

INSPECTION REPORT

ST PATRICK'S CATHOLIC PRIMARY SCHOOL

Farnborough

LEA area: Hampshire

Unique reference number: 116390

Headteacher: Mrs Elizabeth Wren

Reporting inspector: Ms Vreta Bagilhole
17517

Dates of inspection: 22-25 October 2001

Inspection number: 192800
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Whitefriars Avenue Road Farnborough Hampshire
Postcode:	GU14 7BW
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Ann Sloane
Date of previous inspection:	17/03/1997

INFORMATION ABOUT THE INSPECTION TEAM

17517	Ms Vreta Bagilhole	Registered inspector	mathematics information and communication technology design and technology equal opportunities	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9708	Mrs Sylvia Daintrey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20609	Mrs Carol Worthington	Team inspector	science music history geography	How good are the curricular and other opportunities offered to pupils?
15011	Mrs Marion Wallace	Team inspector	English art physical education special educational needs foundation stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Patrick's Catholic Primary School is in a residential area of Farnborough. The school serves seven parishes across an extensive area crossing two county borders and two dioceses. The majority of the children are baptised Catholics. The school is about the same size as other primary schools and there are eight classes. The number on roll is 226 and the average class size is 28. Two per cent of pupils are entitled to free school meals, which is lower than average. Pupils are from a white UK heritage. The pupils live in privately owned, rented and local authority housing in the area. The percentage of pupils identified as having special educational needs (16 percent) is below the national average. The percentage of pupils with statements of special educational needs (0.5 percent) is below the national average. The children start in the reception class in the September of the academic year in which they are five. Most attend private nurseries before starting school in the reception class. The children have a wide range of ability on entry to the reception class but their attainment overall is above average.

HOW GOOD THE SCHOOL IS

This is an effective school. It is a happy and thriving catholic community, where relationships between staff, children and parents are very good. Standards are high in English and history and good in mathematics. Leadership and management are satisfactory. The new headteacher and chair of governors have a good vision for managing change so as to improve the school. However, the school has a lot of work to do to ensure that standards in all subjects rise to match the best practice in the school. This term the new leadership has put in place rigorous plans for improving the curriculum. The teaching is good and is particularly effective in English and mathematics. The school provides satisfactory value for money.

What the school does well

- Standards are high in English and history and good in mathematics.
- Pupils have very good attitudes to the school.
- The provision for the social and moral development of the pupils is very good.
- The day to day administration of the school and the procedures for monitoring and promoting attendance is excellent.
- The new headteacher and chair of governors have a clear vision for the educational direction of the school.

What could be improved

- Standards in science are not high enough.
- Standards in art and design, information and communication technology (ICT), design and technology, and physical education.
- Monitoring and evaluating the curriculum.
- Regular professional development for teachers and other staff.
- The school does not fully meet the statutory requirements for swimming.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then the school has made good improvement in its performance in English and maintained the good standards in mathematics. However, overall the school has made unsatisfactory progress since the last inspection. The full requirements for swimming are still not met and the pupils do not have enough access to computers and associated software. Progress in raising standards in geography has been very recent and standards are now satisfactory. Pupils' learning is enhanced by planning more opportunities for pupils to plan and direct their learning, although there are still weaknesses in subjects such as science and design and technology. The school has been slow to implement national directives on appraisal and performance management but has now established an appropriate plan. There is sound information in the school prospectus relating to sex education. An area of success is that procedures for monitoring and promoting attendance, which were a key issue for action at the last inspection, have improved very significantly and are now excellent. The present leadership and management

supported by the staff, display professionalism and a shared commitment to improvement that is able to meet the challenge and the school is in a good position to make the necessary improvements.

STANDARDS

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

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

Standards in English are high. In the 2001 national tests for pupils in Year 2, standards in reading and writing were average. By the end of Year 6, standards in English were well above average. When compared to schools with a similar intake, standards were above average. The main strength in English is the high quality of the creative and imaginative writing throughout the school and similar high standards in speaking and listening. Standards in mathematics are good and pupils attain above average standards in both key stages. Standards in science, based on the average point scores achieved, were below the national average, and well below those of similar schools. There is very little investigation work to develop skills of enquiry, which form a large part of the programme of study. The school has kept pace with the improving national trend in English and mathematics but standards have dipped in science. Standards in history are high and teachers make the subject interesting for their pupils. Standards in geography are currently in line with those expected of seven and eleven year olds. However, there are weaknesses in other subjects. Pupils' performance in information and communication technology (ICT) art and design, design and technology and physical education has declined since the previous inspection. Weaknesses in ICT are because pupils still do not have sufficient and regular opportunities to use the computer and have not been enjoying the potential of the Internet and email. The reason for the weaknesses in the other subjects is mainly due to the fact that the school has not kept up to date with national developments and changes in the curriculum. The rate of progress and standards in these subjects is unsatisfactory. The new headteacher has already identified these weaknesses and has introduced new guidelines for teachers following national recommendations. However, these have yet to make an impact on pupils' learning and progress as they move through the school. Children in the reception classes make good progress and exceed the early learning goals in all areas of learning by the end of the year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: Throughout the school, pupils of all abilities listen well to their teachers and to each other. They work confidently and independently and concentrate with impressive perseverance on their tasks.
Behaviour, in and out of classrooms	Very good: High standards are maintained throughout the school day and enable pupils to make good progress in their learning.
Personal development and relationships	Very good: A high level of mutual respect permeates the school. The pupils' ability to work with each other without any tension means that there is a highly productive climate for learning throughout the school.

Attendance	Very good: Attendance rates have been consistently above, and sometimes well above, the national average over the last few years.
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TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. There is very good teaching in English and mathematics in Key Stage 2. The main strengths in teaching are in the management of pupils. Teachers also have high expectations of all their pupils, including those with special educational needs and the more able pupils. The basic skills of literacy and numeracy are taught well. Teaching and learning in science are satisfactory, though much better in Years 1 and 2, where most is very good. In Years 3 - 6, investigative and experimental work has not featured prominently. In the lessons observed, the teaching and learning in ICT is good. However, because of an insufficient number of computers, pupils do not have sufficient time to use them. In history, teaching and learning are consistently good and often very good. Teaching in physical education is good in Years 1 and 2. However, in Years 3 -6, the teachers' subject knowledge is not as good as it could be. Whole school planning has not ensured curriculum coverage and progression of skills, knowledge and understanding in all areas of physical education. The teaching of design and technology and music have also been affected by weaknesses in planning for the progression of skills, knowledge and understanding. Little or no teaching of art and design and geography was seen during the inspection, but inspection evidence indicates that currently it is at least satisfactory overall. Teaching in the foundation stage is good in all areas of learning and enables the children to make good progress. Teaching in personal, social and emotional development is very good in both reception classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: The curriculum is broad and provision is made for all subjects and personal and social education. The curriculum is not well balanced and lacks depth in science, art and design, physical education and design and technology. The school does not fully meet the statutory requirements for swimming.
Provision for pupils with special educational needs	Good: The provision for pupils with special educational needs is satisfactory in reception and Key Stage 1, but provision for science, art and design, physical education and design and technology is unsatisfactory at Key Stage 2 and learning opportunities could be better.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very Good: The provision for pupils' moral and social development is very good and the provision for cultural and spiritual development is good.
How well the school cares for its pupils	The school continues to provide at least satisfactory, and often good, care for its pupils. Procedures for monitoring and promoting attendance are excellent.

The school has good links with parents. Parents feel comfortable in approaching the school and have a very good involvement with the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory: The school is in a state of transition after the retirement of the previous headteacher. The new headteacher and chair of governors have a clear vision for the educational direction of the school and are fast building good relationships and teamwork. The senior management team is developing the role of the co-ordinators, many of whom have recently taken over their role.
How well the governors fulfil their responsibilities	Satisfactory: The governors continue to give the school a good sense of direction and purpose. However, it does not yet hold the school to account for the standards and quality of education it achieves. The new chair of governors is working closely with the headteacher to ensure that the governors keep themselves informed about what is going on in the school and are aware of their responsibility for both the good and weaker aspects.
The school's evaluation of its performance	Satisfactory: The monitoring, evaluation and development of teaching and standards in English and mathematics are good, but the school has not sufficiently identified the weaknesses in other subjects. The school has identified a weakness in music and appointed appropriately qualified staff.
The strategic use of resources	Satisfactory: Finances are now being targeted at the identified priorities for the school. The principles of best value are applied appropriately. Staffing and accommodation are good and there are adequate learning resources

There is no regular programme for the professional development of staff in place, which is based on the priorities for school improvement and the outcomes of staff appraisal.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations. • They feel comfortable about approaching the school with questions or a problem. • Their child likes school. • The pupils' personal development. • The quality of teaching. • Their child's behaviour. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Homework • Information on how child is getting on.

Inspection evidence agrees with the positive views of parents. Parents answering the questionnaire and at the meeting expressed significant concern about the restructuring of the Year 1 and 2 classes. Inspection evidence found that pupils of all ages and abilities in these classes are making appropriate progress. There is a satisfactory range of extra-curricular activities, but there are no regular opportunities for older pupils to experience competitive games against other schools. Parents also have reason to desire improvement in the information they receive on their child's progress. Annual reports on pupils' progress give good information about standards in literacy, numeracy and personal development, but reports on other subjects are limited to what the child has studied rather than what the child has achieved. There are no opportunities for pupils or parents to contribute to the reports. The homework policy is due to be further developed to give parents a clearer understanding of what is required.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English are higher than at the time of the previous inspection and those in mathematics have been maintained at the same good level. The school's results have kept pace with the national improving trend in English and mathematics through challenging teaching and the successful introduction of national initiatives for literacy and numeracy. Standards in science, however, are not as high as previously reported for eleven-year-olds and have now fallen below the nationally expected standards. There is no significant difference between the performance of boys and girls.

2. Children are admitted to school in the September following their fourth birthday. Attainment on admission is above expected levels with children having advanced skills in their personal, social and emotional development and good early reading and mathematical knowledge. The children have benefited from pre-school education before they start school. They make good progress and, by the end of the reception year, they exceed the early learning goals in all of the areas of learning.

3. In the 2001 national tests for pupils in Year 2, standards in reading and writing were average and standards in mathematics were above average. When compared to schools with a similar intake, standards in reading were well below average, standards in writing were below average and standards in mathematics were average. In reading, basic skills such as strategies for tackling difficult words when reading are not clearly embedded. However, teachers this term are planning good opportunities in literacy lessons to teach these skills. Although inspection evidence has to agree with the overall picture given by the tests in writing it finds from close scrutiny of pupils' work that the disappointing picture is mainly because of a lack of attention to technical aspects, such as handwriting, spelling, presentation and punctuation. Pupils do not do well enough in these areas. However, the ability of pupils in Year 2 to write creatively and use imagination is well above average and pupils are doing very well indeed. In teachers' assessments of seven year-olds in science, results were average as they were last year and pupils make satisfactory progress.

4. In the 2001 national tests by the end of Year 6, standards in English were well above average and standards in mathematics were above average. When compared to schools with a similar intake, standards in English were above average and those in mathematics were average. The main strength in English is the high quality of the creative and imaginative extended writing throughout the school and similar high standards in speaking and listening. Pupils have a very good command of vocabulary. They speak articulately and with confidence in a variety of settings. In mathematics, teachers have a good knowledge of the subject and apply the numeracy hour well in all classrooms. As a result the pupils are confident and well motivated. Pupils have a good range of calculation strategies and make good use of these to solve problems.

