

INSPECTION REPORT

CAPTAIN COOK PRIMARY SCHOOL

Marton

LEA area: Middlesbrough

Unique reference number: 130337

Headteacher: Mr J M Ramm

Reporting inspector: J Palk
23630

Dates of inspection: 25 - 28 February 2002

Inspection number: 197679

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Stokesley Road Marton Middlesbrough
Postcode:	TS7 8DU
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Appropriate authority:	Governing body
Name of chair of governors:	Mr T W Mawston
Date of previous inspection:	29/09/97

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23630	J Palk	Registered inspector	Design and technology Foundation Stage	The school's results and pupils' achievements How well the pupils are taught? What should the school do to improve further?
11392	T Heppenstall	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?
20815	P English	Team inspector	English Art and design	How good are curriculum and other opportunities offered to pupils?
22191	S Lake	Team inspector	Information and communication technology Religious education Equal opportunities English as an additional language	
4350	C Whittington	Team inspector	Mathematics Physical education Special educational needs	
20752	J Collings	Team inspector	Science Music Special educational needs	How well the school is led and managed?
16831	M Ewart	Team inspector	Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Captain Cook Primary is a large primary school with 368 pupils on roll. There is a nursery that provides part-time education for 78 children. Their attainment on entry is at or below the county average. The school occupies a split site with infant and junior schools separated by a short walk. Pupils are mostly taught in year groups, with one mixed class of eight and nine year olds. Older children are grouped by ability in mathematics. Class sizes are similar to most schools.

The school draws pupils from a wide range of social and economic backgrounds. The proportion of pupils entitled to free school meals is below average. There is a small proportion of pupils on the register of special educational needs; five of these have statements for their learning needs which is broadly average. Others with special educational needs include those with moderate learning difficulties and emotional and behavioural needs. A few pupils are from minority ethnic backgrounds. Their home languages are Hindi, Punjabi, Arabic and Urdu. Most pupils are fluent in English.

HOW GOOD THE SCHOOL IS

This is a happy and caring school that provides a sound education for its pupils. The teaching is satisfactory with a reasonable proportion that is good or better. Pupils' attitudes are very good and this makes a good contribution to the positive relationships that exist in the school. Pupils achieve as well as they should, but many could do better. The headteacher has the confidence and support of his staff, governors and parents, however the school lacks established systems for taking firm action to manage improvements. The school is giving satisfactory value for money.

What the school does well

- Pupils achieve well in mathematics and reading.
- The Foundation Stage¹ teaching is good and provision is very good.
- Those with special educational needs receive good support and achieve well.
- Pupils behave well and get on well with each other.
- There is very good provision for pupils' moral and social development.
- Parental support for the school and children's learning is effective.

What could be improved

- Standards in writing, information and communication technology (ICT), history, geography and design and technology.
- Managing and guiding school improvements and raising achievement.
- Teachers' use of assessment information to guide their planning of lessons.
- Marking of pupils' work so they are clear about what is required to improve.

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

¹ Foundation Stage: there are three stages identified in the primary phase of education. The Foundation Stage begins when children reach the age of three and finishes at the end of the reception year; typically before the child's sixth birthday.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Since then it has not made the progress expected of it. The management issues were unresolved before the substantive appointments of the headteacher and deputy headteacher and systems for checking on the standards of work and the quality of learning have not improved enough. The governing body has a greater involvement in the school and the headteacher and deputy are beginning to tackle the issues that need addressing. Standards are not as high as they were and there is still some work needed to improve the quality of teaching in some subjects. Pupils with special educational needs are making better progress. The capacity for the school to improve is satisfactory.

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	A	A	C	D	very high A* well above average A above average B average C below average D well below average E
Mathematics	A	A*	A	A	
Science	A	A	C	D	

Test results indicate that pupils made satisfactory progress in English and good progress in mathematics from their previous attainment. More pupils attain higher levels in mathematics than similar schools but proportions are below average in English and science. The underlying trend in the school's test results is below the national trend. This was confirmed by inspection findings.

The 2001 reading and writing test results for seven year olds were above those of similar schools and average in mathematics. Boys are performing better in English tests at both key stages than girls which reflects the wider range of purposes for writing and choice of reading books.

Inspection found that in the Foundation Stage most children achieve well in all areas of learning² particularly speaking and listening and personal and social development. By the time they leave the reception class most children are at or exceed the expectations.

Pupils continue to achieve well in speaking and listening, reading and mathematics through the school and by age 11 are above average in these subjects. Pupils' positive attitudes and teachers' high expectations benefit pupils' learning. Standards are average in science. The emphasis on practical investigations is helping pupils acquire the scientific knowledge to make the progress expected of them. Standards reached in writing are broadly average for eleven year olds but too few achieve beyond the expectations. Pupils are not making the

² There are six areas of learning: communication, language and literacy; personal, social and emotional development; mathematical development; knowledge and understanding of the world; physical development and creative development.

progress expected of them because teaching and planning are too variable. The inspection found no difference in the progress or levels of attainment of girls and boys. Lower attaining pupils and those with special educational needs make good progress in the core subjects.

It was not possible to make a judgement on standards in music, by the age of 11. Standards in religious education are as expected. They are below in ICT as a result of insufficient resources and guidance offered to teachers in how ICT can be used in other subjects. Pupils achieve well in art and physical education. In geography, history and design and technology there is insufficient guidance given to teaching skills and consequently pupils do not reach the standards they should.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and they give their best at all times. They are interested in what they do.
Behaviour, in and out of classrooms	Good. There were no exclusions and in all lessons behaviour is at least good. They are well behaved at playtimes.
Personal development and relationships	Good. They play and work well together. They are helpful and have a mature respect for each other and the adults working with them.
Attendance	Good. Pupils like coming to school and lessons start promptly.

Pupils enjoy the responsibilities they are given. They are used to independence and are confident in their abilities.

TEACHING AND LEARNING

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

Teaching is satisfactory overall. Seventy lessons were seen during the inspection. Half were good or better and a small number had weaknesses. Teachers manage their classes very well and make good use of teaching assistants to help pupils learn. Good work habits are developed through the use of praise and consequently pupils work well independently or in groups.

Teaching in the Foundation Stage is good, with much that is very good. The teachers are clear about how children are learning and use this information to plan exactly what will benefit them most. They provide stimulating ways for children to develop their personal and social skills and set tasks that challenge their thinking.

The teaching of English is satisfactory overall. There is too much variation in the way teachers plan their lessons and not enough opportunity is given for pupils to be creative in their written work.

Mathematics is taught consistently well throughout the school. The National Numeracy Strategy is used effectively and work is matched well to different ability groups. The teaching of pupils in groups, set by prior attainment, is of particular benefit for lower attaining pupils. Overall lesson planning is not sharp enough in identifying the needs of specific groups of pupils.

In the junior classes there are too many lessons that do not provide enough challenge for pupils of different abilities given their previous attainment and this is unsatisfactory. Pupils are not always made aware of what it is they are expected to learn by the end of the lesson. Infant teachers make good use of homework but this is inconsistent and too casual in the junior classes. There is some good quality marking from some teachers which encourages pupils to improve but more needs to be done to bring about a consistent approach.

The teaching of those with special educational needs is effective in meeting the targets of their individual education plans. Teaching assistants³ are well organised to help those with additional needs during lessons and this helps the rate at which they learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A broad curriculum caters well for pupils' interests. There is very good planning in the Foundation Stage. Residential experiences, visits and visitors extend pupils' understanding of the wider world.
Provision for pupils with special educational needs	Good. Well managed support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very clear codes of conduct and high expectations of tolerance and respect ensure pupils develop a mature understanding of their social and moral responsibilities. Spiritual, cultural and multicultural development is well provided for.
How well the school cares for its pupils	There is a strong emphasis on the care and welfare of pupils. The school is becoming more rigorous in using information about what pupils can do.

Parents support the school and their children's learning well. All pupils including those from minority ethnic groups are well integrated. Not enough time is given in the organisation of the school day to meet the expectations of what should be taught in all subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other	The headteacher and deputy headteacher are clear about what needs improving but the school lacks a coherent strategy for raising the achievement of pupils. The delegation and

³ Teaching assistants: refers to those members of staff not qualified as teachers but who work with children individually or take charge of small groups. They work under the direction of the class teacher and receive appropriate training.

key staff	management of responsibilities for school improvement are unsatisfactory.
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How well the governors fulfil their responsibilities	Satisfactory. Governors are becoming more involved in helping manage the school.
The school's evaluation of its performance	The systems are not yet established for gaining a clear view of strengths and weaknesses in order to pinpoint what needs to be done to bring about improvement.
The strategic use of resources	Appropriate use is made of the budget to support staff development and support pupils' learning.

Staffing levels are satisfactory to meet the needs of the pupils. The school is well resourced for English and mathematics but lacks the necessary hardware and software to extend the ICT curriculum. There are no formal means to address best value⁴.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children are happy and like coming to school. • That their children do well at school and standards are high. • They appreciate the broad education their children receive. • The quality of teaching and the attention given to their children's personal development. 	<ul style="list-style-type: none"> • More extra-curricular activities. • The quality of relationships with some teachers. • The amount of home work. • The adequacy of support in classrooms.

In broad terms inspectors agree that children are well cared for and that personal development is a strength. The quality of relationships between the school and the parent body are generally good. Homework was found to be inconsistent in the junior school. The number of teaching assistants is similar to that of many other schools. Whilst there are few clubs the school provides many other good opportunities for children to broaden their curriculum.

⁴ Best value incorporates the principles of comparison, challenge, consultation and competition to ensure it is doing at least as well as similar schools by comparing its performance, management and planning processes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The 2001 National Curriculum test results for 11 year olds in English and science were close to average and well above average in mathematics. Overall pupils made satisfactory progress from their previous attainment at the end of Key Stage 1 in English tests and progress was good in mathematics. English and science test results were below average when compared to similar schools but broadly average in mathematics. The test results were significantly lower in English than in 2000, which in part reflects the changing nature of cohorts at the school and also a higher proportion of pupils with special educational needs. However, the trend in English and science tests over time is falling for both boys and girls and the proportion of pupils now reaching higher levels is below that of similar schools. The overall trend in the school's test results is below the national trend and the school has not made enough progress in raising the achievements of higher attaining pupils since the last inspection.
2. National Curriculum reading, writing and mathematics test results for seven year olds have risen over time. Compared to similar school test results for seven year olds are well above average in reading and writing and very much the same in mathematics. Boys are doing better in writing than girls whilst girls do better in mathematics. Above average proportions of pupils reach the higher levels in reading and mathematics than similar schools.
3. Inspection evidence found that children in the Foundation Stage achieve particularly well in their personal, social and emotional development, communication, language and literacy and in their creative development. They enter with attainment that is similar to the local authority average in these areas and by the start of Year 1 are on course to exceed the expectations of the Early Learning Goals⁵. In mathematics, knowledge and understanding and physical development achievements are as they should be and by the start of Year 1 the majority are meeting expectations. The quality of teaching, the support of parents, the provision for speaking and listening and personal development are all major factors in ensuring all children, achieve well.
4. Pupils in Years 1 and 2 make satisfactory progress in speaking and listening and reading and good progress in mathematics, because teaching is well directed to pupils' needs. They achieve well and by the age of seven are reaching above average standards. Whilst most pupils are on line to achieve average standards in writing, there are only a small number reaching above average. Pupils do not achieve as well as they should with their handwriting and few pupils write with sufficient accuracy. There was no evidence to suggest that girls achieve any less well than boys and it is judged that differences in the cohort may have an impact on performance. History and geography skills are not developed evenly and pupils do not achieve as well as they should. The good use of language, sound teaching and the confidence of pupils' help them to achieve at least as well as they should in science, ICT, design and technology, religious education, art, music and physical education.
5. The standard of work by the age of 11 is more variable. Pupils reach standards that are above average in speaking and listening and reading. Standards of written work

⁵ Early Learning Goals: There are many goals for each area of learning, which are called Early Learning Goals.

are average but do not match what should be expected of pupils given their attainment in other areas of language. Whilst they write for a range of purposes the organisation, choice of vocabulary and accuracy of grammatical construction fall short of what is required to achieve higher levels. Spelling is above average and reflects the attention given to this throughout the school and pupils' above average reading attainment. Lower attaining pupils and those with special educational needs achieve well and most reach an average standard in English. Intensive strategies are used effectively and work is generally well matched to meet their needs in class lessons. However, there is not enough challenge for the higher attaining pupils in lessons and the work is often undemanding in other subjects. There is no coherent approach to developing literacy skills in other subjects and the writing demanded of pupils lacks challenge.

