the quality of planning since little help is given to the non-specialists in Key Stage 1. There is satisfactory planning for Key Stage 2 lessons, Resources for the subject are satisfactory in terms of untuned instruments. Access to tuned instruments is mainly through the peripatetic teaching service, where the authority will loan instruments to individual pupils, on payment of a small fee. The present co-ordinator teaches part-time at the school and this limits the time and emphasis that the subject might enjoy. Use of the hall for Key Stage 2 music lessons provides a suitable space for pupils to regroup for different musical activities.

152 **Physical education**

151 Pupils throughout the school make sound progress in physical education and are learning what they should at the end of both key stages. Pupils in Key Stage 1 move with confidence across the hall floor, and have an appreciation for the safety of others in the confined space. In their dance, they skip and use larger steps where appropriate. They experiment with their bodies to make different shapes, both wide and narrow. In their interpretation of a 'skeleton dance', they portray the jerky motion a skeleton might make. They also work effectively with a partner in this performance. Progress is satisfactory.

152 By the time they leave the school, pupils have had the opportunity to participate in the full range of activities. In dance, Year 4 pupils link a series of movements into an effective sequence. Higher-attaining pupils develop these sequences to include movements such as pirouette or final flourish. They move across the floor with satisfactory control of both speed and direction. The majority of Key Stage 2 pupils swim well. However there is still a significant proportion who have yet to complete the required 25metres. Competent swimmers within this key stage swim both the front and back crawl with economic efficiency. In netball games, pupils throw the ball with some accuracy and indicate an appreciation of tactics as they move around the court looking for the best receiving positions. Progress overall is satisfactory.

- 153 The vast majority of pupils enjoy physical activity. They listen attentively to instructions and carry these out conscientiously, a factor enhancing their progress. Only in a few instances were pupils observed encouraging the effort of others. This was mainly owing to the limited number of occasions when they were encouraged to appraise each other's performance.
- 154 The quality of teaching is satisfactory overall, although it is dependent on the individual confidence of teachers. Where teachers lack confidence, pupils make slower progress. Whilst some teachers have high expectations of pupils, not all demand high quality in the movements pupils are required to make and this limits their attainment and progress. Some higher-attaining pupils added quality to their movements, although teachers do not always notice this. Whilst occasional unchallenging lessons results in misbehaviour by pupils, most teachers maintain a steady pace that keeps pupils occupied.
- 155 Co-ordination of the subject is unsatisfactory. The co-ordinator is a non-specialist and as yet there is no satisfactory scheme of work to guide the effort of all teachers. However, it is to the credit of the co-ordinator that where deficiencies are perceived, such as insufficient expertise in soccer skills, the services of outside agencies are bought in. Facilities within the school are unsatisfactory because the hall is too small. This continues to constrain the range of activities, as it did at the time of the last inspection. However, good use of the field across the road from the school ensures access to the full range of requirements within the overall programme of study. Pupils take part in annual outward-bound activities, such as canoeing and rock climbing, and enjoy competitive sport through their membership of the small schools' partnership. They have enjoyed some success in the small schools' football competition. Resources for the subject are satisfactory. The time available to the subject throughout the school is below the nationally recommended minimum, although for some pupils this is offset through membership of activity clubs, such as football and netball, which take place outside of school time.

PART C: INSPECTION DATA**157 SUMMARY OF INSPECTION EVIDENCE**

156 The inspection was carried out by a team of four inspectors, including a lay inspector, who spent a total of 14 inspection days in school. A total of 50 hours was spent observing lessons, talking with pupils, scrutinising their past and present work and hearing them read. In addition, the following were inspected:

- extra-curricular activities;
- discussions with pupils, the headteacher, staff, parents and governors;
- school development plan and policy documents;
- attendance registers and budget figures;
- teachers' planning;
- pupils' progress and reports for parents
- collective acts of worship

1 Before the inspection, the lead inspector held a meeting attended by 11 parents and examined the questionnaires sent in by 21 parents.

170 **DATA AND INDICATORS**

170 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	115	5	25	11

170 **Teachers and classes**

170 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	6
Number of pupils per qualified teacher:	19.7:1

170 **Education support staff (YR – Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	85

170 **Financial data**

Financial year:	1998/9
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	£
Total Income	200080
Total Expenditure	189780
Expenditure per pupil	1494.33
Balance brought forward from previous year	10300
Balance carried forward to next year	10300

Number of questionnaires sent out:	89
Number of questionnaires returned:	21

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	43	57	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	81	19	0	0	0
The school handles complaints from parents well	38	43	19	0	0
The school gives me a clear understanding of what is taught	14	67	5	14	0
The school keeps me well informed about my child(ren)'s progress	43	52	5	0	0
The school enables my child(ren) to achieve a good standard of work	33	62	5	0	0
The school encourages children to get involved in more than just their daily lessons	48	48	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	15	45	10	30	0
The school's values and attitudes have a positive effect on my child(ren)	52	48	0	0	0
The school achieves high standards of good behaviour	29	57	10	5	0
My child(ren) like(s) school	62	33	5	0	0

170 Other issues raised by parents

In the parents' meeting, the following concerns were raised:

- The inadequate and irregular use of homework, particularly in Years 5 and 6.
- The unsatisfactory level of lunchtime supervision.
- The lack of consistency over marking of pupils' work.

Inspectors agree with parents that each of these are valid concerns. However, measures are already in place that should improve each of these areas during the coming year. The school is much more responsive to parents' concerns than it was a year ago and is benefiting from this new openness to suggestions and complaints.