5. Standards in science, based on the average point scores achieved, were below the national average, and well below those of similar schools. Pupils are attaining average standards for those expected for eleven year olds nationally but not enough pupils are achieving the higher Level 5, where they are performing below schools nationally. The results in science have fallen steadily over the last three years from above average in 1999 and have not kept up with national trends. Considering the ability of the pupils and comparing performance in science with those in English and mathematics, it is apparent

that pupils have not achieved the results in science of which they are capable. There is very little investigation work to develop skills of enquiry, which form a large part of the programme of study. Pupils do not produce the depth of work needed to attain the higher levels.

6. In other subjects the main strength is in history. Standards are well above average and pupils make very good progress in their learning. Teachers make the subject interesting and direct for their pupils. The high standard of work seen in pupils' books and on display shows teachers' high expectations, as does the breadth and depth of their studies. Pupils are keen to learn and have a very good attitude to their work. They willingly engage in their own research during lessons and out of school.

7. Geography was a key issue at the last inspection and provision has not improved sufficiently until this year, when the new co-ordinators carried out a complete audit of the curriculum and resources. Standards in geography are currently in line with those expected of seven and eleven year olds.

8. It is a matter of concern for the school, however, that the pupils' performance in subjects such as information and communication technology (ICT), art and design, design and technology and physical education has declined since the previous inspection. Weaknesses in ICT are because pupils still do not have sufficient and regular opportunities to use the computer and have not been enjoying the potential of the Internet and email. Resources for both hardware and software are unsatisfactory and there are not enough computers for the pupils to use in lessons. The reason for the weaknesses in the other subjects is mainly due to the fact that the school has not kept up to date with national developments and changes in the curriculum. Pupils' progress in art and physical education is satisfactory in Years 1 and 2, but unsatisfactory in Years 3 - 6. The progression in pupils' skills knowledge and understanding is unsatisfactory. There is no clear distinction between the curriculum for design and technology and art. The school does not fully meet the statutory requirements for swimming. In design and technology, standards of attainment at both Year 2 and Year 6 are below those expected nationally for pupils of this age. The curriculum is appropriately covered but it lacks depth. Pupils do not undertake an increasingly complex range of design and make assignments over time and they do not generate and develop their own ideas sufficiently. The new headteacher has already identified these weaknesses and has introduced new guidelines for teachers following national recommendations. However, these have yet to make an impact on pupils' learning and progress as they move through the school.

9. Pupils identified as having special educational needs make good progress in their learning. The school uses a range of school based and national tests to determine the provision. Individual education plans contain clear targets identifying areas for improvement. Early identification of difficulties and the provision of appropriate targets and good support enable pupils to make good progress in their learning and the achievement of targets. Once pupils are identified, they have support within or outside the classroom and this contributes to the good results pupils achieve for their ability. Targets are reviewed regularly and programmes of work are adjusted according to need.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour, relationships, personal development and attendance have been maintained at the same high standards which were reported at the last inspection. These qualities make a significant contribution to the very calm and purposeful atmosphere for learning which pervades the school. Parents are very pleased with this

aspect of the school's work. They comment very favourably on their children's social skills, the care they show for each other and the good level of discipline around the school.

11. Pupils' attitudes to school and to learning are very good. Parents confirm that their children like school. From the youngest age, pupils arrive happily and promptly to their classrooms at the start of the school day. Children in the foundation stage are keen to talk about their experiences. They choose books from the school library with independence and enthusiasm. They are very articulate, curious and imaginative when they go outside the reception area for their first walk in the school's grounds. Throughout the school, pupils of all abilities listen well to their teachers and to each other. They are eager to contribute to question and answer sessions at the beginnings and ends of lessons. They work confidently and independently and concentrate with impressive perseverance on their tasks. This was seen, for example, in a Year 4 mathematics lesson, when all pupils worked very industriously because they were confident that the tasks matched their needs and they could receive appropriate help from the teacher, learning support assistant or each other.

12. Pupils' behaviour in lessons and around the school is very good. A notable feature is the way in which pupils of all ages and abilities are very well behaved, quiet and polite at morning registration periods. These high standards are maintained throughout the school day and enable pupils to make good progress in their learning. The few pupils with challenging behaviour are managed very well both in classrooms and at lunch-time in the playground. Very occasionally, a small group of older pupils can become a little silly and excitable in lessons, but the teacher is highly skilled in encouraging them to develop self-control. Year 6 pupils report that there was some bullying last year, but are confident that the school dealt with this well. There have been no exclusions.

13. Pupils' personal development and relationships are very good. A high level of mutual respect permeates the school. Pupils want to do well to please their teachers and they respond very well in assemblies led by the new headteacher. Their ability to work with each other without any tension means that there is a highly productive climate for learning throughout the school. Boys and girls in the reception class play very well together at the water tray. They are developing good independence when changing their books in the library or putting on wellington boots for a walk in the grounds. Parents particularly appreciate the opportunities given for their children to develop their personal skills by speaking and reading in public. These were seen frequently during the inspection, for example in the 'plenary' sessions at the ends of lessons when pupils of different ages and abilities explained their work to the rest of the class. Pupils in all classes carry out their responsibilities seriously and with enthusiasm. As they move up the school, pupils develop an increasing maturity in reflecting on their own progress and expressing their views. For example, Year 3 pupils were eager to use a circle-time session to ask the teacher about the recent changes in the school. Year 6 pupils are very clear on the strengths and weaknesses of their current work. Pupils are increasingly becoming involved in taking responsibility for their learning through the setting of targets, which have started in literacy. They are not involved in commenting on their progress as part of the annual report process. There is at present no school council, but the headteacher and governors are aware that this is an area for development.

14. Attendance and punctuality are very good. Attendance rates have been consistently above, and sometimes well above, the national average over the last few years. Unauthorised absence is below average. In the first half term of the new school year, attendance was very good in all classes. Children in the foundation stage are developing very good habits of regular attendance. Pupils are only absent from school for very short periods when they are ill or taking part in external music or drama activities.

Parents do their best to avoid taking their children away on holidays during term-time, although there are difficulties when the half-term holiday dates are different in neighbouring counties. The attendance pattern enhances the pupils' achievement and personal development.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching and learning is good overall. The pupils are very productive and independent workers and this is strength throughout the school. In over three-quarters of the lessons, teaching was good or better. The very good teaching is in English and mathematics in Key Stage 2. Teaching in two science lessons was unsatisfactory because of weaknesses in a full understanding of the requirements of the programme of study. Teaching has improved since the last inspection. Teachers are now very clear about the purpose of the activity, and have high expectations. These areas were criticised in the previous report. Currently, the main strengths in teaching are in the management of pupils. This enables lessons to progress at a good pace and helps in achieving the learning objectives that are set. Teachers also have high expectations of all their pupils, including those with special educational needs and the more able pupils. Pupils' work is marked promptly and areas for improvement are identified.

16. The basic skills of literacy and numeracy are taught well. Teachers plan activities that are appropriately matched to differing abilities and ages of all pupils. This term, targets are being set for individual pupils and the pupils know what they have to do to improve. The use of literacy to support other curriculum areas is good, but it could be better. Pupils in Year 1 and 2 prepare questions to ask Florence Nightingale and pupils demonstrate good historical knowledge. In Year 6, pupils prepare an application letter written as if they were Mary Seacole or Florence Nightingale applying for a job as a nurse. Use of literacy could be better in art and design when pupils evaluate their work and suggest areas for improvement. Drama is used in history in infant classes but older pupils have no recollection of ever having done any drama. There is some use of information and communication technology, but this area is not used sufficiently in composition, planning and the drafting of work. Pupils do type up work and use the Internet for research at home. To improve standards further, the school is planning weekly booster classes for pupils to improve their literacy and numeracy skills. In numeracy, there is a fast and challenging pace in the sessions at the beginning and end of lessons. Teachers have a good knowledge and understanding of the subject and pupils work at a good rate, concentrating well.

17. Teaching and learning in science is satisfactory, though much better in Years 1 and 2, where most was very good. In Years 3 - 6, aspects of the subject are being covered in too little or too much detail. Investigative and experimental work have not featured prominently. Questioning to encourage pupils to explain what they think might happen, and to begin to draw conclusions is being used this term, but it is clear from talking to the pupils that they are not used to this. Teachers have lacked professional development and clear guidelines on how to plan for improvement. The new guidelines have yet to make an impact on the standards achieved by the pupils.

18. Teaching over time in ICT has been unsatisfactory because insufficient opportunities have been planned to give pupils regular experience in all aspects of the subject. However, currently, when the computers are used the teaching and learning is good. Teachers give good attention to the building up of a good technical vocabulary and give very clear directions to the pupils on what is expected. Teaching assistants provide very good support in Years 1 and 2 and have a good knowledge of the subject. Older pupils show a frustration in not being able to use the computer regularly. The school is

currently reviewing the planning for ICT and national guidelines are due to be integrated with present practice.

19. In history, teaching and learning are consistently good and often very good. Teachers have a very good subject knowledge and use imaginative ways to make the subject interesting and direct for their pupils. Pupils show very good levels of interest in the subject and willingly engage in their own research during lessons and out of school. They are very productive; they find the work challenging, but are capable of it, and often move on to extension work.

20. Teaching in physical education is good in Years 1 and 2. The lesson observed in Key Stage 2 was satisfactory. Discipline and control is very good and pupils work very hard listening to their teacher. However, the teachers' subject knowledge is not as good as it could be. Whole school planning has not ensured curriculum coverage and progression of skills, knowledge and understanding in all areas.

21. The teaching of design and technology and music have also been affected by weaknesses in planning for the progression of skills, knowledge and understanding. This term, half of the teaching staff are new to the school and are bringing with them additional good practice in these areas. New guidelines from subject leaders are also beginning to have a positive impact. As a consequence, the current quality of teaching and learning is good. Lessons in design and technology take good notice of health and safety issues and the evaluation and improvement of the pupils' work. However, more opportunities should be planned for pupils to generate and develop their own ideas. Lessons seen in music show that teachers have a good knowledge of the subject. Little or no teaching of art and design and geography was seen during the inspection, but inspection evidence indicates that currently it is at least satisfactory overall.

22. Teaching in the foundation stage is good in all areas of learning and enables the children to make good progress. Teaching in personal, social and emotional development is very good in both classes. Teaching in mathematical development is very good in the mixed age class because higher attaining children are appropriately challenged. Teaching is good overall in the reception class and could be better if higher attaining children were challenged more in their work. At the time of the inspection initial assessments of the children new to the school had not been finished and teachers were still in the process of finding out how what the children can do. However, it was clear in lessons in number that a significant number of the children are very able and are being given tasks that were too easy.

23. The setting of homework is inconsistent. Some pupils do extensive and detailed research at home. Parents listen to their children read at home and support the homework that is set. The homework policy is due to be further developed to give parents a clearer understanding of what is required.

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

24. The quality and range of learning opportunities are satisfactory. The curriculum is broad; provision is made for all National Curriculum subjects and personal and social education. The curriculum is not well balanced, however, since the science curriculum contains too much biological science and not enough on materials and physics. There is little evidence of sufficient importance attached to the development of scientific enquiry. The planning for the progression in pupils' skills knowledge and understanding from year to

year is unsatisfactory in art and design, physical education and design and technology. Statutory requirements are not fully met in swimming. Since the start of this term, the school has prioritised the curriculum and plans to review and improve the provision are in place, but at a very early stage.