6. Pupils' attainment in mathematics is above average. Under achievers are identified early and given additional support in smaller teaching groups or with booster and intensive strategies. This helps them consolidate basic skills. The demands placed on higher attainers are appropriate and ensure that a good proportion will reach higher levels. There is scope for greater challenge in the use of number skills to solve problems and further pupils' experience of mathematical investigations.
7. Standards in science are average and pupils are now achieving as well as they should. The greater emphasis on science investigations and practical work ensures that pupils acquire a sound scientific knowledge and understanding.
8. Pupils' attainment in ICT is below that expected of 11 year olds. Pupils do not achieve as well as they should because there is insufficient software and hardware and because ICT skills are not developed coherently through the curriculum. The expectations of the locally agreed religious education syllabus are met and pupils make sound progress in their understanding of prayer and their knowledge of world faiths. History and geography skills are not taught consistently through the school and most pupils do not develop their study skills as could be expected. Design and technology skills are meeting expectations by the end of Year 2 but insufficient time is given to teaching this subject in the juniors and pupils are not achieving as well as they should. Physical education receives a high priority and in dance and games standards are better than expected by the age of seven and 11. Standards are also above expectations in art. Children make good progress in creative development in the Foundation Stage and this is maintained through the school with attention given to building up skills and techniques as well as the styles of various artists. There was insufficient opportunity to observe pupils making music and a judgement about the attainment of 11 year olds was not made.
9. Pupils with special educational needs make good progress towards meeting the targets on their individual education plans. These targets are reviewed and revised on a regular basis. This progress owes much to the prompt identification of problems and the sensitive support given to these pupils.
10. Overall, standards in mathematics have been maintained since the last inspection as a result of better teaching and effective evaluation of pupils' performance. Pupils attainment in reading, speaking and listening and in science is broadly similar to that last reported. However, standards are lower in writing because there is insufficient challenge for pupils of average and above average attainment. Standards in geography, history, design and technology are also lower. These subjects lack the necessary emphasis in the taught week and also lack clear guidelines on the skills to be taught year on year. Standards in ICT have not kept pace with the national

expectations. This is mainly due to the insufficiency of resources but also because ICT is not used widely enough in other subjects.

11. Inspection could find no reasons for the underachievement of girls in English. Girls and boys and pupils from minority ethnic backgrounds are treated equally. However, there is no established system in place for evaluating the progress of pupils after they have left the Foundation Stage. The school does not routinely identify the expectations of particular groups of pupils and lacks a clear view as to how it can raise the achievement of pupils.
12. The school's targets in English tests were met last year and exceeded in mathematics. The school has set itself demanding targets for the next three years in English but there is no indication in the school development plan as to how the school expects to achieve these. Targets set for mathematics are not challenging the school to maintain the proportions to reach above average levels.

Pupils' attitudes, values and personal development

13. The pupils are very keen to come to school and their attitudes to learning are good. Parents share this view and it is broadly similar to that reported at the last inspection. Diligence and good levels of concentration were observed in all subjects and year groups and there is no shortage of enthusiastic pupils wishing to contribute to discussions and to answer questions in lessons. Unfortunately, this good attitude is not reflected in the presentation of written work, which is often unsatisfactory.
14. Behaviour in lessons and around school is good and parents are pleased with the standard. A noteworthy feature is the pupils' capability of exercising self-discipline. For example, during a wet break when the pupils were restricted to their classrooms, they pursued a range of activities in a quiet and orderly manner without constant supervision. The pupils do understand the concept of good and bad behaviour and they are also capable of addressing questions of right and wrong. A few pupils exhibit challenging behaviour but they are dealt with sympathetically and it has not been necessary for the school to exclude anyone in the recent past.
15. In about 75 per cent of the lessons observed in the inspection, the pupils' attitudes and behaviour were judged to be good or better and, in a few lessons, the judgement was excellent. This makes a valuable contribution to their learning. Without exception, the attitudes of those pupils with special educational needs are positive. They want to learn, are generally co-operative and make a useful contribution to lessons.
16. The pupils develop good relationships and display sensitive and caring attitudes. Relationships are particularly good amongst the older pupils and they also co-operate well in lessons and in play. For example, in a Year 3 and 4 physical education lesson, the pupils were able to set up efficiently a wide range of apparatus with the minimum of teacher intervention. The pupils show great sensitivity and respect for the feelings of others. They are accepting of others and the various ethnic minority groups are completely integrated into the life of the school. Furthermore, they pay attention when fellow pupils make contributions in lessons. The pupils are also sensitive in spiritual areas. For example in a Year 4 religious education lesson, pupils wrote sensitive poetry about a wonderful world. The pupils show care for those who are less fortunate and they initiate several charity appeals per year.

17. Personal development is good and parents are particularly happy with the way the school helps their children mature. The pupils deal confidently with adults and they are also confident when contributing to lessons. There is a positive response to the opportunities to take responsibility and show initiative.
18. Pupils' moral development is very good. During a lesson in Year 2 on 'moral choices', pupils considered a number of options. They are willing to express their views on personal values. During a music lesson, Year 6 pupils were observed creating a 'tapestry', relating words to music and considering moments that meant a lot to them, such as the death of a grandparent, a holiday, and moving to a new school. All the pupils reacted sensitively to each of the contributions made.
19. Pupils' social development is also very good. Pupils are invariably open and friendly with adults and each other, in lessons, in the playground and in the dinner halls. Most work together co-operatively, to support and help. Pupils in Year 5 have considered how they would improve playtime. In the nursery, children collect their own drinks and talk about their likes and dislikes: the climate is unpressured and calm. During a mathematics lesson in Year 6 the class helped a pupil who was demonstrating with the overhead projector. Their comments "*No – not there*", and "*Yes – there!*" were wholly sensitive and supportive.
20. Pupils' cultural development is good and they are beginning to acquire a respect for the cultural diversity present in our society. Pupils are interested in and listen to each other, valuing what classmates have to offer. Two pupils in Year 2 brought in their Eid dresses to show the class, and this was appreciated by all.
21. Attendance is very good. A holiday in term time is an important cause of absence but parents are only mildly discouraged from this practice. There are no unauthorised absences. Registration is carried out efficiently, punctuality is not a serious issue and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

22. A key issue at the last inspection was to improve the quality of teaching and learning through more detailed planning and to provide more challenge in lessons. The school has made reasonable progress in addressing the first issue by using the National Literacy and Numeracy Strategies and organising medium-term planning around the guidance issued by the Qualifications and Curriculum Authority (QCA). There is an agreed planning structure for all subjects and teachers regularly discuss best practice. This is encouraging a positive climate of improvement. However, teachers' expectations of what pupils are to achieve still vary from subject to subject and between year groups. The monitoring of planning is inconsistent between subjects and this affects the development of pupils' skills from one year to the next. This is most noticeable in the teaching of writing, handwriting, design and technology, geography and history. The school has made unsatisfactory progress in addressing the second of the issues from the last inspection, and many lessons lack the challenge necessary to take higher attainers further on in their learning. The teaching and learning and 'response' policies are inconsistently applied through the school and teachers' expectations of pupils vary.
23. Teaching is satisfactory in Years 1 to 6 and good in the Foundation Stage. Half of the 70 lessons were good with a small number that were very good or excellent. Teachers are well organised and manage the lesson very well. There is a friendly open approach that encourages everybody to take part. This was typified by the junior

singing practice when teacher and pupils gained enjoyment from practising the pan pipes, and learnt a lot about the music from the Andes. Teachers regularly seek pupils' views and opinions and this encourages a positive response from the pupils. The questions asked of pupils encourage discussion and successfully extend the thinking of higher attaining pupils. All pupils are included in discussions with no one group benefiting more than any other from the exchanges during lessons. As a consequence pupils give their best and work hard.

24. Teaching in the Foundation Stage is good or better in most lessons. Activities are chosen carefully to extend the learning of particular groups of children and adults use the information they have about individuals' attainment when they plan together. Questions invite children to speculate and in this climate even new entrants to school will start conversations. Teaching assistants are clear about their role in helping children's learning, are calm with the children and give warm encouragement. The tracking of children is very thorough and because this information forms the basis of planning, tasks are very well matched to ability. Classrooms are lively with a strong emphasis on work the children have done and also on language and number. Class management is very good and allows for great deal of independent and small group working, some of which is led by the children themselves.
25. Overall teachers' planning in Years 1 to 6 is satisfactory. The lesson objectives for the class are outlined and provide sufficient challenge for most average attaining pupils. Activities are planned to help lower attaining pupils work independently, and teaching assistants are also usefully involved in the planning for this group. However, there are few lessons, other than mathematics, where the targets for different groups or individuals are sharp enough and pupils are often unaware of what they are expected to learn. Teachers still do not plan with sufficient attention to the different levels of attainment in all the subjects, and in too many lessons there was no substantial challenge given to pupils to extend the skills they already had. In too many lessons learning was held back by the need for everyone to work at the same pace. In a few lessons teaching and learning were unsatisfactory. In these lessons not enough was learnt that most pupils did not know already.
26. The best teaching in the school is typified by clarity of objectives for groups of pupils and the class. What is being assessed as outcomes is clearly shared with the pupils. Questions and discussions focus on stretching and challenging pupils' responses and there is ample opportunity for pupils to work together. For example, in Year 6 science as a follow up to a lesson on bacteria, pupils were expected to produce the fair test to see if washing hands made any difference to the presence of bacteria.
27. However, in some lessons the objectives are not clear and whilst opportunities are given to collaborate and explore, with no guidance the impact on learning is minimal. Teachers do not have high enough expectations of the pupils. For example, in a well resourced music lesson for Year 1, pupils had to recall from memory the names of instruments that could be plucked or blown, despite the time available for higher attainers to 'find out for themselves' from books. This over direction from teachers is a feature throughout the school. In another well resourced Year 5 lesson in art, the pupils extended their skills of using pastel crayons to draw fruits, but again the lesson did not go one step further and provide scope for pupils to create a composition, although this was the intended outcome. There were too many lessons where the next step was never taken.