25. Policies for all National Curriculum subjects are adequate, and medium term plans have been used instead of schemes of work for individual subjects. The balance of the curriculum, however, has been lost because it was based on topics, until the recent past, which has made it difficult to show progression in subject skills and knowledge. The curriculum has not been adequately monitored to ensure that all teachers give sufficient time to a subject nor teach it at the correct level; art, for example, is not taught in some classes. Furthermore, there is confusion between some subjects. Art and design and design and technology, for example, have been treated as one subject, and only art and design is reported to parents.

26. The provision for pupils with special educational needs is satisfactory in reception and Key Stage 1 but provision for science, art and design, physical education and design and technology is unsatisfactory at Key Stage 2 and learning opportunities could be better. The school fully meets the requirements of the Code of Practice for pupils identified with special educational needs. Pupils with special educational needs have the same access to the curriculum as others through a programme of work matched to their needs.

27. Provision for literacy and numeracy is good. They are both taught well in a designated time each day with consequent high standards. Good use is made of extended writing as, for example, in history, where pupils have researched topics and written extensively. However, in science there is generally far too much reliance on the worksheet. Provision for history is good. The new co-ordinators have put the national guidance in place to ensure that history and geography have sufficient time and there is progression of skills. Co-ordinators for other subjects are beginning to emulate both these practices.

28. Provision for extra-curricular activities is satisfactory with a reasonable variety of sport, including netball and football although there are insufficient opportunities for older pupils to experience competitive games against other schools. Pupils less interested in team games also have dance, judo and skipping to choose from. Young musicians learn to play together in guitar or trumpet groups, and a recorder club and choir are due to start after half term. Unfortunately, problems with the drainage in the field have made it difficult to play matches. There was a lack of interest in the French club.

29. All pupils are able to take part in every activity. The provision for personal and social education is satisfactory. The scheme of work is taught regularly for one week each term and most class teachers add to this in weekly 'circle time'. There are sufficient opportunities for sex education and to educate pupils about the dangers of drugs. The contribution of the community to pupils' learning is satisfactory. The school has good relationships with the parish and its partner secondary school, but few business links.

30. Provision for spiritual, moral, social and cultural education is very good overall. Spiritual development is carried out well. The ethos of the school is one in which pupils enjoy learning and they are constantly reminded of the Gospel values of their Catholic faith so that there are very good relationships and respect for self and others. Pupils explore their feelings when listening to music, and express themselves verbally with words such as 'graceful' and 'cheerful' to describe Handel's Water Music. They marvel at the wonder of creation as they study the various stages of the river Blackwater, and when they see magnified pictures of insects in science.

31. Provision for moral education is very good. Pupils are taught very effectively to understand the difference between right and wrong. The school's behaviour code is based on its strong Catholic tradition and pupils' conduct in lessons and around the school is consequently very good. Good behaviour is rewarded; pupils are proud to receive awards of merit in assembly every week. All teachers have high expectations of behaviour and are good role models; the few recalcitrant pupils are swiftly dealt with and do not interrupt other pupils' learning. School and class rules are displayed in every classroom, and pupils play a full part in devising them for their own class, understanding them thoroughly. The behaviour policy is extended to cover lunch times, when supervisors can issue red and yellow cards to signify unacceptable behaviour.

32. Social education is very good. Pupils are encouraged to think of others, and regularly give generously to many different charities. Classes have 'circle time' in which they reflect on such issues as friendship, and decide what this means. Pupils in Years 5 and 6 take responsibility as house captains, but there is no school council. Junior pupils show very good responsibility in planning Mass in school and in church; Year 3 recently presented a Harvest Mass. Year 6 pupils learn how to take responsibility for themselves in a residential visit to the Isle of Wight. Most events organised by the Parents' Association are centred on the family, and this is a good aid to both social and cultural education.

33. Provision for cultural development is good. The school prepares pupils for life in a culturally diverse society. The school organises visits by theatre companies, and children go on field trips locally, gaining a good idea of the culture that surrounds them. They acquire a good sense of British culture by studying history in depth, and learn about other cultures in the past, such as Ancient Egypt and Greece. They keep up with current events in the world by the ongoing geography topic 'global news', in which news items are regularly discussed. The school provides good opportunities to develop pupils' understanding of the effects of prejudice and racism and forms of discrimination. A good example of this was in a Year 5 English lesson, where pupils discussed the policy of apartheid that used to exist in South Africa. The school also makes good provision for learning about other cultures through modules of work on other faiths, such as Judaism and Islam and their cultures in the syllabus for religious education. There are a wide variety of books in the library about life traditions and stories from other parts of the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school continues to provide at least satisfactory, and often good, care for its pupils. Some procedures have been strengthened since the last inspection; others are currently less effective because of recent changes in staffing and the curriculum.

35. Arrangements for ensuring pupils' welfare remain satisfactory. There are effective procedures for dealing with pupils when they become ill or have an accident at school. Appropriate staff have sufficient expertise and there are plans to train more staff in first aid. Good records are now made on all requests for treatment and parents are kept well informed. Three members of the senior staff have received training in child protection, and the new headteacher is appropriately taking on the role of the designated teacher. The lunchtime supervisory assistants provide good care and supervision of pupils in the dining room and the playgrounds. The health and safety policy is still a very brief statement of intent, with no procedures published either in the policy or in the staff handbook. The new governing body is now aware of its responsibilities for health and safety and has made a vigorous start in addressing some of the weaknesses in procedures which have occurred in the past. For example, key governors and staff have recently undertaken a health and

safety check of the whole premises and identified points for action on a short, medium and long term basis. The caretaker has dealt with the most immediate repairs. The administrative officer keeps good records on fire safety issues and is arranging for the required fire risk assessment to be carried out. No health and safety hazards were identified during the inspection.

36. Procedures for monitoring and promoting attendance, which were a key issue for action at the last inspection, have improved very significantly and are now excellent. The school has an attendance policy, which includes clear guidance on notifying and recording absence, the taking of holidays in term-time and the closure of registers. These guidelines have been updated this year and are followed very consistently by all staff. The administrative officer plays a key role by keeping meticulous records of all lateness and communications with parents. This ensures that patterns of irregular attendance and punctuality can be spotted quickly and followed up, for example, by referral to the Education Welfare Officer. The school is also assisted by a very effective form supplied by the local education authority which parents have to complete when applying to take their child away for a holiday during term-time.

37. Procedures for monitoring and promoting behaviour are very good. There is an effective behaviour policy and also guidelines on bullying. Pupils in lessons respond well to teachers' high expectations and fair use of rewards. The school has employed very effective strategies to deal with the small number of pupils with challenging behaviour, for example by using a home-school record book and involving the Educational Psychologist. The new headteacher and senior supervisory assistant have successfully introduced a 'red card, yellow card' system this term to improve behaviour in the playgrounds at lunchtimes.

38. Procedures for assessing pupils' academic attainment and progress are sound and the information gained is used satisfactorily to guide future work. Provision is not as good as it was at the time of the last inspection because of the turnover in staff and the very recent adoption by the school of new schemes of work in all non-core subjects and science. The new headteacher is very aware of the need to improve the consistency of assessment and its use across the whole school by, for example, sharing good practice and transferring all assessment information onto an easily accessible computer database. The school has sound systems in place on which to build these improvements. Baseline assessment of children in the foundation stage is carried out thoroughly and used well to set targets which are shared with parents. In Key Stages 1 and 2, teachers assess pupils' progress in literacy and numeracy weekly. They predict and track progress from Reception to Year 6 in number, spelling, writing and reading, using their clear knowledge of National Curriculum levels in English and mathematics. Many use the information to modify their planning for the following week or to set particular targets for the class, for example to improve punctuation in Year 3 or handwriting in Year 4. Assessment procedures for the non-core subjects and science are less consistent and rigorous. Many teachers have devised their own tick-lists to help them measure pupils' progress in these areas.

39. The school provides good educational and personal support and guidance to raise pupils' achievements. Parents appreciate the caring and committed environment established by the school. They feel that the individual needs of pupils are well known by all staff. The school has a well-established culture of setting and reviewing targets for groups of pupils. This is now being developed into the setting of individual targets for pupils in literacy, with numeracy targets planned for introduction in the spring term. Stickers, merits and house points are used effectively to motivate pupils to work hard and behave well. Learning support assistants provide very effective support in classrooms and

for small groups of pupils who need extra help, for example to achieve higher levels in literacy.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents express good levels of satisfaction with the school. A considerable number of them attended the meeting with inspectors and there was a high return rate of the parents' questionnaire. Parents are very pleased to be able to send their children to St Patrick's. They value what the school provides for their children, particularly in terms of their personal development. At the beginning of term, they were a little apprehensive about the future under a new headteacher whom they had not yet got to know, although they were keen to give her their support. They were also concerned about the restructuring of classes in Key Stage 1 and the way in which they had been consulted and informed about this change at the end of last term. Parents are now showing every confidence in the new headteacher and looking forward to helping her bring about improvements. The headteacher shares many of the concerns voiced by parents at the meeting, for example, about the weaknesses in sport and music and the inconsistencies in homework. Over a third of parents responding to the questionnaire did not agree that the school provides an interesting range of activities outside lessons. The inspection team found that provision is satisfactory.

41. The school has good links with parents. Parents feel comfortable in approaching the school. They welcome the opportunity to meet their child's teacher early in the autumn term when they are given an outline of the year's programme. The headteacher has written a good introductory letter at the start of term giving clear and useful information about school events and expectations. Annual reports on pupils' progress give good information about standards in literacy, numeracy and personal development and where pupils could improve. Reports on other subjects are limited to what the child has studied rather than what the child has achieved. There are no opportunities for pupils or parents to contribute to the reports. A fifth of parents responding to the questionnaire said they were not satisfied with the information they receive on their child's progress. Some would like more consultation or open evenings to supplement the one they get in the spring term. Inspection evidence finds that the information parents receive on their child's progress could be better. The prospectus and governors' annual report to parents provide sound information but do not include all the details required by law.

42. Parents have a very good involvement with the work of the school. The parent teacher association (PTA) is very active and raised over £7,000 last year from events such as the summer fete. The money is spent on a range of resources for the school, as well as major premises projects; for example, the PTA is now raising money towards a new school field. Parents play a significant role on the governing body and they help in the school when they can, for example with the library, netball club, the school production, and computer and music provision when required. Parents' contribution to their children's learning is good. They work very closely with the school to set high expectations of work and behaviour. Parents of children in the foundation stage are involved well in the setting and reviewing of targets for their children. Parents listen to their children read at home and support the homework that is set. However, their support could be harnessed even further by establishing a clearer homework policy, which gives consistent guidance on the different types of homework that will be set in each year and how long pupils of different ages should spend on it. The headteacher intends to consult parents on a future revision of the homework policy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. St Patrick's is a happy and thriving community, where relationships between staff, children, parents and the local community are very good. This helps the school to be successful in meeting its aims. It is an effective school. Equality of opportunity for all is reflected throughout its work. Pupils enjoy their school, have very positive attitudes towards learning and work hard. Above average standards, in English and mathematics, show good progress in learning for not only for the most able pupils in the school but also for those with special educational needs.

44. Over a number of years, a positive and caring ethos has been built up where both pupils and staff feel that their contributions to activities are encouraged and valued. This was identified at the last inspection and is still very much the case. Leadership and management are satisfactory. The new headteacher and chair of governors have a good vision for managing change so as to improve the school and are fast building good relationships and teamwork. Staff and governors display a high commitment and enthusiasm to achieving the best possible standards and quality of education for the pupils. However, there is a great deal to do before the school can deliver the results to which it strives, particularly in relation to the curriculum and to attaining the best possible standards in subjects other than English, mathematics and history.