28. Literacy is taught satisfactorily. Teachers are good at encouraging discussions and mindful of the new vocabulary to be used. Teaching assistants and trained parents make positive contributions to intensive strategies for improving reading skills. The conventions of written language are taught well, but for many pupils there is too much repetition in what is being learnt and not enough chance to use these skills in writing for a range of purposes. Handwriting and presentational skills are not taught consistently through the school and this limits achievement in pupils' overall writing attainment.
29. Numeracy is taught well. The National Numeracy Strategy is used very well as a structure for providing work well matched to pupils' needs. Teachers are confident teaching mathematics and the support for teachers has been effective.
30. Homework is a strong feature in Years 1 and 2. The support of parents is well managed through reading diaries and regular spelling helps provide a good contribution to their children's achievements. The work consolidates what is done in lessons with a good match to pupils' interest. In Years 3 to 6 homework is less consistent. There are no clear guidelines on the expectations being set and parents' concerns in this area are substantiated by the inspection.
31. Marking of pupils' work is also variable. In mathematics it is helpful in pointing out what has worked and where corrections need to be made. Pupils' writing, however, is rarely marked constructively. As a matter of routine pupils are not encouraged to re-organise their work or look for better constructions when writing. As much of the work is text-book in style most of the marking concentrates on 'right' answers rather than improving grammar and organisation.
32. The use of computers to help pupils learn is underdeveloped. There is not enough software to support pupils in their mathematics, history or geography lessons. In addition, problems with the computer programs were noted in one lesson and the overall lack of a proper facility for all pupils to observe the teaching of skills, limits pupils' learning.
33. Pupils with special educational needs are supported well and teachers plan effectively to meet the needs of these pupils. Good effort is made to include all pupils, including those with English as an additional language, in oral sessions through appropriate questioning. Pupils with emotional and behavioural difficulties are suitably managed and benefit from the support they receive from teaching assistants. Effective liaison between the special educational needs co-ordinator (SENCO), class teachers and support staff ensures that there is appropriate support and challenge for these pupils and, as a result, they make good progress. The quality of teaching for groups of pupils who are withdrawn into smaller classes is invariably good, with some very good features. The lessons are interesting and purposeful and the lively enthusiasm of the adults is coupled with a warm relationship where each pupil feels valued and important. Tasks set are suitably challenging, the lessons are fun and improvement in knowledge and understanding is continual.
34. Overall the quality of teaching and learning has not improved since the last inspection. The lessons still lack challenge for pupils to extend enquiry skills and thinking skills. There is insufficient monitoring of initiatives, such as the literacy strategy or teachers' planning, in order to assess the impact on pupils' learning or to achieve consistency across the whole school. Teachers' expertise is satisfactory in all areas and lesson guidelines are helpful.

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

35. The curricular provision for children in the Foundation Stage is very good. For pupils at Key Stage 1 and Key Stage 2 it is satisfactory overall.
36. The curriculum for children in the Foundation Stage is very good. It emphasises the importance the school places on providing purposeful, practical learning experiences in all the recommended areas of learning for children of this age so that they develop positive attitudes to learning. This makes a significant contribution to the good progress most children make towards the nationally agreed Early Learning Goals and ensures a smooth transition to the work of the National Curriculum.
37. The interesting range of work displayed throughout the school demonstrates well the breadth of the curriculum opportunities the staff and governors are committed to providing for all pupils. This broadly reflects the findings of the previous inspection. Suitable policies, which have been revised in the light of the nationally agreed National Curriculum 2000 advice, ensure that the statutory requirements for all the subjects of the National Curriculum and provision for religious education, set out in the locally agreed syllabus, are met. Resources for ICT are insufficient for the full requirements of this subject to be taught.
38. Through an appropriate range of policies, clear guidance is provided for the development of pupils' personal, social and health education. For example, teaching time is set aside when pupils' ideas on personal and social issues are discussed. The governors' policies on behaviour, sex education and the misuse of drugs are met through schemes of work for science and health education and through direct support from the school health visitor and Police Liaison Team. The sensitive support teachers and support staff provide permeates the life and work of the school and pupils are enabled to make good progress in their personal development.
39. Overall, the organisation and planning of the curriculum to meet the needs of all pupils are satisfactory. There are strengths and some weaknesses. The school's positive ethos demonstrates well the clear commitment to provide for all pupils to have equal access to all subjects and aspects of school life. This makes a major contribution to the progress all pupils make and particularly to those pupils who have special educational needs or are from minority ethnic backgrounds. A project to institute whole-school schemes of work for all subjects, to ensure progression and continuity in pupils' experiences, is near completion. Suitable use is made of the advice of the National Numeracy and Literacy Strategies as whole-school schemes of work for English and mathematics. There is much that represents improvement since the previous inspection but the systems for monitoring and evaluating the curriculum provision are underdeveloped and this has a limiting effect on pinpointing the areas for further improvement.
40. In response to the previous report the school has developed supplementary guidance to support the development of skills associated with speaking and listening and handwriting. However, the guidance for handwriting does not sufficiently promote a whole-school, rigorous approach. Subject management teams responsible for the foundation subjects have adopted schemes of work developed by the QCA. In the main these now identify clear expectations of what pupils should know, understand and be able to do as they move through the school. They have prepared suitable medium-term plans to support teachers in identifying clear learning objectives in short-term plans. Where teachers make appropriate cross-curricular links when

planning, the quality of the curriculum is enhanced. This was well illustrated in Years 3 and 4 where art and history were mutually supportive in a study of World War II. However there is, at present, insufficient structured guidance to ensure consistency in this practice. For example, insufficient emphasis is made on planning opportunities for using literacy and numeracy skills across the curriculum.

41. The allocation of teaching time to each subject is unbalanced. The allocations require review, as they do not include enough time to cover the units of work prescribed in the subject planning. Allocations for such lessons as personal, social and health education are not known and used by all staff. In practice, the planning of timetables does not ensure the best use is made of available teaching time. For example, the recommended daily times for literacy and numeracy are usually extended by, at least, ten minutes each, to fit the traditionally fixed blocks of time prior to morning assembly or lunch, and the quiet reading times are not planned as part of the overall provision for English. Over a week this can equal the time per week usually allocated to a foundation subject such as history or design and technology. This has a significantly adverse effect on the provision for some foundation subjects.
42. There is good provision for pupils with special educational needs, which fully complies with the Code of Practice. The SENCO works closely with staff and parents to support the effective learning and progress of these pupils. Individual education plans are very detailed with suitable targets identified to help the pupils and strategies suggested to achieve these. Pupils with special educational needs have good support in class and when withdrawn in small groups follow their specific learning programmes.
43. The range of extra-curricular clubs is not as wide as that found in many schools. Games activities are arranged for Years 5 and 6 as appropriate to the season. Football, cricket and rounders teams are formed to play against a neighbouring school. Year 2 has opportunity to join a recorder group. The school joins in the local musical events held at the cathedral and prepares a musical production for parents at Christmas. Valuable links are made with the neighbouring nursery schools and play groups from which children entering the Foundation Stage transfer. This makes a significant contribution to the successful planning to meet the needs of each child. Similarly, the good links with the schools to which Year 6 pupils transfer ensure these pupils make the transition with a good measure of confidence. This is particularly so for pupils with special educational needs.
44. The school has a satisfactory range of links with the community, which enhance the curriculum. These comprise mainly of visits to places of interest and links with the police, fire brigade and local sports clubs. There are close links with local clergy. The school also attracts visitors who can provide interesting insights and experiences for the pupils; for example, parents and grandparents recall war experiences, and Harry the Snake Man demonstrates live snakes. The school effectively supports pupils' learning through a good range of field trips within the local environment such as to Eden Camp, Preston Park Green and the Dragon Museum. Residential visits to Marrick Park outdoor activity centre make an important contribution to the personal and social development of older pupils.
45. Links with partner institutions are satisfactory. There are suitable arrangements for the transfer of pupils to secondary school and Year 6 pupils are well supported in the transition.

46. Overall provision for pupils' spiritual and cultural education is good and that for moral and social education is very good. Advice from QCA is being integrated into each policy, showing where provision for spiritual, moral, social and cultural education can enrich the school's climate for learning. There is, as yet, no overall policy or means of monitoring this provision. At the time of the last inspection, weaknesses were found in the school's provision for spiritual and cultural education. This is no longer the case, and there is a growing awareness within the school of the importance of this whole area.
47. Good opportunities are provided in both assemblies and lessons for pupils to develop spirituality. There are periods of reflection in assemblies, where the pupils are led to develop their feelings. In some lessons, pupils are given space to challenge their own, and their teacher's, assumptions. In most lessons, relationships are strong and pupils feel free to show their appreciation of others' efforts, and in one lesson broke into spontaneous applause. An effective display in Year 5 encourages pupils to think about their feelings. A visit to the reception and nursery classes by 'The Snake Man' encouraged feelings of awe and wonder. During lessons, carefully targeted questions boost the pupils' self-esteem.
48. Provision for pupils' moral education is very good. Staff are good role models. Pupils are helped to understand the difference between what is right and wrong and most understand the consequences of this. Rules for behaviour are on each classroom wall. The school's mission statement, appearing in the prospectus, in policies and displayed on walls around the school stresses caring, co-operation and working in partnerships. The policy for physical education contains a statement applicable to moral education, which reads, 'Children learn to respect and work with each other, and develop a better understanding of themselves and each other'. Displays of pupils' work from Year 1, on 'My Nice Hand' and 'My Nasty Hand' helps reinforce positive behaviour in the playground.
49. Provision for pupils' social education is also very good. Pupils are given numerous opportunities to work and play together, in pairs and small groups. These are fully inclusive, with no problems caused by either race or gender. Pupils in all classes are given responsibilities, although these could be developed further. Adults working in the school value the pupils and relationships are generally good. Opportunities are provided for pupils to take part in residential visits, which enhance their development.
50. Provision for pupils' cultural education is good. Pupils are given planned opportunities to study their own and other cultures and any preconceived ideas are challenged. For example, the teacher counteracted the pupils' stereotypes about poverty in India during a geography lesson in Year 3. In most lessons seen, pupils from other cultural backgrounds are appreciated for their differences. Teachers encourage pupils natural curiosity in the cultural traditions of those minority ethnic groups represented in the school by recognising special days. Parents too provide a valuable resource and a Sikh and a Hindu have talked to the pupils about their cultures. A range of musical instruments brought in from South Africa was used effectively. A visit by a small group of pupils to a local park on Holocaust Day to plant a tree, formed links with the local Jewish community. There is a good range of visitors to the school and visits out that develop awareness of their own culture and that of others. Displays around the school value the cultural and religious differences of others. A range of art and music is used to develop the pupils' appreciation of other cultures, as well as their own.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. The school provides a safe and secure environment and it succeeds in its aim to be caring. An example of a caring initiative is a 'watch list' scheme, which is an effective arrangement to monitor any concerns about pupils.
52. Procedures for assessing pupils' progress are satisfactory. A number of commendable improvements are planned to improve the regular monitoring of pupils' skills development at the end of each unit of work in all subjects. Statutory and non-statutory tests and tasks provide the teachers with a picture of overall attainment in English and mathematics, which is used to group pupils. The results are used effectively to identify and give extra support to lower attaining pupils who are underachieving. However, there is no systematic check on the progress of the small numbers of pupils from minority ethnic backgrounds who are fluent in English. The test results are not yet used to identify higher attaining pupils who are not making the progress expected and ensure that teachers meet their needs in all lessons.
53. The practice of collecting samples of pupils' writing each term is not having an impact on standards in writing. Whilst in some year groups this is moderated against the National Curriculum attainment targets, there is no close analysis of the skills the pupils have learnt and subsequent work for individuals is not planned using this information.
54. Early identification of pupils with special educational needs ensures effective support that successfully promotes good pupil progress. Pupils with special educational needs receive good quality support either in class with work that is appropriately planned for them or in small groups working on basic skills in literacy groups. This enables pupils to make good progress in their learning. There is good liaison with external special educational needs support staff and other agencies. Procedures in place continually assess pupils with special educational needs to ensure that the work planned is sufficiently focused to enable them to make good progress. Few pupils are classified within the school as being specifically gifted or talented, although the school is aware of the need for more rigorous identification. The regular reviews of individual education plans and annual reviews of Statements of Special Educational Need give suitable, achievable learning steps used effectively by teachers to support planning. Liaison with outside agencies is good.
55. The procedures to ensure pupils' welfare are satisfactory overall. Practical arrangements to provide and maintain suitable health and safety standards are good but, although there is a policy, these are not well documented. However, all statutory requirements are satisfied and no significant issues were identified during the inspection. There is a policy for child protection, which offers some guidance on procedures, and a designated teacher but there has been no recent training for any member of staff. Concerns about training in child protection were expressed in the previous inspection report. Lunchtime supervision arrangements are well organised and the supervisors are familiar with their roles and responsibilities. Again, however, there has been no formal training and the procedures used by the supervisors to manage pupils, particularly with regard to behaviour, are not consistent with those used by the teaching staff.
56. Procedures to monitor and promote good attendance are good. The registers satisfy Department for Education and Skills (DfES) requirements and they are completed consistently. They are monitored thoroughly on a regular basis by school staff and an acting education welfare officer, who provides good support. Parents are contacted if