45. Since the last inspection, however, the National Curriculum has undergone a review to enable schools to focus on raising standards of pupil attainment and make teaching requirements clearer. New national guidelines are available for teachers to plan for the continuity and progression of skills in literacy and numeracy and in all other subjects. The school has effectively implemented the guidelines for literacy and numeracy in tune with all schools nationally. However, it has not taken sufficient account of the review of the National Curriculum in subjects such as science, art and design and physical education. The new headteacher has been quick to recognise this and has put in place a rigorous plan to ensure that the school recognises new requirements and guidance and raises standards of attainment. The school has a lot of work to do but improvement is already noticeable in geography and history. The headteacher has a clear understanding of this issue and is working closely with subject leaders and governors to ensure further improvement.

46. The school improvement plan for 2000-2003 is comprehensive and contains a good amount of detail. It identifies many issues that the school should work towards such as implementing the latest requirements of the national curriculum in subjects such as history and art and design. Some of the targets set, such as raising the standards in writing, have already been achieved. Since the new headteacher has arrived, it is being comprehensively reviewed so that it can be more effective as a tool for improvement. Appendices are being added and a new plan is beginning to take shape ready for the next year. The headteacher has identified two important priorities, which are needed to take the school forward. These are to provide staff with professional development linked firmly to school improvement, starting with improving the expertise of the subject co-ordinators. She has also implemented a rigorous programme to ensure that the national guidelines for the curriculum are fully in place in all subjects and that systems for monitoring and evaluating the curriculum are implemented.

47. The monitoring of pupils' standards and progress in English and mathematics is good. Good use is made of National Curriculum test results and other appropriate testing procedures to confirm that all pupils are achieving as well as they should and to identify where additional support is needed. This has had a positive impact on pupils' achievements in these subjects. Monitoring of standards and pupils' progress in other subjects is currently less rigorous.

48. The governors continue to give the school a good sense of direction and purpose. The committee structure is well established. A good feature is the meetings of the finance committee, which take place after the other committees have met so that any financial implications can be discussed and acted upon. However, it is only recently that the governing body has developed an understanding of the strengths and weaknesses of the school and it does not yet hold the school to account for the standards and quality of education it achieves. This has been evident from the lack of progress in some of the issues arising from the last inspection. The new chair of governors is working closely with the headteacher to ensure that the governors keep themselves informed about what is going on in the school and are aware of their responsibility for both the good and weaker aspects.

49. The school is efficiently run. The school benefits from highly efficient administrative staff, who have wide ranging experience and expertise. Day to day administration is excellent. Office procedures work very smoothly and free time for the headteacher and staff to concentrate on teaching. They have established very efficient and effective systems to help move the school forward, and also ensure a very welcoming presence to all who come into contact with the school. The school's finances are in good order. Specific grants are used for the correct purpose.

50. The school has experienced considerable turnover of teaching staff since the last inspection. It has been successful in recruiting a sufficient number of good quality teachers, half of whom were new to the school at the start of September. Over the past year, it has also put in place effective arrangements to cover the maternity leave of key staff. The headteacher has deployed the teaching staff satisfactorily across the school and set up a useful 'faculty' system whereby new and experienced staff can work together to share expertise. Last year's newly qualified teacher was very well supported and is now making a very valuable contribution to education at the school. This year's newly qualified teacher is receiving sound support from a mentor who is highly experienced but has not yet had training in her role. There are a good number of learning support assistants who play a very significant part, both in classrooms and withdrawal sessions, in raising the achievements of pupils with learning and behavioural difficulties. Good support is provided for children in the Foundation Stage.

51. As at the last inspection, the school has been slow to implement national directives on appraisal and performance management. This is in part due to the turnover in staff and the recent retirement of the headteacher. The governing body is aware of its responsibilities and has established an appropriate plan to ensure that performance objectives have been agreed for the new headteacher by the end of the autumn term and for all other teaching staff by the end of February. There are also appropriate plans to implement a system of performance management for the learning support assistants. The new headteacher has rightly identified the need to ensure that the professional development of staff is more firmly linked to school improvement.

52. The school's accommodation and attractive grounds continue to have a good impact on the environment for learning. Provision is better for younger children than for pupils in Key Stage 2. Classrooms are of a good size for children in the foundation stage and Key Stage 1 and there are good facilities for outdoor play. The library is in a very accessible central location. Classrooms are adequate for the larger class sizes in Key Stage 2 but the hall is now too small for large groups of older pupils and the equipment is not stored well. The junior playground is too small when it is the only facility available at lunchtime and the school field is in poor condition. This has a negative effect on standards

in physical education at Key Stage 2. There are good displays in classrooms but those around the school do not feature any references to the multi-cultural aspects of British society. The governors' building and environment committee, together with the caretaker, are taking good steps to maintain and improve the fabric of the school. The governing body is working closely with the Parent Teacher Association to fund the improvement of the school field.

53. Learning resources at the school continue to be generally satisfactory. English and mathematics resources are sufficient for the demands of the literacy and numeracy hours. The library has a good computer scanning system, which even the youngest pupils can use when changing their library books. The stock is supplemented by books from the county library; nevertheless, Year 6 pupils commented that there is a shortage of books for older and more able readers. Although the provision of computers has improved since the last inspection, it is still not sufficient to meet the demands of the new curriculum; for example there is limited access to the Internet and e-mail. The school has appropriately commissioned an audit of provision with a view to funding further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The school should:

(1) Improve the standards in science by:

- putting curriculum 2000 in place, initially through the QCA guidance,
- carrying out structured assessments for each teaching topic, and using the results to chart pupils' progress throughout the school, setting targets for improvement,
- ensuring that all teachers receive training in methods of teaching the skills of scientific enquiry and other areas, such as aspects of physical science
- ensuring the current Year 6 pupils receive a structured programme to enable them to catch up in areas missed in the past.

and

- that the new co-ordinator receives training in the role, particularly in the monitoring and evaluation of the curriculum as is it taught, and in assessment of the subject,

(paragraphs 78-87)

(2) Improve standards in art and design, design and technology, and physical education by improving the quality of the curriculum in all aspects of the subjects and planning for the progression of pupils' skills, knowledge and understanding from year to year and introducing systems for assessment.

(paragraphs 91-92, 94-97, 116-124)

(3) Improve standards in information and communication technology by ensuring that pupils

- receive regular amounts of time on the computers,
- are able to access the Internet and email regularly.

and

- developing assessment strategies across the school,
 - using ICT to generate ideas for work in art, design and technology and music.
(paragraphs 108-112)
- (4) Ensure that there are rigorous procedures for monitoring and evaluating the curriculum
(paragraphs 25, 45-47)
- (5) Put a professional development programme in place based on the priorities for school improvement and the outcomes of staff appraisal.
(paragraphs 46, 51)
- (6) Fully meet statutory requirements in swimming.
(paragraphs 117)

Other issues the school should consider are:

- that the governing body keep themselves informed about what is going on in the school and are aware of their responsibility for both the good and weaker aspects, holding the school to account for the standards and quality of education it achieves.
(paragraph 48)
- developing a clearer homework policy in consultation with parents.
(paragraphs 40, 42)
- improving the quality of pupils' annual reports.
(paragraph 41)
- improving the quality and range of fiction books for more able older pupils.
(paragraph 72)
- providing regular opportunities for older pupils to experience competitive games against other schools.
(paragraph 28, 121)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	19	6	2	0	0
Percentage	0	29	50	16	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	226
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	18	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	16	17	18
	Total	28	30	31
Percentage of pupils at NC level 2 or above	School	88 (97)	94 (97)	97 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	17	17	17
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	94 (97)	91 (91)	94 (97)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	18	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	11
	Girls	17	16	18
	Total	30	27	29
Percentage of pupils at NC level 4 or above	School	91 (91)	82 (82)	88 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	12
	Girls	18	16	18
	Total	30	27	30
Percentage of pupils at NC level 4 or above	School	91 (88)	82 (85)	91 (79)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	200
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	24:1
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	8
Total aggregate hours worked per week	136.5

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	457,057
Total expenditure	461,481
Expenditure per pupil	2,025
Balance brought forward from previous year	50,558
Balance carried forward to next year	46,134

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	120

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	4	1	1
My child is making good progress in school.	49	38	8	3	3
Behaviour in the school is good.	54	37	5	1	3
My child gets the right amount of work to do at home.	26	47	18	3	7
The teaching is good.	52	41	4	0	3
I am kept well informed about how my child is getting on.	33	45	16	5	2
I would feel comfortable about approaching the school with questions or a problem.	66	28	4	1	2
The school expects my child to work hard and achieve his or her best.	63	33	4	0	0
The school works closely with parents.	41	44	8	5	2
The school is well led and managed.	53	33	1	3	11
The school is helping my child become mature and responsible.	56	38	3	1	3
The school provides an interesting range of activities outside lessons.	18	29	28	10	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. There is one reception class in the foundation stage and one mixed age class of reception children and Year 1. Children are admitted to school in the September following their fourth birthday. At the time of the inspection there were 33 children in the Foundation Stage, 15 attend full time 18 attend for mornings only. 10 children were attending full time in the mixed age class. Each class is supported by a qualified teacher and a classroom support assistant or nursery nurse. Most children have attended local playgroups and nurseries before they come to school. Children and parents are well prepared before they enter school; this enables children to make a smooth transition into full time education. Attainment on entry is above average with some children being well above average. At the time of the inspection, no children had been identified as having special educational needs. Baseline assessment information is carefully collated and contributes to the ongoing assessment procedures carried out during the year. Assessment is well established and is used well to inform planning. Both classrooms provide an appropriate learning environment for younger children. Resources are satisfactory. However, resources to promote physical development could be better. Outdoor provision is good. Each class has access to a tarmac and grass area and there is appropriate climbing apparatus. By the end of the reception year, most children will achieve the expected early learning goals in all areas of development and many will be working beyond them at National Curriculum levels. Progress in personal, social and emotional development is very good and it is good in all other areas of learning. The two job-share teachers in the mixed age class are very experienced and cope very well providing an appropriate learning environment for both reception and Year 1 children. For a whole half term before most children attend full time, a full time teacher and a nursery nurse support five children in the reception class in the afternoon. This support is over generous and could be better spread across other classes.

56. Since the last inspection, standards and the quality of teaching have been maintained. A new learning area has been created for reception children and the outdoor provision has improved. The school follows the nationally recommended foundation stage curriculum.

Personal, social and emotional development

57. Children's personal, social and emotional development is very good and reflects the very good teaching in this area of learning. By the end of the reception year, most children will exceed the expected learning goals and higher attaining and average children are already well on their way to achieving them. Teaching is very good in both classes and effectively contributes to standards achieved because consistent messages are clearly given and reinforced in a friendly but firm way. A strength in teaching is the sensitive use of questions and opportunity to talk to others. This contributes to children's growing levels of confidence. The staff create a secure environment, where expected behaviour is clearly identified. Children enjoy coming to school and happily leave their parents and carers. They settle into school routines well because the teachers are very organised and well supported by the nursery nurse and classroom support assistant. Children have well-developed co-operative skills and a good understanding of the need of others. When changing for physical education the teacher encourages more able children to offer help to other children who are slower changing. This is most effective and many children could be heard asking if they could help with shoes, socks and clothes. They have a clear understanding of right and wrong because the teacher identifies expectations clearly. They

play alongside each other and share equipment. Ability to work independently is very well developed. They develop a sense of responsibility because their jobs are clearly stated. Procedures are clearly stated and children are given home and school targets after the baseline test. Two more able children independently observe the sand on the floor and show responsibility and initiative, co-operating well with each other to clear it up using a brush and pan. The children know and identify their jobs and activities for the day.

Communication, language and literacy

58. The children exceed the expected goals by the end of the reception year. Higher attaining children will progress to National Curriculum levels before the end of the year. Teaching is good in both classes. Teachers use questions skilfully to encourage children to develop their confidence and to extend their thinking and explanations. Teachers are experienced and well organised. Support staff are used well and this contributes to the good progress made in learning. Standards in speaking and listening are well above average. The children listen well, focus on their teacher and other adults and follow instructions. Children use a wide range of vocabulary and give reasons for their answers. One child notices that the plastic phone does not have a flex and explains that it must be broken. They use descriptive words in their conversations to each other. For example, 'This is beautiful.' They enjoy listening to stories and rhymes and are encouraged to share conversations. Children listen well to the story of the Big Bear and have a good understanding of vocabulary; for example, one child explains that the dump is where the rubbish is placed. The teacher challenges children to comment on the text of the story. Children rise to this challenge explaining that there is a pattern in the story. The teacher encourages children to identify the rhyming words such as bin, tin. Higher attaining children suggest their own rhyming words such as lane and train. The reading corner is well stocked with books and encourages children to sit down with a book. Resources are used well to reinforce learning and more able children identify the names of objects that rhyme, such as clock and sock. Lower attaining children need support to identify rhyming words. All children have a positive attitude to books and they know books communicate meaning and print goes from left to right. They all handle books carefully. Higher attaining children talk with growing confidence about the stories and can talk about their favourite books. The children take books home regularly and parents comment in their reading diaries. There are good opportunities for independent writing and this contributes to the good progress. In the home corner children co-operate well with each other writing their food list for MacDonalld's and shopping lists. Scrutiny of work indicates that more able children independently write sentences about their news. They sequence pictures to tell a story and they write about the story. Handwriting is less well developed in lower attaining children but they are beginning to know letters convey meaning and many letters used are recognisable.

Mathematical development

59. Standards of work seen are well above average. Teaching is good and children will exceed the expected goals of learning by the end of the reception year. The children achieve well in this area of learning. The teachers use questions well and this encourages a good response. Good progress is made because the teachers provide an appropriate range of activities to promote mathematical understanding. However, more challenge for higher attaining children in the reception class would ensure very good progress. The teachers in the mixed age class identify the early learning goals clearly alongside the National Curriculum levels for older pupils. Higher attaining children identify 1/2/5/10pence coins; they go beyond the stepping stones to 20 pence and 50 pence coins. Scrutiny of work indicates that the children have a very good knowledge of numbers up to ten. They

recognise numbers and can identify numbers of objects. Reception class children know there are 8 horses in the field and when 3 are taken out 5 remain. They sequence numbers up to twenty and complete simple addition and subtraction up to ten. Insufficient challenge occurs when support staff in the reception class teach the planned lesson, but do not use observation skills sufficiently to extend learning when children are coping easily with the planned activities. Most children count to 22 confidently. They know the order of numbers well and recognise mistakes in number order. They all know zero goes before one. They are good at recognising 2D shapes such as a circle, square, triangle, diamond and rectangle. Lower attaining children draw shape pictures and they can write numbers up to ten. Children complete repeating patterns and more able children in the mixed age class complete a symmetrical pattern. They recognise and explain how to place the ruler along the centre of the butterfly and identify the symmetrical shapes. The teacher extends their vocabulary using words such as symmetrical. They have a good understanding of comparative measurements. All children identify the shortest and longest lengths and record their findings.

Knowledge and understanding of the world

60. Standards of work seen are above average. Teaching is good and children exceed the expected levels of learning by the end of the reception year. The children achieve well in this area of learning. A strength in teaching is the skilled use of questions that encourage children to extend vocabulary and express opinions. Children know about features of their environment and can talk knowledgeably about distinctive features. They make good progress learning about their school ground. The teacher encourages them to listen to woodland sounds and look at the holly bush. They observe and comment on the leaves, trees, roots, nettles, conkers and mushrooms. Scrutiny of work indicates that many children exceed the early learning goals and are working to the lower levels of the National Curriculum for science. Children identify pushing and pulling actions clearly. There are good opportunities for children to have access to the computers and mouse control is good. They click successfully on the mouse to make the Banana man jump. Computers are well used as children label parts of a plant. Higher attaining children label petals, leaves, roots, stem and the flower. Lower attaining children label the petals, leaves and roots. They identify different materials and the differences between night and day. Children have good opportunities to play in the sand and they describe with a good level of vocabulary the effect of water on the sand, for example, 'The sand becomes sticky.' The children use Lego bricks well to make a lorry that carries passengers and a car. They co-operate very well to build the lorry. The children have a good sense of place and time. They explain that the truck is going to London. Children know and recognise the day of the week. They know 25th is one more than 24th. They know and identify the month of October.

Physical development

61. Standards of work seen are above average. Children achieve well in this area of learning and exceed the expected goals by the end of the reception year. Teaching is consistently good because planning identifies learning clearly and activities are well organised. Opportunities for development of gross motor skills are satisfactory. Children climb with confidence and control. There is one structured physical education lesson each week to promote their physical development and a daily outdoor activity session. The attractive school grounds are well used. Most children change independently although some lower attaining children need support. Spatial awareness is not yet well developed and children do not fully understand the concept of finding a space. Listening skills are very good and children listen well to their teacher who is skilled in developing knowledge of procedures. They respond quickly to the 'bean game' instructions curling like a baked

bean, jumping like a jumping bean and running like a runner bean. The teacher extends language by referring to the four quarters of the room and higher attaining children appear to understand this concept. They play a simple chasing game. Higher attaining children move with good control and co-ordination for their age. Lower attaining children are less aware of the space and others. The teacher is well organised and this contributes to children's enjoyment of the activity. Children achieve well in fine motor skills because they are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. They use pencils, crayons, scissors and paint brushes effectively and with confidence. Hand eye co-ordination is well developed through matching and positioning shapes, decorating and sticking.

Creative development

62. Children are on course to exceed the expected goals by the time they enter Year 1 and achieve well in this area of learning. The quality of teaching in this area of learning is good. Scrutiny of work reveals children have opportunity over the year to work with a range of materials and experience different methods. They mix paints and explore colour as they paint a portrait of themselves. They use pencils and crayons and complete simple collages. Children print repeating patterns using leaves. They use paint well. They paint themselves and are aware of main body parts. Portrait paintings show good levels of imagination. They use playdough imaginatively; for example, they make small imaginary cakes and mould an oven to bake the cakes. Children use wax crayons for drawing butterflies. More able children show good attention to detail in their drawings for example drawing distinctive eyelashes. Older reception children make clay pots and show imagination in painting them in attractive colours and patterns. There are good opportunities for children to explore and handle a range of musical instruments. They know the names of most of them such as glockenspiel, tambourine and claves. More able children demonstrate two different ways to play the drum by banging and scratching. One child remembers the name cabasa and demonstrates how it is played. Children demonstrate different ways to play the glockenspiel during the music session. Singing is well developed and children are learning the words of new songs. They confidently sing a range of songs from memory. There are good opportunities for children to express curiosity and explore the environment using their senses. The role-play home area extends imagination and promotes quality imaginative role-play. Children are encouraged to think of the needs of others when preparing meals and carrying out domestic tasks.

ENGLISH

63. Standards are average by the end of Year 2 and well above average by the end of Year 6. This is confirmed by the results of National Curriculum tests for 2001 at the end of each key stage. Pupils should be achieving higher levels of attainment in Year 2. However, by the end of Year 6, pupils are achieving as well as they should. Pupils with special educational needs achieve well throughout the school and make good progress in their learning. Pupils' ability to write creatively and use imagination is well above average throughout the school, but attention to technical aspects is less well developed. This is a major reason for pupils not performing as well as they should by the age of seven. Basic skills such as strategies for tackling difficult words when reading are not clearly embedded. Writing standards are not as good as they could be because of weaknesses in presentation and handwriting. Too few pupils are doing joined handwriting by the end of Year 2; handwriting styles are not consistent and attention to spelling, presentation, punctuation and grammar could be better. There is no significant difference between the performance of boys and girls.

64. Since the last inspection, the school has put an emphasis on improving pupils' writing through creating more time for this aspect. This has been successful and pupils' ability to write with creativity and imagination is very high. All pupils have individual targets for their literacy. Teachers assess attainment and progress in literacy very well and the information is used to inform planning but there is no consistent assessment procedure throughout the school. Since the last inspection, report standards have dipped by the end of Year 2, but have improved to well above average by the end of Year 6. The main reason for the dip is lack of attention to the technical aspects of writing. Improvements in these aspects will ensure that pupils achieve the standards they should. The improvement at Key Stage 2 is because of the greater emphasis on extended writing throughout the school.

65. Throughout the school, standards of speaking and listening are well above average. Pupils have a very good command of vocabulary. They speak articulately and with confidence in a variety of settings – small groups, whole-class sessions and individually to each other and to adults. Year 2 pupils justify their opinions or provide detail in their oral descriptions; for example, in mathematics pupils with special educational needs explain to a visiting inspector the difference between a cube and a cuboid. Older pupils have built soundly on these foundations. They state their opinions clearly and justify them well, for example, Year 5 pupils in a discussion about Nelson Mandela. They respond very well to each other's views and are well able to negotiate sensibly, altering their viewpoints appropriately. Year 6 pupils talk about the difference between biography and autobiography. Year 4 pupils discuss fact and opinion about the proposed speed limit cut. They articulate the difference between fact and opinion very well. Their critical and evaluative skills are well developed. One pupil says, 'I think the article could have been written better as it did not make sense.' The teacher is very good at asking questions, which makes the pupils think about what they are saying, for example, 'Do you think it is fair when pop stars earn so much money and other people in the world are starving?' The depth of discussion and quality of the ideas are well above average. Pupils are able to give reasons for their opinion and back up their statements well. Pupils in Year 6 express their opinions about books dealing with multi-cultural aspects. They show a very good level of thinking and consideration for others, for example, multi-cultural books help to develop awareness of other people, their ways of life on different parts of the world so that people will not be shocked by advantages or disadvantages of that country.

66. Listening skills are very good throughout the school. All pupils, including those with special educational needs and those identified as high attaining, listen politely and respond appropriately to their teachers in all classes, which enables them to know what it is they are to do and to benefit from the good teaching they receive.

67. In both Year 2 classes, standards of reading are no better than average because of the lack of reading strategies and use of expression. In Year 6, pupils' standards of reading are well above average, overall, with a significant proportion of pupils achieving high levels. Much of this success is due to the high priority the school places on reading and the partnership between home and school. Pupils' reading diaries are used regularly throughout the school. In Year 2, pupils read accurately and with reasonable attention to punctuation. Some lack expression when reading aloud but they have a good understanding of the storyline. Lack of a range of strategies to work out unfamiliar words means standards are not as high as they should be. Pupils have adequate research skills and routinely look for information in non-fiction books by using the contents and index pages. By Year 6, pupils read well but lack of a firm foundation in reading strategies means some lower attaining pupils lack confidence and are unable to explain how to tackle

unfamiliar words. Average and higher attaining pupils read a wide range of books accurately and fluently, and can talk about the style of the writer, for example, 'How they use description well to bring the text alive.' They infer meaning and deduce information securely and use the text well when describing characters or events. All enjoy reading and are well able to talk about their favourite genres and authors by reference to a number of texts. Their research skills are good; they skim and scan texts effectively.