there are any causes for concern and pupils are rewarded for 100 per cent attendance. There are well organised administrative procedures for dealing with information from parents but temporary absence during the course of the school day is not effectively recorded. Furthermore, the school's procedures for dealing with absence without a known cause are not clearly defined and this provides an opportunity for misunderstanding about the extent of the school's responsibilities for the care of its pupils.

57. The school's arrangements for monitoring and promoting good behaviour are good. A policy has existed for some time and, currently, it is being imaginatively reviewed. Pupils are monitored if there are concerns about their behaviour and the services of behaviour management specialists are used to help with specific problems. The school effectively discourages racist or oppressive behaviour, and there is an appropriate anti-bullying policy.
58. Pupils are well supported by the staff and the learning support assistants make a good contribution although their number is relatively low. Caring attitudes also contribute to the good level of support. However, the procedures to monitor personal development are only satisfactory. The 'watch list' scheme provides some provision for monitoring and relevant comments are made on the pupils' annual progress reports but the arrangements rely heavily on the staff's personal knowledge. This information cannot be accessed easily by other teachers as the pupils move through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The positive relationships with parents noted at the previous inspection have been maintained. Parents are particularly pleased that their children like school, with their children's good progress, the quality of the teaching and the way the school helps their children to mature. There are important reservations. Some parents are critical about information they receive about their children's progress, and the way the school works with parents. There are also criticisms about the amount of homework, the range of extra-curricular activities and the adequacy of classroom support.
60. Information for parents is good overall. The governors' annual report and prospectus are well presented and informative, although both are slightly non-compliant with DfES when reporting National Curriculum test results. This issue is expected to be corrected in the next editions. There are regular newsletters and a variety of information is available about the curriculum, homework and helping children at home. The information provided for Foundation Stage parents is very good. It includes a prospectus, guidance on helping their children and assessment details. Although the quality of the information is good overall, there are deficiencies in the way it is presented. For example, the way parents receive information about future work and homework, including the scope and timing of the information, varies considerably across the school. This causes uncertainties in parents' expectations.
61. Information on pupils' progress is good. The pupils' annual progress reports satisfy DfES requirements and they provide a clear picture of capabilities. Targets for improvement are also included. Two consultation evenings provide formal opportunities to discuss progress and there is a further opportunity to discuss the progress reports. However, the school operates an open door policy and parents are welcome to meet with staff at any time. The approachability of staff is much appreciated.

62. Parents make a good contribution to the life of the school. They provide support in classrooms and for sporting events. Attendance at the parents' consultation evenings is high and the parent-teacher association is very active. It raises about £2000 per annum for school use, organises social events and is responsible for selling the school uniform.
63. Parents are expected to support their children's learning at home and discussions with a wide range of pupils indicate that the level of support is good. The younger pupils read regularly to their parents and reading diaries are completed. Parental help with other work is provided for pupils of all ages.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership shown by the headteacher and deputy headteacher is satisfactory. The ethos of the school remains a strength, morale amongst staff and pupils is good and the partnership with parents is effective. The recently appointed headteacher and deputy headteacher are clear about what needs to be done to improve the school, and are supported well in this respect by the mathematics and Foundation Stage management teams and the SENCO. There is greater consultation amongst all staff than at the last inspection but managing this process and implementing effective action is unsatisfactory.
65. A key issue at the last inspection was to further the role of subject leaders, providing them with a clearer structure for them to monitor pupils' progress and attainment across the school, gain a clearer view of strengths and weaknesses within subjects and guide future development. The school lacks this clear structure; many co-ordinators are still without a clear view of their subjects and their responsibilities for guiding future improvement are still ill defined. Not enough action was taken to establish systems for monitoring and evaluating the work of the school by strengthening the role of co-ordinators following the last inspection. Consequently the fall in standards, particularly writing and science have not been addressed. This represents unsatisfactory progress since the last inspection.
66. The school improvement plan, although identifying many of the issues required to raise pupils' achievement, does not identify clear priorities or delegate responsibilities for implementation and monitoring to ensure the action takes place quickly and effectively. Consequently, the headteacher is not yet asserting his authority on the school through clear lines of accountability. The subject management teams' contribution to school improvement is mixed. They work best where links to the senior management team are clearly established and individual members of the team take overall responsibility for the action. Too many lack the mechanisms to take the action needed to move their subjects on. The roles within the teams are vague and do not identify how they are to work, when and what they are to monitor, to whom they are responsible and by when. This has resulted in subject action plans lacking challenging targets clearly focused on areas needing improvement, with time scales and accountability. Procedures for performance management are in place and professional development is broadly linked to the needs of teachers. However, because teachers' responsibilities for raising achievement are insufficiently defined, links between performance management systems and school improvement are weakened.
67. Captain Cook is a significantly larger than average primary school and there are insufficient systems established for gaining a clear view of the school's strengths and weaknesses in order to guide curriculum development to ensure standards are raised

in the weakest areas of curriculum. With the exception of mathematics, the school does not monitor the strengths and weaknesses of individual pupils sufficiently to clearly identify what is required to ensure pupils make good progress. Although there is monitoring of teaching within the requirements of performance management, it does not place sufficient focus on developing pupils' learning or implementing specific objectives in the school improvement plan relating to raising standards. The routine monitoring of teachers' planning by subject managers has begun, but as yet is not sufficiently penetrating to ensure that skills are being taught consistently through the school or that there is sufficient challenge for higher attaining pupils. The monitoring of standards by the headteacher and key staff has also begun and this has resulted in targets being set for different year groups. The process to identify the actions needed to meet the targets set, and the delegated responsibility to identify whether they have been met, however, has not been sufficiently demanding on other key staff, apart from the headteacher and deputy headteacher.

68. The governing body is soundly led by the chair of governors. Many governors are very committed and spend a great deal of time in the school, contributing significantly to the caring and supportive ethos of the school. Progress since the last inspection has been satisfactory overall. Since the appointment of the new headteacher governors have become increasingly involved in helping to manage the school. However, although the governors have recently established an effective committee structure enabling more effective planning, monitoring and reporting on the school's performance in the short term, it is not sufficiently well informed to support the headteacher in identifying the priorities that will improve standards in the school. Discussions indicate that governors are aware of the need to have a clear and unified long-term vision but this is not reflected in the school improvement plan. The governing body fulfils its statutory obligations satisfactorily.
69. At the time of the last inspection in 1997, there had not been an audit of the recently amalgamated schools. This was still the case until two weeks before the current inspection and this most recent report was not available. However, from the limited evidence available to the inspection team, clear financial responsibilities and controls continue to be well established and the day-to-day management of finance continues to be carried out efficiently by the school administrators and headteacher. The governing body is kept up to date and through regular reports and judicial financial management has turned a small deficit into a surplus during the last year. Appropriate use is made of the budget including specific grants to maintain staff development and support pupils' learning. However, these are not sufficiently linked to clear priorities identified in the school improvement plan and although the school has procedures to ensure the school gets good value for money when it makes purchases, there are no formal procedures incorporating the concept of 'best value'.
70. Overall there are sufficient teaching and non-teaching staff to meet the needs of all pupils. Suitable procedures exist for the induction and support of new teachers. The school uses resources well to support English, mathematics, science and other subjects except ICT. The school makes sound use of new technology for administration but insufficient hardware and software for a school of well over 400 pupils to enable them to consolidate and extend their learning is a significant factor in the under-achievement of pupils' ICT skills.
71. The co-ordinator for pupils with special educational needs is very conscientious, works hard, and uses her time very effectively in managing the subject. There is a good policy which is thorough and inclusive. This is proving to have a positive impact on pupils' learning and pupils grow in confidence and self-esteem. There is a special

educational needs governor who makes a positive contribution to the process within school.

72. The accommodation is satisfactory and, apart from the ICT provision, it does not impose any serious restrictions on the teaching of the curriculum. The reservations about the ICT suite arise because it is cramped, demonstrations are difficult due to the layout and the benches and chairs are of fixed height, which has health and safety implications. Good efforts are made to minimise the problems of the split site and the need to use a mobile classroom. Classrooms and hard play areas are adequate and the grounds are attractive and extensive although poor external decoration detracts from the overall appearance. Internally, good use is made of displays of pupils' work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to improve the school further, the headteacher along with staff and governors should:

- (1) Raise standards of writing, ICT, geography, history and design and technology attained by pupils by:
 - a) identifying clear realistic attainment targets for higher attaining pupils;
 - b) reviewing the timetable in order to provide sufficient time to teach knowledge and skills;
 - c) planning in more detail for literacy and ICT skills to be extended in other subjects;
 - d) continue to develop a whole-school approach to handwriting and presentation;
 - e) improve the quality of resources for ICT.(Paragraphs 4, 5, 8, 13, 93, 99 - 103, 120, 121, 130, 134, 144 & 160)
- (2) Improve the effectiveness of teaching and learning:
 - a) assessment should be developed across the curriculum so that it allows teachers to monitor pupils' progress regularly and informs future planning;
 - b) making better use of assessment information to ensure that tasks are more demanding of pupils.(Paragraphs 10, 27, 28, 99, 135 & 139)
- (3) Identify what it is pupils have achieved and what they need to do to improve when marking pupils' work.
(Paragraphs 31, 103 & 112)
- (4) Improve the strategies for guiding ongoing school improvement by:
 - a) identifying the specific objectives to be prioritised and ensure they support raising achievement of pupils, improved standards and quality of education;
 - b) setting out the action to be taken and identifying what will be improved by the action;
 - c) delegating responsibilities for taking action, review and completion dates and budget sources;
 - d) monitoring the progress and identifying how success is to be evaluated, who will report back, to whom and how value for money is to be judged.(Paragraphs 64 - 68, 104 & 121).