68. By the end of Year 2, standards in imaginative and creative writing are high. Pupils express themselves very well and their use of vocabulary to enrich the writing is very good. A more able pupil wrote, 'One day I was cleaning my shoes and minding my own business, meanwhile Joseph was making a guitar in the village to make money. At home I had nearly finished cleaning my shoes when suddenly. I heard a crashing sound and saw a glittering of small stars. The stars got bigger and slowly an angel appeared.'

69. Pupils in Year 2 know and understand how to write questions. They prepare and write interesting questions to ask Florence Nightingale about her work. They know suitable words to start a sentence using questions. They use appropriate capital letters, full stops and question marks. Handwriting is not consistent in style and size and should be better. Pupils practise writing single letters correctly, but are insufficiently challenged to join their letters and apply the principles of handwriting and presentation to their independent work. Scrutiny of previous work indicates that insufficient pupils use joined writing in the infant classes. A few higher-attaining pupils write neatly and give a consistent size to their letters. The standards of spelling and grammar are variable. Standards of punctuation are satisfactory with higher-attaining pupils using commas, exclamation marks and question marks correctly in context.

70. Pupils in Year 6 enjoy a wide range of opportunities to use their writing skills. However, lack of consistent style in handwriting is noticeable in the work of Year 6 pupils. Pupils punctuate sentences correctly and all but the lowest attaining use more advanced conventions, such as commas, apostrophes and speech marks, correctly. Written work is very well structured and the wide range of vocabulary used enhances the flow. For example, pupils vary the length of their sentences well. They write obituaries, for example, 'Susanna Wood has been blown apart at the age of 41. She has amazed many people with her talent for turning pictures of people or animals into caricatures.' Pupils have very good knowledge about different forms of writing. They distinguish between the skills of biographical and autobiographical writing in role and they are able to compose a biographical account based on research. They know and recognise auxiliary verbs. Pupils write a curriculum vitae in role for Florence Nightingale or Mary Seacole.

71. The current quality of teaching and learning is good in Key Stage 1 and very good at Key Stage 2. Teachers plan their lessons effectively and use the information gained from a variety of assessment procedures well. As a result, they provide activities that are appropriately matched to the developing and differing needs of all pupils. This means that pupils are interested in the work set and concentrate well. Pupils with special educational needs are supported well by skilled and caring support staff, who ensure that their needs are fully met and that they have equal access to all that is going on. As a result, they make good progress, overall, as do their classmates. Teachers explain tasks and learning clearly. In the very good lessons, there is a challenging pace. Teachers have very good management skills and are well prepared. Pupils respond well to the high expectations of behaviour. Current teachers' knowledge of the subject is good. However, they do not make enough use of the potential of information and communication technology (ICT) to support work in the subject.

72. The co-ordinator has only been responsible for English for a few weeks and is relatively new to the school. She has made a good start in evaluating the provision in English and has already identified some areas for development. The previous co-ordinator was only in school for one year and this lack of a consistent subject management over time has contributed to the downturn in results in Year 2. Resources are satisfactory overall, but the quality and range of fiction books for more able older pupils could be better. Good progress has been made in setting up computerised systems in the library for pupils to scan their own books. All classes have a weekly library session.

MATHEMATICS

73. The school has maintained the good standards seen in the previous inspection. In the 2001 national tests, standards in Year 2 and Year 6 are above the national average. The school has successfully introduced the National Numeracy Strategy and this is taught very effectively most of the time. When compared with schools with a similar intake, standards are average. Throughout the school, standards in mathematics are sufficiently high and the school has kept pace with the national improving trend. The progress of all pupils, including those with special educational needs and those who are more able, is good. Teachers' planning takes good account of the different ages and abilities in the Year 1 and 2 classrooms. There is no significant variation in performance by boys and girls.

74. At the end of both key stages, pupils have covered a good range of work in all the attainment targets. By the end of Year 2, pupils are able to discuss their work in mathematical language and give reasons for their answer. In a lesson on two and three-dimensional shapes pupils clearly explain the differences between a cube and a cuboid. The pupils have good skills in calculating mentally and a thorough knowledge of number facts. They calculate using numbers up to 100 and most are confident in subtraction as well as addition. Higher attaining pupils can add and subtract three digit numbers. Pupils also show a good understanding of multiplication and many can do simple division. Pupils who are lower attaining can use money to 20 pence and other pupils confidently handle money to £1. This is a skill which has been well covered and built on from Year 1, where pupils confidently handle, identify and add coins to 50 pence. They use simple fractions such as quarters and know that four quarters make one whole. Pupils have a good understanding of shape and space. They describe the properties of two and three-dimensional shapes and identify symmetry in common patterns and shapes. They do investigations involving measuring and find out which is longer from a group of objects such as paintbrush or a candle. Pupils make good progress in handling data. They fill in a tally sheet on the flavour of ice creams and construct a graph showing which flavour they like the best.

75. By the end of Year 6, pupils grow in confidence solving increasingly difficult problems. They work out problems involving money, averages, ratio and area and show the methods used and the calculations needed. They multiply and divide whole numbers by 10 or 100 and add and subtract decimals. Most are able to do calculations involving percentages. Year 3 pupils make very good progress in their learning when they study Sumerian and Egyptian numbers and work out how to write numbers of ascending value. They give their opinion on the number systems. One pupil states that 'Egyptian numbers are more creative' and another that 'Sumerian numbers are a bit dull because they are just arrows.' In Year 6, pupils have a good knowledge of co-ordinates, negative numbers and prime numbers and use this knowledge very well to work out averages. Pupils can measure accurately and apply their knowledge to working out problems involving perimeter and area. Data handling skills are well developed. Pupils in Year 6 understand that graphs can show a trend and they plot a line graph to show trends in how a music company is

recruiting. Year 5 ask questions about data from birthday charts and a line graph on temperature.

76. Teaching and learning is good with a significant proportion of very good teaching and learning in Years 3 - 6. Teachers have a good knowledge of the subject and apply the numeracy hour well in all classrooms. As a result, the pupils are confident and well motivated. There is a fast and challenging pace to the initial sessions on mental calculations and in those that check pupils' understanding at the end of the lesson. Pupils work at a very good rate and concentrate well on the task in hand. They show maturity in reading and understanding the task and it is evident that they are thinking very hard about their work. They are quick to ask questions to clarify their thinking and the teachers are equally quick to respond and take their learning forward. Specific targets are set for pupils with special educational needs, which are well recorded in individual education plans. Targets for other pupils are being set and all pupils are due to have these by the end of term. All teachers track pupils' progress and record it on a tracking sheet. Extra sessions for boosting Year 6 pupils and for lower attaining pupils in Year 5 are also planned for next term.

77. The subject leadership is good. The co-ordinator has a very good understanding of how to teach mathematics and is supporting her colleagues well. All teachers have been monitored this term and feedback has been given to staff. Newly qualified teachers are being appropriately supported. There are some good links with ICT. The use of spreadsheets is developing across Years 3 - 6 and there are packages for work in shape and space. Data packages are being used but, because of time constraints on the computer, not all pupils are able to fully benefit from these.

SCIENCE

78. Standards of attainment at the end of Year 2 are average and all pupils, including those with special educational needs, make satisfactory progress. At the end of Year 6, standards of attainment are below average overall. There is good evidence that standards are rising but there is still some way to go before they are on par with English and mathematics. Throughout the school, pupils express themselves well orally and in writing. The standard of presentation incorporating the use of clearly labelled diagrams is generally good. However, pupils do not have sufficient time to produce the depth of work needed to attain the higher levels. They do not have sufficient opportunities or time to revisit topics to consolidate the learning in the juniors and too few planned opportunities to use computers to word process information and to handle and present data.

79. Standards in the National Curriculum tests in 2001 for 11 year-olds were below the national average, and well below those of similar schools. The results have fallen steadily over the last three years from above average in 1999. There has been no significant difference between boys' and girls' achievement. In teacher assessments of seven year-olds in 2001, results were average as they were last year. Comparing performance in science with those in English and mathematics, it is apparent that pupils have not achieved the results of which they are capable.

80. Since the last inspection, standards overall have deteriorated. The standard of work seen in the current Year 6, half a term into their final year at school, is below average. The work in their books from last year is inadequate; they have not covered the National Curriculum at an appropriate level, there has been far too much emphasis on the life sciences, and too little on the other aspects, particularly those relating to physics, such as magnetism, light, and sound. Forces have been studied but much too superficially. There

is no real investigation work to develop skills of enquiry, which form a large part of the programme of study. This term, the Year 6 pupils have covered more life science, including photosynthesis at a level more suited to Key Stage 3. They have spent much time on classification and drawing cells in complex detail, again at an inappropriate level for their age. They could not devise a key to identify a set of animals drawn on cards because there were too many variables to consider. Pupils made insufficient progress in Key Stage 2 last year and all classes have much work to do to catch up. This stems from an inadequate scheme of work, insufficient monitoring and evaluation of the science curriculum, and insufficient guidance for new and temporary teachers.

81. The current Year 2 pupils are making good progress, despite being in a mixed age class with Year 1. Work is planned at a suitable level, and in class, very good extension work for the older pupils was seen when they were setting up electric circuits with buzzers. Their teacher challenged them to predict what might happen if they were to connect a light bulb as well as the buzzer. They were amazed to find that the bulb failed to light after they had predicted that both it and the buzzer would work if they were connected in a complete circuit. With careful guidance from their teacher, several pupils were able to link the 'three volts' stamped onto the battery with this. Some pupils said that three was not enough but maybe six would be, showing ability to reason at a high level. The standard of this work is above average at the beginning of Year 2, but standards are average overall at present, since not enough work was covered last year.

82. Teaching and learning is generally satisfactory, though much better in Years 1 and 2, where most was very good. In the juniors, two unsatisfactory lessons were observed. It is obvious from the work completed last year that teaching was unsatisfactory in Key Stage 2, and this is having a direct effect on present standards. The main problems are to do with teachers' lack of knowledge of the correct level at which to pitch their work, with consequent expectation either too high or too low. Aspects of the subject are being covered in too little or too much detail. This stems from an inadequate knowledge of the work necessary to attain a certain level of the National Curriculum.

83. The scheme of work still in use from last year is inadequate because it has not been adapted by the school into a workable programme. The medium term plans are not clear enough on levels of knowledge and skills expected from pupils, and it has not been monitored to ensure full coverage of the curriculum. It is very obvious from last year's books that few classes had their entitlement to the full National Curriculum for their year. Teachers' knowledge of physical science is shown to be particularly weak with only a very superficial treatment of, for example, magnetism as 'two red ends repel' in the upper juniors.

84. Basic teaching methods are satisfactory but the use of literacy is not extended well in science. There are far too many worksheets and work is consequently disjointed and superficial. The very good extended writing seen in some other subjects is not apparent here, and pupils are not learning structured writing of science. A fair test, for example, was described as writing in the same way each time, causing much confusion. Little use of numeracy is evident in measurements during investigations, and there is no evidence of the use of measuring equipment, such as thermometers, useful for understanding negative numbers.

85. Information and communications technology is used appropriately for datalogging, for example the pulse rate before and after exercise. The temperature sensor is used to measure air temperature, but was seen being interpreted wrongly at 11degrees C, yet marked correct. Databases are satisfactorily used for classification, but not enough use is

made of CD-ROM to enthuse pupils and widen their knowledge of, for instance, the earth in space, or the human body. Most ICT is done as demonstration, however, and there was little seen in pupils' individual work.

86. Teachers mark pupils' work promptly, the assessment carried out depends on the class teacher since there is no school policy and assessment has been superficial in the past. The new co-ordinator has recognised this as a weakness and is starting to introduce more structured tests to be done every year. Management of pupils is good, and they work hard in lessons; they are keen to do well. However, older pupils themselves said that they did not do much practical work and their knowledge of this is shallow.

87. The new co-ordinator is inexperienced but has a sound vision for the development of the subject. Co-ordination in the past has been weak with no apparent monitoring of the progression of skills and knowledge through a structured scheme of work, no monitoring of classroom teaching of science, and no scheme of work tailored to the school's specific needs. The intended introduction of the national scheme of work should ensure that the National Curriculum will be fully covered, but pupils in Year 6, in particular, have much catching up to do, especially in physical science and investigation work, and will only succeed with a properly structured programme.

ART AND DESIGN

88. By the end of Year 2, standards in art are typical of what you would expect for pupils of this age. By the end of Year 6, standards are below what you would expect to see. Considering the above average attainment on entry to the school, standards are not as high as they should be. Pupils' progress is satisfactory in Years 1 and 2 but unsatisfactory in Years 3 - 6. Pupils with special educational needs achieve as well as their peers.

89. At the last inspection, standards were judged to be above average throughout the school. Current inspection evidence indicates a decline in standards. There have been no developments in the subject since the last inspection because of the focus on literacy, numeracy and information communication technology.

90. By the end of Year 2, pupils mix paint competently and use paint confidently to create a self-portrait. Pupils in Year 1 and 2 use paint well to create a portrait of a famous person. The portraits show some resemblance to characters such as Tony Blair, Minnie Mouse, Florence Nightingale and Henry V111. Art has an appropriate focus in Year 1 and 2 and attractive colour mixing charts reinforce learning. Pupils have good opportunities to use their imagination. They make a pinch pot in clay. The pots show imagination in their shape and design, oval, round, triangular, tall and short pots are evident. More able pupils produce lids for their pots and show good attention to detail. Pupils use a range of colours and patterns to decorate their pots. Scrutiny of work shows that pupils use an appropriate range of materials such as charcoal, paint and chalk. Pupils' evaluation of their work is less well developed.

91. Standards by the end of Year 6 are below what you would expect to see for pupils of this age. The satisfactory progress pupils make in Key Stage 1 does not continue consistently into Key Stage 2. The artwork evident around the school was less than you would expect to see, and progression in skills knowledge and understanding is unsatisfactory. Pupils in Year 3 make prints using leaves and paint but the quality of this work shows no progression from the same activity seen in reception. Pupils in Year 4 create a collage of a realistic picture of flowers. They use a range of techniques such as

tearing and cutting paper to create their vase of flowers. Ability to evaluate and comment on their work is not well developed. Pupils report that their work could be better but they do not explain why or how. In the one art lesson observed, progress in learning was good during the lesson but over time progress is unsatisfactory and not as good as it should be. When pupils in Year 5 sketch their sneakers there is some evidence of shading but this is not as well developed as you would expect to see. No artwork was seen in Year 6 and discussion with pupils indicates that no art has been done this term. Pupils' knowledge of professional artists and a range of techniques and styles are limited. Pupils know about Lowry and Van Gogh but appreciation and knowledge of their characteristic style and techniques are limited. There was very little evidence to indicate that pupils evaluate their own and others' work.

92. No teaching was observed at Key Stage 1. Only one lesson was observed at Key Stage 2 so insufficient teaching was observed to make a judgement about the quality of teaching. Planning shows progression in aspects of art such as printing but it is evident that teachers are not always following the plan. Art is combined with design and technology and teachers have not clearly identified specific skills for each subject area. There are some helpful resources to support art but these have not always been used. The use of ICT is not well used and could be better.

93. The co-ordinator has recently taken over responsibility and is a temporary teacher covering the maternity leave for the co-ordinator. She has a realistic view of the standards and has specialist knowledge but has not been at the school long enough to make any impact on standards or the curriculum.

DESIGN AND TECHNOLOGY

94. Standards of attainment at both Year 2 and Year 6 are below those expected nationally for pupils of this age. All pupils, including those with special educational needs and higher-attaining pupils, make unsatisfactory progress in their learning. Improvement since the previous inspection has been unsatisfactory. There has been no clear distinction between the subject and art and design. The curriculum is appropriately covered but it lacks depth. There was no evidence on the inspection that pupils use mechanisms to make things move. Pupils do not undertake an increasingly complex range of design and make assignments over time and they do not generate and develop their own ideas sufficiently. Planning does not build on the progression of skills and knowledge from year to year. However, as in the last inspection good guidance is being given to pupils this term to help them improve their designs and to help them to solve their problems. New guidelines following national recommendations have now been adopted but have yet to make an impact on pupils' learning as they move through the school.

95. Pupils in Years 1 and 2 design and make a candleholder out of clay. They decorate it using a range of colours. They write about how they make it and how it could be improved. However, the curriculum so far has not offered opportunities for pupils to choose materials, tools and techniques to make a range of products or to measure and shape a variety of materials. Planning shows opportunities for food technology although there was no evidence of this during the inspection. Pupils in Years 3 to 6 have some good opportunities to design and plan work and they suggest ways of improving their design. Year 3 pupils design a musical instrument at school and make them at home. They make shakers, guitars, rattles and drums out of a range of materials such as wood, tins, coat hangers, elastic bands and bottletops. Year 4 make swords linked to their work in history. They show the design and materials to be used and consider how to make them strong and straight. Year 5 pupils design and make a bridge and are very well motivated and stay

absorbed in their task. However, they realise that they have a limited range of materials to hand and that their work is restricted by their lack of knowledge in designing a strong structure. There is no evidence that they have previous knowledge to use to help them. Pupils in Year 6 design and make a model bed out of balsa wood using tools. They reinforce the corners and are aware of the difficulties in making the corners accurate and strong.

96. No teaching was observed in Key Stage 1. Teaching and learning this term are good in Key Stage 2. Teaching has been affected by weaknesses in planning for the progression of skills, knowledge and understanding. This term, half of the teaching staff are new to the school and are bringing with them good practice in these areas. New guidelines from subject leaders are also beginning to have a positive impact. As a consequence the current quality of teaching and learning is good. Good attention is paid to health and safety issues and the evaluation and improvement of the pupils' work. Teachers have an appropriate subject knowledge but are at a disadvantage because pupils' skills and understanding is not as good as it could be due to the weaknesses in the curriculum. Pupils do show an interest in the subject and even excitement but they do not have the skills, knowledge and understanding to apply to new designs that have been built up from year to year. Although pupils do evaluate their work and suggest how to improve their design, the quality of finished products is limited. There are some good links with other subjects, such as history, art and music. However, there is no evidence that ICT contributes to the subject, such as in using drawing and painting software to generate designs.

97. Design and technology is not reported in its own right in the annual reports and there are no manageable assessment procedures. There is a caretaker co-ordinator for design and technology while the permanent teacher is on maternity leave. She has the necessary knowledge to implement the national guidelines and to plan for the development of the subject and the raising of standards across the school.

GEOGRAPHY

98. Only one lesson was seen, but the evidence from work samples and from talking to pupils shows that the standards in both key stages are satisfactory. Some very good local study projects were seen, such as that on rivers in Year 5, in which pupils had undertaken a field study of the river Blackwater. However, in the juniors, coverage of the National Curriculum until this year was patchy. There was little evidence in pupils' books of studies which are commonly taught, such as comparisons of life in the West Indies or India with those in Britain. Local studies, however, do appear to have been done well in some classes, such as the tracing of the development of Farnborough from the army camp at Aldershot, and a study of the village, Shere. In Years 1 and 2, pupils have gained a satisfactory knowledge of their immediate vicinity and have followed the exploits of 'Columbus Bear' as he undertook the voyages of Christopher Columbus, visiting various places, such as Italy and America. However, the use of far too many worksheets did not allow pupils to develop their own writing ability, nor show progression of skills.

99. Geography was a key issue at the last inspection and provision had not improved sufficiently until this year, when the new co-ordinators carried out a complete audit of the curriculum and resources. They have implemented a new subject based curriculum to replace the old topic scheme; they have looked at cross-curricular links but not allowed them to assume any greater importance than the development of geographical skills, such as mapping, and use of evidence in photographs, for example. These can now be more easily traced through the order of the geography topics studied throughout Years 3 - 6. In

Years 1 and 2, pupils are eagerly following the adventures of 'Barnaby Bear' as he goes on holiday to places around the world, and covering the National Curriculum through topics from the QCA guidance.

100. Teaching, in the one lesson seen in Key Stage 2, was satisfactory. Pupils spoke knowledgeably about the development of land in the area of their field trip, and describe the activities displayed in photographs in their classrooms, such as measuring the depth of the river using plumb lines. Their teacher, who is the co-ordinator, shows good subject knowledge and inspires the pupils with her use of CD-ROM showing features of the river. Pupils can draw their own version of the main stages of a river's development and were very productive, working diligently throughout the lesson.

101. The subject is set to improve now that the full National Curriculum is in place. The co-ordinators have worked hard to do this so promptly and recognise that monitoring the quality of the curriculum and its assessment are the next priorities.

HISTORY

102. The standard of work is high by the end of Year 6 and some outstanding work was seen from last year's books and in current lessons. In Years 1 and 2, standards are good. Standards have improved since the last inspection.

103. Pupils aged seven have a very good idea of life in Florence Nightingale's hospital in Scutari, preparing questions which they eagerly ask the 'Lady herself', who pays a visit to each infant class. This is a good example of the imaginative ways teachers use to make the subject interesting and relevant for their pupils.

104. Pupils aged 11 have very good knowledge of life in Tudor England; they have carried out some very good individual research on Hampton Court and on the sort of menus that wealthy people would have enjoyed at a Tudor banquet. They write imaginatively about life in Farnborough in the past, using maps and photographs as evidence, and show that their skill in evaluating evidence is developing well; they put artefacts from the Stone Age to Roman times in accurate chronological order.

105. Teaching and learning are consistently good and often very good. Teachers have very good subject knowledge and there are several displays of work already in classrooms and corridors, after only half a term, showing pupils' work and stimulating further interest. Pupils have, for example, made Roman swords as part of their study of the Romans; other work on life in Roman times includes the life of a gladiator. The high standard of work seen in pupils' books and on display shows teachers' high expectation, as does the breadth and depth of their studies. Pupils are keen to learn and have a very good attitude to their work, willingly engaging in their own research during lessons and out of school. Teachers manage pupils well by giving them large amounts of work at a high level to do in lessons. Pupils respond by being very productive; they find the work challenging, but are capable of it, and often move on to extension work. Teachers frequently make good cross-curricular links, such as in the study of Florence Nightingale where pupils in Years 1 and 2 pointed out Scutari and the Crimea on a world map, which also showed them that it is a long way from England.

106. Literacy is developed very well through extended writing based on research for older pupils, for example, the life of Samuel Cody. In Years 1 and 2, pupils write questions to pose to 'Florence Nightingale' and record their work in pictures and text. Numeracy

develops well through placing events on time lines, and ICT is used well in simulations of, for example, Roman Britain, though not yet enough for research using the Internet.