74. Minor issues:

Review and clarify the guidelines on homework in the junior classes. (Paragraph 30 & 60)

Provide staff training in child protection matters. (Paragraph 55)

Ensure that procedures for checking up on pupils' absence and to check on those leaving school during the day are clearly understood. (Paragraph 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	55

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	6	25	27	4	0	0
Percentage	5	9	38	42	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. There were 65 lessons where teaching was graded.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	35	368
Number of full-time pupils known to be eligible for free school meals	0	26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	2	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	12

Attendance 2000/01

Authorised absence

	%
School data	2.4

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	22	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	28	28	29
	Total	49	49	50
Percentage of pupils at NC level 2 or above	School	96 (92)	96 (94)	98 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	22
	Girls	29	29	28
	Total	50	50	50
Percentage of pupils at NC level 2 or above	School	98 (89)	98 (92)	98 (92)
	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	37	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	35	31
	Girls	23	24	26
	Total	53	59	57
Percentage of pupils at NC level 4 or above	School	83 (96)	92 (96)	89 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	35	31
	Girls	23	24	27
	Total	52	59	58
Percentage of pupils at NC level 4 or above	School	81 (92)	92 (86)	91 (98)
	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	1
Black – African heritage	0
Black – other	0
Indian	17
Pakistani	7
Bangladeshi	0
Chinese	0
White	296
Any other minority ethnic group	5

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)	15.4
Number of pupils per qualified teacher	23.4
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	131

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	2
Total aggregate hours worked per week	74
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
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

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 - 01
	£
Total income	681,795
Total expenditure	649,752
Expenditure per pupil	1,685
Balance brought forward from previous year	32,043
Balance carried forward to next year	28,732

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	350
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	2	1	1
My child is making good progress in school.	45	50	2	1	2
Behaviour in the school is good.	39	52	2	2	5
My child gets the right amount of work to do at home.	25	42	14	5	15
The teaching is good.	48	47	0	2	4
I am kept well informed about how my child is getting on.	34	42	20	2	2
I would feel comfortable about approaching the school with questions or a problem.	52	40	5	1	2
The school expects my child to work hard and achieve his or her best.	52	39	2	1	6
The school works closely with parents.	25	58	10	5	3
The school is well led and managed.	37	52	2	2	7
The school is helping my child become mature and responsible.	41	53	3	1	2
The school provides an interesting range of activities outside lessons.	15	31	21	8	25

1% represents 1 person's views; 2% represents views of 3 people; 5% represents views of 7 people; 10% represents views of 13 people.

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

75. The provision for children in the Foundation Stage has continued to improve since the last inspection and is now very good. In particular the procedures for tracking children's progress against the steps needed for them to reach the Early Learning Goals are impressive. Overall planning is also stronger with clearly identified outcomes for each area of learning that are regularly evaluated. This has ensured that during a time of changing roll, teaching and learning continue to be good, with much that is very good.
76. Parents continue to be very well involved in all that goes on in both nursery and reception classes. Meetings are regular and parents take part in assessing their children's progress. A good collection of children's work is kept in the nursery class, which help when moderating and discussing achievement. The work kept in the reception classes is not yet as clear as in the nursery about recording what children have achieved and what they need to do next. Teaching assistants play a full part in sharing the successes of the day and this creates a very supportive atmosphere that helps children gain in personal confidence.
77. Many children begin nursery either below or in line with county averages. By the time they are ready to start in Year 1 the majority of the children achieve well and exceed the Early Learning Goals in personal, social and emotional development, communication, language and literacy skills and creative development. In knowledge and understanding, mathematical development and physical development children are meeting the expectations. This is because teaching is good, children develop very positive attitudes and teaching assistants make a very effective contribution to the learning because they are clear about the outcomes expected.

Personal, social and emotional development

78. Children enter the nursery with personal and social skills typical of most three year olds. Teaching is good in this area of learning. Children achieve well and exceed expectations by the time they leave the reception classes. Adults value children, encouraging them to feel confident about what they can achieve. Teachers and teaching assistants are skilful at encouraging children to make decisions and spend considerable energy on ensuring that the rooms are set out so children can learn to work together. For example, role-play areas are well resourced and frequently changed to provide variety. The links between these areas and the book-based themes are exciting. The jungle theme associated with hot and cold was very well carried through into the nursery dry sand area.
79. During the music activity a highly developed sense of social responsibilities was evident as children happily shared the bongos. In both the reception classes and the nursery the children are encouraged to plan their time. They make decisions about which areas they wish to learn in. Children in one reception class had the responsibility for re-enacting a play of the 'Walk in the jungle' to perform to the class. Another group of children played a tabletop game of bingo with one child from the group acting as the caller. These opportunities for initiative help them make good

progress and develop very positive attitudes. The adults provide good role models for the children treating each other with respect.

Communication, language and literacy

80. Achievement in this area is good. The teaching is enthusiastic and learning is made fun. Children in both the nursery and reception classes thoroughly enjoy listening to stories and readily share books with each other and adults. All the adults are good at extending children's ideas through discussion and encouraging even the most reticent to say a few words. Elements of the literacy framework are used well by teachers in the reception class. A good understanding of phonics is developed through effective word work and texts are used each week to extend children's sentence work. Most children name sounds in words they use frequently and recognise combinations of letters as initial sounds. Good use is made of story tapes and the computer to develop reading skills. Good links are made between speaking and reading in sound work. The book *'Walking through the jungle'* with words such as 'screech' and 'tweet' extended this knowledge very successfully. Children go on to extend this learning by playing a game, where they have to describe, and the rest have to guess, the animal in the bag. This is lively work well matched to children's needs.
81. In both year groups children are encouraged to think of themselves as writers. For example, the nursery class children are encouraged to have a go at naming the animals and the food from the story 'Wanda's Surprise'. Whilst in a reception class children wrote extra sentences for the walk through the jungle, copying successfully the style of the author. There is special time set aside for writing for the oldest children, and most children have a go at writing for different purposes.

Mathematical development

82. This area of learning is taught well and most children reach the expectations by the end of reception year. Nursery children know their numbers to five and can find the missing ones during a game. Most of the older pupils count to ten and many can count beyond to 100. They count on and back three accurately on the number line. Higher attaining pupils count back from 20 and know that they need two more to get to 13 from 11. They are learning to respond to questions about number. The youngest children begin to use mathematical language confidently, such as *'this is heavier, and this is longer'* to describe the animals in the play area.
83. Teaching is often good. Elements of the numeracy framework are introduced and independent activities are very well planned. The last part of the mathematical activity is used well to introduce and model the written language of number. From the nursery onwards children are encouraged to look at patterns and the relationships of big and small numbers. Number questions are frequently asked of younger children as they set out places for dinner or fill their containers in the dry sand area. However, when children in a reception class were set a pattern making activity, the lack of adult support meant that the children had no one to share their thinking with and this limited progress being made.

Knowledge and understanding of the world

84. Children enter with attainment generally below the county average. The provision for this area is good and they make good progress. By the time they leave reception they are broadly meeting expectations. They recognise and name many of the animals found in the jungle and talk about the kind of food they might eat. They speculate that

elephants probably eat bananas because *‘that’s why they have trunks.’* Higher attaining pupils know which ones are dangerous and those that would not hurt you *‘because they don’t eat meat.’*

85. Teaching is good and children learn well because of practical experiences, such as watching bulbs growing. The children have handled fruit similar to that talked about in the book whilst a man with snakes brought these in to share. Many children asked questions of the snake man and showed a good understanding of how snakes have similarities and differences with other animals.
86. A discussion time at the start of the day is used well by adults to expand children’s knowledge through discussion of events. In one session a four year old suggests that as so many children are away with colds *“It would be a good idea to have a hospital”*. This suggestion is met positively by the teacher. A well delivered question and answer session describing animals was followed through in the reception class with children writing a description and then asking the question *‘What is it?’*
87. Pupils use the computers confidently, although there are few opportunities to do so independently because there are not many available. They talk about how they are matching teddy with spots to the numbers and also show how they can change teddy’s clothes. Most know how to operate reading centres independently.

Physical development

88. The outdoor play area is now a regular feature of the week for all three classes. An improvement since the last inspection. It is planned for although there is still a lack of focus when using the area. Further developments are planned to improve the resources to include high and low level play.
89. By the end of reception children are on course to meet expectations. Teaching is satisfactory. Skills such as cutting and handling small tools are taught regularly and children have regular use of paintbrushes and small word activity. Children handle tools well and even the youngest are good at cutting carefully around the legs of their paintings of crocodiles.
90. During an apparatus lesson the reception children used the floor area well, moving safely in and out of spaces. The teacher’s use of ‘jumpy bean’ and ‘baked bean’ as clues to the type of actions to perform encouraged lively activity. Children co-operated well in putting out apparatus and showed that they could control short balances as they moved along the benches. This confident and well supported lesson meant some children explored for themselves different ways of leaving the balance.

Creative development

91. Children achieve well in this area and exceed expectations by the time they leave the Foundation Stage. Children create pictures of the animals met in the ‘jungle’ story books they are reading. They mix colours to produce different shades and add more paint to some areas to create texture. The younger reception children sew padded cushions that are then decorated with well-chosen resources such as glitter and sequins to convey the idea of cold and winter. They enjoy singing and recall many of the words to their favourite songs and rhymes. The making music session, whilst rather constrained, developed well their sense of rhythm and timing. The children are good at role play, largely because these areas are well resourced and supported by

adults. Children use the props with imagination to re-tell 'A walk through the jungle' and are good at waiting their turn before crucial speaking roles. They take 'acting' seriously.

ENGLISH

92. Inspection evidence indicates that at the end of both key stages standards of attainment in speaking, listening and reading are above average. Standards in writing are broadly average. This reflects the judgements made in the previous inspection except for writing that was judged, at the time, to be above average. Most pupils, except those with identified learning difficulties, attain average standards, but few attain above this.
93. Until relatively recently, the school did not have a system for regularly assessing samples of written work in order to track progress in writing as pupils move through the school and has not been able to monitor standards effectively. When the current system and its uses are more fully developed the school will be better placed to identify what each pupil, specifically, needs to do next to improve attainment.
94. Boys perform better than girls in English tests, which is unlike most schools. This reflects the wider range of purposes for writing experienced within the literacy strategy and the wider choice of reading material. This difference was not evident during the inspection.
95. Overall pupils' speaking and listening skills are above average at the end of both key stages. Most children enter Year 1 with well established speaking and listening skills. By the end of Year 2 most pupils listen and respond well to stories, questions and instructions. What they have to say is always acknowledged and as a consequence pupils confidently raise questions to clarify their understanding. The importance teachers place on the extension of pupils' personal vocabulary enables most to talk freely about their ideas and feelings. Pupils confidently use the subject specific vocabulary to which they are systematically introduced and quickly become aware of the need to hold the attention of the listener by providing appropriate detail.
96. As pupils move through Key Stage 2 most maintain good listening habits. They respond to questions with increasing fluency and explain their thinking with increasing detail when, for instance, solving problems in mathematics or explaining why peacocks are sacred to followers of the Hindu faith. By the end of the key stage most pupils are aware when it is appropriate to use standard and non-standard English and when involved in discussions are ready to listen to the views of others, raising questions and developing their thinking further. The attainment of pupils owes much to the direct teaching of conventions and the value teachers consistently place on pupils' oral contributions. This is particularly so for pupils with learning difficulties. To ensure systematic development of skills in this area the school is currently developing whole-school guidance, so is well placed to improve further.
97. Inspection evidence indicates that at the end of both key stages attainment in reading is above average. Most pupils enter Year 1 with an appropriate range of early reading skills and enjoy the status of having a reading book. Sound progress is made through Key Stage 1 because the teaching of specific skills and an appropriate range of strategies are undertaken systematically and pupils have daily opportunities to talk about what is read with the teacher. Most pupils in Year 2 have a good range of words they recognise on sight and a grasp of letter sounds to help them to tackle unfamiliar words. They recognise and use punctuation convention to support fluency

and understanding. They readily talk about the characters and plot. Because they experience a range of texts in whole-class and group reading activities, pupils recognise fiction and non-fiction texts and know the purposes and organisation of tables of contents and indexes. Most pupils enjoy reading and the support provided by parents has a significantly positive impact on improving attainment and sustaining the pupils' level of enjoyment. Pupils who have some degree of learning difficulty have prompt and well-targeted support and make good progress.

98. At Key Stage 2 pupils continue to make appropriate progress because complex letter strings and irregularities continue to be systematically taught. Pupils become familiar with the standard features of an increasing range of texts. For example, pupils in Year 3 recognised the organisation of instructional texts and the use made of imperative verbs. Pupils in Year 5 recognised the features specific to myths, fables and legends and historical texts. By the end of the key stage most pupils are effective readers and can cope with most texts. They show an understanding of themes and the nature of characters and readily refer to the text to support their opinions. Most pupils have an appropriate understanding of information retrieval skills and work done in Year 6, for instance, on a science topic demonstrated that these skills are used effectively. However in discussion with pupils, their perceptions were that opportunities for using the library for independent research are not very frequent. This suggests that some potentially valuable opportunities to practise and improve independent research skills, in areas across the curriculum are being overlooked.
99. At the end of both key stages inspection evidence indicates attainment in writing is generally average. When compared with the overall attainment of the same pupils in reading and mathematics, attainment in writing is clearly not high enough. This is because although a significant majority of pupils attain the levels expected of seven and 11 year olds too few pupils are attaining beyond the expected level for pupils of these ages, when writing independently. The progress made in writing is supported by links teachers make between reading and writing and the structured exploration of writing skills and techniques, through activities such as shared writing tasks and teachers' modelling of specific writing styles. However, progress is limited because lesson plans are not informed by assessment and do not consistently provide appropriately differentiated objectives and tasks to meet the needs of all pupils. Consequently, pupils do not build on what they already know and can do.
100. By the end of Key Stage 1 pupils write for a range of purposes using appropriate structure. For example, in Year 1 pupils use their phonic knowledge, copy words and pictures to record personal news, write the blurb for a book or retell the story of the Gingerbread Man. Pupils in Year 2 practise creating openings for stories that catch the attention of the reader and appropriately sequence instructions for growing seeds and explaining how a tap works. Most pupils show they know about the basic rules of grammar and punctuation but still frequently rely on 'and' or 'then' to move a narrative forward. Throughout Key Stage 2, spelling, grammar and punctuation conventions continue to be systematically taught so that, for instance, older pupils begin to organise their writing in paragraphs. Practice exercises in developing complex sentences are completed with a good measure of success but pupils consistently remembering them in independent work is less secure. By the end of the key stage pupils are practising using language for effect as, for instance, *'Desperately he searched around. Nothing. Darkness. Total darkness.'* Known skills are used well in some other areas of the curriculum such as science and history but this valuable practice is significantly under-used across the school.

101. The development of handwriting is unsatisfactory in Key Stage 1. It is unnecessarily protracted so that by the end of the key stage no pupils are using a legibly formed and joined script. The pace of progress improves in Key Stage 2 but the development of good presentational skills is not sufficiently or consistently promoted. In practice lessons pupils generally present their handwriting well. However, not all teachers expect the same quality in other lessons nor do they all provide examples of expected standards when acknowledging work done in pupils' books. This has a limiting effect on attainment. A handwriting policy has been developed but it does not focus on a whole-school approach or provide guidance on the development of presentational skills across the curriculum.
102. Pupils with special educational needs make good progress in relation to their prior attainment. Their progress owes much to the appropriate use made of the advice of the National Literacy Strategy, the precise and realistic targets set in individual education plans and the consistent and sensitive support of teaching and support staff.
103. Overall the quality of teaching in English is satisfactory with examples of good teaching seen in both key stages. This reflects the judgements made in the previous inspection. In the most successful lessons the teacher makes a business-like introduction and pupils have a clear understanding of the focus for the lesson and how it is linked to prior learning. The teaching encourages both boys and girls to share their ideas and learn from each other. Questioning is used well to establish the learning objectives and assess understanding. Elements of the lesson such as sentence work or guided reading are linked well with the shared text and, where judged necessary, prior learning is revisited to consolidate knowledge or skills. Weaknesses occur where pupils' experience is predominately limited to exercises related to skills and techniques and opportunities to use those skills independently in purposeful activities to support the work in other areas of the curriculum are overlooked. Teachers regularly mark pupils' work but the good practice of making notes to identify how pupils can improve their work is not consistent across the school. Consequently, pupils do not receive the feedback they need to improve their work and accelerate their rate of progress.
104. Overall the management of the provision for this subject is unsatisfactory. The team of subject managers has overseen the implementation of the National Literacy Strategy and specific funding has been used well to support provision of resources and support for pupils with some degree of learning difficulty. There is a lack of clear leadership being shown in tackling important areas of underachievement amongst pupils. There has not been a rigorous monitoring of teachers' planning to ensure that it is sufficiently challenging and the large proportion of time in the school day given to English has not been evaluated to ensure it is proving effective. Assessment procedures are insufficient to identify whole-school and individual targets for improvement. Some procedures are relatively recent and further development is planned. For example, the practice of assessing samples of writing does not yet have the benefit of a portfolio of annotated and moderated samples against which teachers can readily compare their assessment. The systems for monitoring and evaluating standards are not sufficiently developed and this has a limiting effect on planning for improvement.

MATHEMATICS

105. Pupils enter the school with standards in mathematics that are broadly similar to most five year olds. By the time they are seven, and when they leave the school at

- 11, these standards are above the levels expected for this age. Test scores over time show that standards are generally rising with pupils achieving highly in comparison with national averages.
106. This is a direct result of good, and often very good, teaching. Pupils enjoy their lessons and are keen to learn. This is very noticeable in the effective use of the National Numeracy Strategy, which gives pupils a carefully structured session of mental and written mathematics each day. The school groups the older pupils according to their ability and ensures that those with special educational needs, sometimes with specific support, make good progress towards their mathematical targets. This setting is effective. Work in most classes is matched effectively to the pupils' identified abilities and extends the learning of all, including higher attaining pupils. In a number of lessons observed, pupils were able to think mathematically, handling number problems in a natural, confident manner. The great strength in mathematics is this confidence which, coupled with the lively enthusiasm observed, builds very successfully on what the pupils already know. There is no noticeable difference over time in attainment between boys and girls or pupils with English as an additional language.
 107. Most pupils enter Year 1 with broadly average skills in number. All teachers ensure that pupils build well on their early work. Pupils develop the use of accurate mathematical language effectively and work practically to solve problems. The high value placed on different strategies is a priority throughout the school, and as a result the majority of pupils are confident in explaining the reasons for their answers. In one very lively lesson at Year 4, the teacher allowed the pupils' scope to develop their thinking and to challenge what she was doing, with the results that all, and especially the higher attaining pupils, made very good progress. One good Year 6 lesson began with the pupils writing their own 'number stories' to explain the equation ' $1.6 \times 7 = 11.2$ ', which produced some very inventive and challenging results, showing the pupils' understanding of number.
 108. A number of lessons seen during the inspection illustrate that teachers' good questioning helps to ensure good progress. Questions such as '*Why?*', '*How can we check?*', '*What strategies have we been using?*', '*Have you tried it?*' and, at the end of a lesson, '*Put your hands up if you...*' reinforce both the different methods pupils use to reach an answer and what they have actually learned. One pupil was overheard during a lesson saying, '*This is fun!*' She could have been speaking for most!
 109. All attainment targets are covered effectively through both key stages. There was less work seen involving the use of ICT, and this is highlighted by the subject management team as an area for development. There was insufficient evidence of work involving using and applying mathematical skills through a varied range of practical work. This would make learning even more relevant and enjoyable.
 110. Most classrooms have displays which value and extend work done by pupils. These include puzzles in Year 1, time lines in Year 2 recording growth from 'babies' and 'toddlers' to 'children'. In Year 3 there is a birthdays bar chart, Year 3/4 has a 'maths is fun' display and Year 4 show the properties of two- and three-dimensional shapes. Year 6 have a display of co-ordinates and reflective symmetry. There is a particularly interesting display in the infant entrance, linking mathematics with art and ICT through repeating patterns. All rooms display the relevant numeracy targets for the class.
 111. The effective implementation of the National Numeracy Strategy provides a clear structure for the teaching of mathematics. All lessons begin with a short mental arithmetic session and end with a structured summing-up session. This enables

pupils to understand what they have learned and gives teachers a good knowledge of what the pupils understand. They use this knowledge effectively to reinforce their teaching and improve pupils' standards. There are a number of examples where numeracy is used across the curriculum. These include science links in Year 1 where the pupils consider height, and a variety of time lines – linking with history.

112. The quality of learning and achievement in mathematics reflects the high quality of the teaching. This is generally good throughout the school, with the quality of teaching at Key Stage 2 ranging from good to excellent. Teachers use a variety of methods to reinforce and consolidate previous skills. All teachers use questions carefully to ensure that pupils give logical reasons for the problem-solving strategies they use. This was a strength in all lessons seen. The results of tracking pupils' progress are used effectively to evaluate the effectiveness of learning and planning is generally adapted when necessary. However, the quality of marking is a weakness, and many pupils' books seen contain few comments to help the pupils improve. In one class the pupils mark too much work themselves and there is no alternative arrangement for the teacher to track what pupils are finding difficult or too easy. The quality of presentation in the pupils' exercise books is poor in many classes, with few signs that teachers consider this to be important.
113. Teachers provide good role models in the way they value pupils' contributions. This increases pupils' self-respect, respect for each other's contributions and co-operation skills. It ensures that pupils behave well in lessons, concentrate hard and enjoy their work. All teachers have a secure knowledge and understanding of the subject. They plan work carefully and use questions effectively to extend pupils' thinking. All teachers make good use of formal and informal opportunities for pupils to practise their number skills. This makes a positive contribution to pupils' learning and achievement. Homework is set regularly, is marked and provides useful reinforcement and extension to the work covered in class. In Key Stage 1, homework sheets involve the parents, suggesting ways to help their children.
114. The effective subject management helps to ensure that teachers are confident and that all parts of the subject are covered successfully. The hard work of the subject managers ensures that all staff work closely, sharing and developing together. Lesson planning and outcomes are regularly monitored and help determine how the school is to move forward. The quality and quantity of resources are good, these are used effectively and pupils treat them with respect.