107. Teachers mark pupils' work regularly and keep satisfactory records of their progress. However, since there is no assessment policy in the subject, teachers have to devise their own, and it is difficult to achieve consistency with changes of staff. This weakness and the existence of the topic system till last term make it difficult to show progression of skills in particular. The new co-ordinators have rationalised this by ensuring the National Curriculum is in place through discrete history topics based on the QCA guidance for Curriculum 2000. The co-ordinators have good vision for the development of the subject and have recognised its cross-curricular links with geography in particular, alternating the two subjects on the curriculum, which also ensures that resources are shared. Since this system has only been in place since the beginning of term, extensive monitoring and evaluation has not yet taken place. The co-ordinators regard this and assessment as priorities for development this year.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Standards in information and communication technology (ICT) are appropriate for pupils aged seven, but pupils' overall standards at the end of Year 6 are below those expected nationally. This is because pupils do not have enough regular experience of the necessary skills outlined in the information and communication technology curriculum. Standards have declined since the previous inspection. At that time, it was pointed out that there were relatively few computers which meant that pupils did not have sufficient time to practise skills. Although there are now more computers in the school, most classrooms still have only one and these are not able to access the Internet or to use email. Pupils interviewed in Year 6 have differing responses as to the last time they used their classroom computer. This ranged from two weeks to half a term. Pupils also say that they rarely use the computers to access the Internet, two of which are available in another work area. The school is addressing the issue of hardware and has undertaken a recent audit with the result that finances have been allocated to increase the number and quality of computers.

109. Overall, the progress made by pupils in Key Stage 2 is unsatisfactory because of the limits on the amount of time they spend on the computer. However, work in most of the classrooms this term shows that pupils are making good progress in the units being studied. This is because the subject knowledge of most teachers is good. Many of the teachers are new to the school and bring with them a good understanding of the requirements of the programme of study. Pupils in Years 1 and 2 use the computer to make repeating patterns by dragging and dropping blocks on the screen. Most have a good understanding of the function of a keyboard and use the computer confidently. They know how to use the space bar, the shift key and the Caps Lock and use the arrow key to move the cursor. They use the word processor to write prayers and record their work in history about Florence Nightingale. Pupils in Year 2 construct and print a pie chart giving information on the number of pets kept by the pupils in the class.

110. There is some good work in Years 3 to 6. In Year 3 pupils use the computer to describe their musical instrument that they made in design and technology. They use sensing software in their science lesson to measure the degree of light given by torches, lights and the natural classroom. In Year 4, pupils use a multi media program to find out about the Romans and have a good knowledge of how to progress through the software. They can also use the word processor to create tables and to import clip art into text. Pupils in Year 5 experience roamer software and understand how to give a series of simple instructions to the turtle. They use a spreadsheet to record a science investigation on their

heart rate before and after skipping. Year 6 pupils compile a database of birds found in the area of the school and produce a pie chart. However, because of the limited resources, pupils do not make the progress that they are capable of over time. Very little evidence of using drawing and painting packages was shown to the inspectors and again pupils could not remember the last time they used them.

111. Teaching over time has been unsatisfactory because insufficient opportunities have been planned to give pupils regular experience in all aspects of the subject. However, when the computers are used, the teaching and learning in lessons is good. Currently in Years 1 and 2, teachers give good attention to the building up of a good technical vocabulary and there are good classroom displays in Years 1 and 2 on the layout of a keyboard. Teachers give very clear directions to the pupils on what is expected. A teaching assistant who has a good amount of expertise gives very good support in a Year 1 and 2 classroom. Some teachers are keeping good records to check that all pupils have had time to do the activities being studied but this is not consistent across the school. Some assessment of Year 2 and Year 6 pupils takes place, but there is no clear policy in ICT across the school. Pupils' learning is good in activities such as those in Year 4 where pupils show a good acquisition of skills, knowledge and understanding about a multi media program, and in Year 3, where they use a laptop to record measurements on light. These lessons are being well planned. However, older pupils show a frustration in not being able to use the computer regularly. They seem unaware of the possibilities at school of communication through the Internet and email, although a few have used it to find information and many have used it at home. The school is currently reviewing the planning for ICT and national guidelines are due to be integrated with present practice.

112. There are some good links with subjects such as English, mathematics, history and science and the school has a digital camera, which a few pupils have used. However, insufficient use is made of ICT to generate ideas for work in art, design and technology and music. The co-ordinator has a good understanding of the development needs of the subject and is currently planning the reorganisation of the curriculum computers and the purchase of new hardware capable of being networked and accessible to the Internet. An interesting feature of the provision in the school is the library computer, which runs software, which the pupils can search through and use to scan library books. This is used very well and kept up to date.

MUSIC

113. Due to timetable clashes and music being taught after the inspection ended, insufficient evidence was observed to make a firm judgement about the overall standard of achievement in the subject. Singing seen in the whole school and class assemblies was of an average standard for the age of the children. They sang the hymn 'Be still' in tune in whole school assembly and the song 'Well done' with great enthusiasm at the junior assembly. Pupils in Years 1 and 2 know the names of percussion instruments and how they are played, recognising drums, triangle, and glockenspiel, for instance. Good cross-curricular links have been made with science and design and technology in making musical instruments at home; they show satisfactory knowledge of how instruments are played by plucking strings or hitting percussion.

114. In the two lessons seen in the juniors, pupils were making good progress as a result of good teaching in well-planned lessons. Both teachers showed good subject knowledge and presented the activities in interesting ways which motivated their pupils, but the older ones in Year 5 had had little previous experience, and had difficulty singing their song (Frere Jacques) in a round. They also needed help from their teacher in providing an

ostinato with their instruments; this is below average for their age. Year 3 pupils listened carefully to African music in an appreciation lesson, and were eager to tell the teacher and each other about their feelings. Descriptive language was developed well by the use of words such as 'calm', 'strange', 'graceful', and 'cheerful'. Those with more musical experience were able to identify some of the instruments used, but others could not, showing that their past experience has been patchy. However, through their teacher's persistence, all could identify members of the string family through an instrument quiz.

115. The instrumental teachers give high quality tuition to those who have lessons, and are improving the talents of several pupils who are making good progress. The new music co-ordinators have good vision for the development of the subject, particularly of ensuring that the curriculum reflects progression throughout the school. The topic system is being replaced with a scheme based on the national guidance, and this is already giving more progression in all aspects of the music curriculum.

PHYSICAL EDUCATION

116. Standard of attainment in physical education by the end of Year 2 is typical for pupils of this age and pupils make satisfactory progress. By the age of eleven, attainment is below what you would expect for pupils of this age. Unsatisfactory planning of the curriculum for physical education, as pupils progress through the school, contributes to unsatisfactory standards by the end of Year 6. Standards are not as good as they should be considering the high attainment of pupils on entry to the school. Pupils with special educational needs do as well as other pupils in the subject.

117. In the last inspection, standards were judged above average throughout the school. Since the last inspection, no progress has been made in developing the subject and standards have deteriorated by the age of eleven from above average to below average. By the age of seven, standards have also slipped from above average to average. Swimming was identified as an area for development in the previous inspection report. Over the four years, insufficient progress has been made to address this issue. Some swimming does take place in Year 6 for those who are non-swimmers but it does not meet all the requirements of the programme of study. No evidence was presented to show that all pupils are assessed in water confidence and safety and that they can swim unaided for a sustained period of time over a distance of at least 25 metres using a range of recognised strokes and personal survival skills.

118. Lessons were observed in games at Key Stage 1 and gymnastics at Key Stage 2. No swimming or dance was observed. Discussion with staff and pupils and a scrutiny of planning enabled judgements to be made.

119. By the end of Year 2, pupils make good progress in their learning in games. Spatial awareness is well developed and pupils move sensibly around the playground. They have a good awareness and knowledge of the importance of activity because the teacher draws attention to this aspect. They talk about the heart beating faster. They control a ball well using uni-hoc sticks. More able pupils hold the stick correctly and keep the ball near to their stick when dribbling. Pupils skip well and gallop to warm up. More able pupils dribble and push their ball through goals. Average and lower attaining pupils have less control of their ball and take longer to direct it through the cones. Opportunities for pupils to evaluate their own and others' performance and suggest ways to improve are not emphasised strongly enough.

120. The quality of teaching is good at Key Stage 1 and teaching points are clearly made. Teachers have good knowledge of the skills of hockey. However, their inexperience of this age group means that pupils are placed into a game situation that is too large for this age group and does not promote the very good learning gained in the first part of the lesson. Higher attaining pupils gain possession of the ball and average and lower attaining pupils do not manage to touch the ball.

121. Lack of clear progression in planning contributes to the below average standards achieved in Year 6. Lack of teacher subject knowledge and expectation for this age group results in inappropriate tasks and challenge. Pupils should be achieving higher standards. In gymnastics, resilience of the older pupils is not well developed and knowledge of a range of movements in gymnastics is unsatisfactory. Pupils in Year 6 explore travelling around the floor and movements such as crawling are evident but different ways to travel on body parts are insufficiently well developed. More able pupils perform matching movements of bunny jumps and there is the occasional cartwheel but ability to transfer weight onto hands and feet is not well developed. The quality of the work has not been developed from earlier years, for example, pupils slide and drag along the floor and some movements produced do not resemble gymnastic movements. The hall space is too small for large classes of 33 pupils. When pupils are working they only have approximately one metre of space each. This results in movement that lacks extension because pupils have not experienced the opportunity to fully extend and travel freely in space, and as a consequence the movements are not as good as they should be. Discussion with Year 6 pupils indicates that there is insufficient coverage of the curriculum for physical education. Dance experience is limited. Pupils do country dancing and maypole dancing. A single visit from a professional dancer gave pupils a fleeting experience of hip-hop dance but there are insufficient opportunities for pupils to develop their aesthetic, creative and compositional skills and knowledge. In games, pupils have a limited knowledge of attack and defence strategies and their ability to explain how to maintain or regain possession of the ball is not as good as it should be. Pupils have insufficient opportunities to experience competitive games against other schools.

122. The teaching of the skills of numeracy and literacy through physical education could be stronger. Pupils' knowledge of an appropriate range of gymnastic vocabulary is unsatisfactory and should be better. For example, pupils refer to forward rolls as 'roly polies.' Pupils talk about the effect of exercise on their body; however, these explanations are superficial and limited in older year groups to statements such as, 'It keeps you fit and healthy'. The skill of estimation and the development of spatial awareness are curtailed by the inadequate indoor hall space. There is no evidence that ICT contributes to the subject.

123. Teaching in the lesson observed in Key Stage 2 was satisfactory but could be better. Subject knowledge is not as good as it could be, for example pupils' resilience is not well developed and the teacher does not identify this aspect or suggest ways to improve. The quality and content of movement sequences is not as good as it should be because teachers do not give enough guidance to improve gymnastic skills. Discipline and control is very good and pupils work very hard listening to their teacher. Attitudes are very good. Teachers ensure a good pace to the lesson and levels of activity are appropriate but lack of clear guidelines to improve the content and quality of sequences, combined with limited space result in standards below what they should be.

124. The co-ordinator has only been responsible for physical education for a few weeks and has not had time to rectify inadequacies in planning. There was no up to date planning and guidance and she is aware of the need to establish whole school planning that ensures curriculum coverage and progression of skills, knowledge and understanding in all areas.

She is enthusiastic and has started a range of initiatives such as skipping, netball and football clubs. However, the balance of the whole curriculum, opportunities for competitive sport against other schools and extra-curricular opportunities need a complete overhaul. Parents are concerned about the provision for sport. Resources are unsatisfactory for children under five and infant pupils. There are insufficient balls for each pupil to have one each, which means that younger pupils have to share a ball and this limits individual development of skill. The quality and range of balls available could be better; for example pupils are using too many flat and old balls. The gymnastic apparatus is too old and heavy for younger pupils to lift and carry. The range of apparatus is also very limited. Playground accommodation is good, but the quality of the school field is poor with potholes and an uneven surface. The school is aware of this and there are plans to resurface the field.