SCIENCE

115. Pupils' standards in science at the end of Key Stages 1 and 2 are average and their achievement is satisfactory. Pupils enter Key Stage 1, and leave at the end of Key Stage 2 being able to do what the vast majority of pupils are able to do across all the requirements of the National Curriculum for science. However, when compared with similar schools, pupils' attainment is below average. There is no significant difference between the standards of work seen in the school and the results of national tests in 2001.
116. Overall there has been satisfactory improvement since last inspection. Although standards have declined in the aspects of science assessed by national tests there has been increased emphasis on science investigations and standards are now improving particularly in Year 5. There are no marked differences between the progress made by boys and girls, those with special educational needs or pupils with English as an additional language.

117. By the age of seven pupils identify that food, exercise and rest are necessary for health and investigate the rate of melting of large and small pieces of materials such as cheese. They investigate the effect of different surfaces on the distance model cars travel having rolled down a slope. This type of investigation supports numeracy through the use of measurement in standard measures such as centimetres. Science also supports literacy through, for example, pupils' written explanations of the differences between babies and toddlers, and the recording of the properties of different materials such as plastic, metal, wood and glass. However, when pupils report investigations they do not make sufficient links between their predictions and results. They lack understanding of what makes a fair test and have insufficient opportunity to work independently of the teacher.
118. By the age of 11 pupils construct electrical circuits including resistors and can identify whether given examples will or will not work. They record their work using circuit diagrams with the correct symbols. They understand that when objects float this is due to a balance of forces between gravity pulling down and the upthrust of the water. They investigate, for example, whether mould grows in the dark or whether it needs light. They devise a fair test to find out '*How can I make my hands as clean as possible*', identifying things that could affect the outcome, for example, temperature of the water and quality, type and amount of the soap. However, pupils do not explain the task using scientific vocabulary such as 'variables' to explain what will be changed, what will be measured and what will be held constant.
119. Science supports numeracy through, for example, the use of graphs to interpret the difference in the rates of cooling between an insulated and non-insulated container. The skills of literacy are also applied to science through, for example, writing a 'letter' to a manufacturer of a 'spinner' to explain why the manufacturer's claims were incorrect. However, pupils are not always clear about the difference between carrying out practical work to support understanding, and planning an investigation to answer a question. Pupils are given insufficient opportunity to plan their own investigations answering questions they have raised or to review their procedures to improve the reliability of their results.
120. The overall quality of teaching and learning throughout the school is satisfactory in both key stages. Generally teachers have sufficient knowledge and understanding and use this to plan appropriate work to challenge the majority of pupils. However, planning does not clearly identify a range of expectations based on pupils' prior understanding to ensure the most able pupils are fully challenged and that pupils, for example, who need support in literacy, are not disadvantaged in accessing the scientific content of lessons. Teachers manage classes well, and pupils have very good attitudes and behave very well. This ensures lessons have good pace, little time is wasted, and pupils have ample opportunity to think about and discuss their work.
121. The science curriculum has been a focus of review in the school improvement plan. As a result the school has introduced a commercial scheme based on national recommendations to support teachers' planning. This has ensured that pupils' knowledge, understanding and skills are built on systematically from one year to the next. However, this initiative has not been in place for long enough to have a significant impact on standards. There is insufficient monitoring of pupils' work against agreed exemplars, monitoring of lessons, or use of assessment to ensure work is sufficiently challenging for all pupils based on their prior attainment. Practical work is often over directed and insufficient use is made of ICT. This results in pupils

not making best progress or being able to apply their knowledge, understanding and skills to their own investigations.

ART AND DESIGN

122. It was not possible to observe any lessons at Key Stage 1. Three lessons were observed at Key Stage 2. The effectively displayed range of pupils' work throughout the school indicates that by the end of both key stages attainment is above expectations for pupils of these ages. This broadly reflects the findings of the previous report.
123. Pupils enter Year 1 with an appropriate experience of expressing their ideas in a range of media. They build on this and their awareness of how artists and crafts people work is raised. Pupils in Year 1 draw and paint from close observation of fruits and vegetables. They experiment with the effects of exploding a magazine picture and place facial feature well in their portraits. They use painting of the local environment to support their work in geography. By the end of the key stage pupils' portraits are influenced by the work of portrait painters such as Holbein and Modigliani. The paintings of daffodils and poppies and pastel drawings of primulas from close observation show a good eye for detail and good control of paint, brushwork, sponge printing and pastels.
124. Similarly good progress is made in experimenting with styles and techniques of established artists in the junior classes. Often the work is supporting or being supported by work in other areas of the curriculum. For example the reading of *'The Owl Who Was Afraid'* captured the imagination of pupils. They used the techniques of the illustrator Jill Tomlinson to produce very effective illustrations of their own, developing the texture of the owl's feathers very effectively. A history topic created opportunities to capture mood when painting pictures of evacuees in the style of Shirley Hughes and wild poppies in the style of Monet or Georgia O'Keefe. Direct teaching of techniques in figure drawing, ceramics and sculpting, develops pupils' skills. By the end of the key stage pupils' sketchbooks show the systematic development of pencil drawing skills in still-life and figure drawing and techniques to achieve effects such as perspective. These are used in developing landscapes in the style of Wainwright.
125. The teaching observed in the juniors is satisfactory with one lesson in three judged to be good. Where teaching is good, clear objectives are set and shared with the pupils. When looking at an established artist's work the teacher uses questioning well and encourages pupils to use subject-specific vocabulary when expressing their ideas. Good use is made of opportunities to directly teach a specific skill such as shading.
126. The management of the subject is underdeveloped. Members of the subject management team are anxious to support members of staff with advice and ensure that resources are satisfactory and accessible. The scheme of work developed by the QCA has been introduced and is to be reviewed at the end of the year. However, there are insufficient strategies in place through which to monitor and evaluate the provision effectively.

DESIGN AND TECHNOLOGY

127. Only one design and technology lesson was seen. Judgements are based on discussions with pupils and subject managers and a scrutiny of pupils' work. Standards exceed expectations by the age of seven but are below those expected of 11 year olds. This suggests a dip in attainment for 11 year olds since the last inspection. No judgements on teaching and learning can be made, but indications are that the provision for design and technology skills are at least satisfactory in the infant

school but are undeveloped through the juniors. As at the last inspection the subject managers are building up resources and beginning to put together a collection of working models.

128. Teaching is satisfactory in the infants. Pupils are taught the full range of design and making skills and work with a range of materials. They have built homes, cooked food and worked with fabric. The work is mainly practical and pupils learn how to join and assemble materials, and evaluate their finished work. For example, pupils successfully fitted wheels to the axles of their vehicles and after consideration of what could be better added windscreens. A good link was made to science and mathematics as pupils road tested their vehicles and recorded how effective they were by measuring the distance travelled. Teachers promote and encourage safety when using tools and personal hygiene when handling food. This was demonstrated well in a Year 1 lesson as pupils prepared fruit and vegetables. The lesson was successful because pupils were given the chance to select and use a variety of kitchen equipment to squeeze, chop and shred fruit and vegetables safely. They went on to collect their ideas about how the finished product could be used in the preparation of drinks or salads.
129. Design skills are adequately developed through the juniors, but the time is not well managed to ensure projects are completed in time for evaluations to take place. In discussion with pupils it is evident that they like the subject but are frustrated by not having enough time to finish models. As a result of shortages in resources many pupils do not get to carryout the 'exciting' parts such as fixing a motor to their fairground rides. Year 6 pupils enthusiastically started work on designing a pair of slippers in January but still have not begun to create their designs. Much of the interest raised by evaluating and reporting on what made a 'good' pair is lost.
130. Pupils make good use of the word processor and scanner to publish their work on fairground rides or to market their new loaf of bread. Much of the work is the same for all pupils in the class irrespective of ability or creativity. They have limited chance to develop their skills and there is little that is adventurous. Pupils in Year 6 design and make a holder using the same basic cube shape provided by the teacher. The finished products whilst well put together, lack variety in openings or fastening. Year 5 pupils have made puppets but again all have followed the same design with no emphasis given to developing the moving parts. Year 4 pupils work with wood, marking, cutting and joining with precision. This is an area where teaching is confident. However, there are big gaps in pupils' experiences in using electrical and mechanical components because the teaching is unsure.
131. Pupils enjoy the subject and work very effectively together. This reflects the teachers' confident management. Teachers follow guidelines but as they contain no clear breakdown of the skills but merely catalogue activities, pupils' progress is haphazard. Pupils do not always get the help they need to improve because there is inconsistent assessment of their skills. Indications are that the subject managers have been aware of shortcomings for some time and progress towards addressing them has been unsatisfactory. The need to offer more guidance on teaching skills and evaluating the scheme of work to ensure that time is better managed has been usefully identified as a priority.

GEOGRAPHY

132. During the inspection only one lesson in Year 2 and one lesson in Year 3 were observed. Evidence of attainment and progress was also collected from an

examination of pupils' work, talking with pupils and a discussion with teachers who carry a responsibility for geography in the school. Standards attained by seven and 11 year olds are in line with national expectations, the same as at the last inspection, but more able pupils do not achieve what they are capable of.

133. By the age of seven, pupils have learned about their local area, carrying out surveys around their school, and have undertaken a contrasting study of some Scottish islands. Pupils are able to compare the features of where they live with an island environment to say whether or not they would prefer to live on an island. They begin to develop knowledge of other parts of the world by taking Barnaby Bear on their family visits and recording in photographs and writing some of the things he experiences whilst away. The teacher, with the whole class, referring to maps and developing geographical vocabulary, regularly follows up these visits. The findings are recording in well-thumbed books of Barnaby's travels.
134. Teaching is satisfactory. The teachers' good subject knowledge in a Year 3 lesson ensured that thought provoking questioning enabled pupils to develop their understanding of the similarities and differences between life in a village in India and their own lives. The teacher used every day objects brought in by pupils' families and successfully counteracted stereotypes about poverty with pictures and examples of India today. The lesson successfully promoted pupils' understanding of cultural diversity and made them more aware of the world as a global community. Other evidence found that much of the work lacks challenge for the higher attaining pupils. Questions do not require pupils to think deeply and most work is set for the whole class with no extension activities to stretch the most able. Learning is appropriately extended through local visits, but pupils are infrequently challenged to follow up their own lines of enquiry; for example by conducting surveys, or carrying out research. This is largely because teacher expectations of pupils' capabilities are not high enough and too much of the work is overly teacher directed; for example giving passages of text to all pupils to copy into their workbooks. This leads to an average attainment across the year groups, with insufficient opportunity for more able pupils to achieve what they are capable of.
135. Teachers do not use assessment in geography to track pupils' progress or to plan the next steps in pupils' learning. Where marking includes written comments, these are about features of English language rather than indicating how the pupil could improve the geographical content of the work. The geography subject team has revised the policy and has updated the long-term plan for teaching geography through the school using the QCA scheme of work. Much work has been done to ensure that adequate resources are available to match the topics taught in each year group. These are improvements since the last inspection, when the policy was in need of review and more resources were needed. The subject action plan shows that maintaining and reviewing resources are the main functions of the geography team, with some work to develop assessment later in 2002. The team does not monitor provision, either in planning or delivery of the curriculum so that implementation of the scheme of work is not evaluated.

HISTORY

136. Only one history lesson in a junior class and none in any infant classes were seen during the inspection. Judgements are based on an examination of pupils' work, talking with pupils and a discussion with teachers who carry a responsibility for history in the school.

137. Standards attained by seven and 11 year olds are in line with national expectations, the same as at the last inspection. However, the progress pupils make through the school is not consistent. Pupils in lower junior classes are attaining above what might normally be expected, but are not achieving as well as they might in Years 5 and 6.
138. By the age of seven, pupils develop an understanding and knowledge of people from the past, for example through their study of Captain Cook. They talk about some of the differences between times past and the present. They are aware of some sources of historical evidence, having used books and the local museum to gain knowledge of Captain Cook's life. Pupils in Year 6 are able to talk about and begin to evaluate the wide range of sources they used in finding out about the recent past, for instance saying that the evidence provided first hand by a grandfather was most reliable because he lived through the period. They describe some of the principal events of the period, but have not thought about the significance of these events.
139. In general, teachers set similar tasks for all pupils in their classes. Where these tasks are narrow in scope, progress is limited, and where the tasks are more stimulating, pupils make better progress and attainment rises. For example, in Year 5, the whole class copied information about the ancient Greeks from a book, providing little opportunity for historical learning. Whereas, in Year 4, pupils learning about evacuation in World War II wrote with empathy about being an evacuee. Because the same tasks are set for all, with little scope for independent enquiry, access to higher levels of attainment is limited. This is similar to the findings of the last inspection. Similarly, there has been little improvement in assessment or in marking. Teachers do not yet assess pupils' work in history or mark against the objectives of the history scheme. This means that pupils are not given feedback that can help them to improve their work.
140. A team of teachers who have a particular interest in the subject manages history. They have only recently taken on this responsibility and since the beginning of the year have reviewed the history policy and updated the long-term plan showing which topics are taught in which year groups. By using and adapting the scheme of work published by the QCA, the school ensures coverage of the National Curriculum, an improvement since the last inspection. The team provides day-to-day advice to other members of staff and ensures that resources are adequate to allow the scheme of work to be taught. They do not undertake a monitoring role, so that actual delivery of the scheme is not evaluated. This is a weakness in the leadership of the subject that was identified at the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. Standards in information technology are affected by the shortage of computers and suitable software. As a result, standards overall are below national expectations. This is a drop from the time of the last inspection, reflecting the changes in the National Curriculum Programmes of Study. Within the aspects of the National Curriculum currently being taught, pupils are achieving satisfactorily and there is no significant difference between groups of pupils. The quality of teaching is satisfactory.
142. Seven year olds use an art program and a simple word processor to produce pictures and text. They control the computer confidently through the use of keyboard and mouse and set procedures for a programmable toy. They write out sequences to show how events link together. Good use is made of the art and word-processing packages to support pupils' spiritual development when they describe the feelings portrayed by a picture drawn by the teacher.

143. Throughout the juniors pupils build upon their earlier skills, but this is inconsistent and reflects the relative strengths of the teachers and the accessibility of the computer suite. Some of the teachers make great efforts to ensure that pupils get as much access to computers as possible within the limited resources and many examples of satisfactory work was seen. Pupils develop their word-processing skills and by the age of 11, many are able to manage text and images. They can change font and layout, choosing the best arrangement for the effect that they wish to create. Pupils create, test and improve sequences of instructions to control events using 'Robobrick'. They create graphs from information, for example when comparing temperatures in different parts of the world. In some subjects they use information technology appropriately to support learning and recording of information, for example a booklet illustrating the design and manufacture of fairground rides where the digital camera is used to good effect to record the stages in the process. However, not enough time is spent on some aspects of information technology to ensure that enough pupils reach the required level. For example pupils in Year 6 have had only one chance to send an email; and discussion with pupils shows that many are not secure in this aspect. There is insufficient use made of the computers to help pupils find and collate information and too few opportunities are given to use simulations and models to investigate and evaluate events. During the inspection some Year 6 pupils used a simulation on forces to revise for their science but most did not understand the purpose of the simulation and were not able to use it effectively.
144. A key factor affecting pupils' achievement and overall attainment is the unsatisfactory level of resources. The current ratio of up-to-date computers to pupils is around half the recommended level. A few older computers are available and these are used effectively. The infant computer 'suite' consists of four computers that have only been in the school for a few weeks. These computers do not yet have very much school specific software appropriate for pupils of this age. This makes it difficult for teachers to allow pupils to open the programs themselves thus limiting opportunities for learning to use the menu systems. Junior aged pupils do have access to a suite for some part of the week, but the shortage of resources means that it is not possible to either cover all of the Programmes of Study or allow pupils enough time on computers to support their learning across the curriculum. Too few opportunities are available to use information technology as a tool to support learning in other subjects and this limits the development of pupils' skills. For example, in using the Internet for research or to develop the exchange and sharing of information through desktop publishing or publishing on the Internet.
145. The school has worked hard to improve provision in the last 18 months, but there is still much to be done. The junior classes suite is not completely networked and the new computers do not have access to some of the school specific software. This is a particular problem. For example, in a lesson using an art program to teach pupils how to copy and resize images, four of the computers did not have access to the Dazzle program on which the lesson was based. Pupils on these computers had to use a different program and this required the teacher to have to teach two different lessons at the same time. The school has had great difficulty in finding a suitable space for a computer suite. The computer suite is small and overcrowded. The layout of the room does not allow all of the pupils to see a demonstration by the teacher or even look at a white board. This makes teaching very difficult and limits learning. Further problems are caused by the fact that only one height of chair is available for use by pupils from Year 1 to Year 6.

146. A team of people co-ordinate the subject and although there is no named co-ordinator one member of the team takes the lead in many aspects and is providing a sound exemplar for other teachers. However, teaching and learning are not monitored rigorously enough and links to other subjects are not developed. Consequently in some years insufficient use is made of information technology to support learning across the curriculum. This was an issue in the last inspection. If resources are not improved significantly it is difficult to see how this issue can be addressed effectively.

MUSIC

147. During the inspection insufficient lessons or pupils' work were seen to come to any secure judgement on standards in music at the end of both key stages.
148. There has been satisfactory improvement since the last inspection. The scheme of work from which teachers' plan has been reviewed to meet national recommendations. This identifies more clearly what pupils should learn from one year to the next. However, the role of subject leader is still underdeveloped. She does not have sufficient opportunity to monitor pupils' progress or ensure the curriculum is challenging and delivered across the whole school.
149. Pupils in Years 1 and 2 sing together enthusiastically maintaining pulse and rhythm, which combined with satisfactory pitch, makes a full cohesive sound. They have clear diction when singing and increase accuracy through repetition and responding to simple rhythms when singing songs in assemblies. Junior pupils also sing enthusiastically in assemblies. Year 5 pupils collaborate very well to create a simple 'round' using mono and polysyllabic words based on the planets. Year 6 pupils respond very sensitively to 'Tapestry' by Carole King to look back over their lives and identify significant features in it. They then weave these reminiscences into a 'tapestry' to be used later as the basis of a composition. Some examples were particularly moving, for example, parents coming out of hospital, grandparents going blind, divorce, winning medals and good holidays with parents.
150. Insufficient lessons were seen to make an overall secure judgement on the quality of teaching. However, in the two lessons seen one was good and the other very good. The features of teaching that secured good learning were good knowledge and understanding to continually challenge pupils through pace and high expectations. For example, in a single lesson Year 5 pupils progressed from identifying rhythms from mono and polysyllabic words, to combining these in a two-part class round with pupils in each half of the class singing their part and others playing percussion instruments. Another very positive feature of teaching and the assemblies is the inclusion of all pupils including those with special educational needs and English as additional language, who make similar progress to other pupils.
151. The school has a good range of instruments and these are well used not only in music lessons but also to support science, for example, the description of different types of sounds and how they are produced. There are opportunities for pupils to learn the violin, cello and keyboard and take part in a 'Schools Festival' at the local cathedral. There is no choir or school orchestra although pupils do take part in school performances. Not enough use is made of ICT to support music and there are insufficient assessment procedures to inform teachers' planning to ensure that pupils' knowledge, understanding and skills are built on systematically from one year to the next.

PHYSICAL EDUCATION

152. Standards of attainment in physical education for pupils at the ages of both seven and 11 are above expectations. This matches the standards found during the previous inspection. All areas of the curriculum are covered well and all pupils, including those with special educational needs, make good progress in their learning.
153. By the time they leave the school, pupils have experienced a wide range of physical activities. They develop sound hand, eye and ball co-ordination, and recognise the importance of teamwork. Pupils co-operate well with each other: they are confident, are encouraging and supportive of each other. They are enthusiastic, enjoying physical education lessons, and generally try hard to improve their work. Pupils from Year 2 to Year 4 have swimming lessons and most are able to swim competently by the time they leave the school. Dance is particularly strong. During an excellent Year 6 dance lesson, high quality, well-targeted questions helped to ensure progress. In Year 4, pupils used a story of 'the vain peacock' effectively as a stimulus for mime.
154. The overall quality of teaching and learning is good. Activities in a Year 3 and 4 lesson were carefully monitored to ensure progress. Teaching is generally focused well and lessons are paced to maintain motivation and interest. Pupils are identified as exemplars to demonstrate movements and in some lessons teachers too take part. Activities are interesting and the pupils are managed effectively, although sometimes opportunities to teach specific skills are missed. Due attention is drawn to health and safety. Teachers are sensitive to the needs of all pupils. They provide encouragement and praise to boost pupils' confidence and self-esteem so that all persevere and make effective progress. Pupils invariably enjoy their lessons and this motivates them to further efforts. Appropriate warm-up and cool-down periods are used to reinforce their importance. With the exception of one Year 6 class, boys and girls mixed well together.
155. There is a suitable policy and scheme of work that was lacking at the time of the last inspection. However, except in Year 6, assessment procedures are underdeveloped. The overall quantity and quality of resources are good. Visitors to the school, for example to coach in basketball, football and touch rugby, make a positive contribution to the curriculum. The range of extra-curricular sports activities for the pupils are similar to most schools of this size. A residential stay provides a good opportunity for more adventurous outdoor activities.

RELIGIOUS EDUCATION

156. Standards at age seven and 11 are broadly in line with the requirements of the locally agreed syllabus for religious education. This maintains the standards noted in the last inspection. All groups of pupils are achieving satisfactorily throughout the school.
157. Since the time of the last inspection the significant changes to the locally agreed syllabus have required a re-writing of the school scheme of work. This has been in place for just over a year and therefore pupils in different parts of the school have slightly different experiences. The school has chosen to study Judaism and Sikhism in addition to Christianity but some teachers are not following the scheme exactly and are supplementing this with studies of Islam and Hinduism. This reflects the fact that there are several families from these faiths in the school and the school is making sure that these are celebrated.

158. Pupils in Years 1 and 2 study mainly Christianity with some reference to the other religions and by the age of seven they have a satisfactory understanding of the fact that every person is special. They know that people worship in special places and have special books. Pupils know the main festivals of Christianity and some know about those in other faiths.
159. During Years 3 to 6 pupils extend their knowledge of the three faiths studied and by the time they are 11 pupils know the basic points of Christianity, Judaism and Sikhism. They know of the important people in these religions and can retell some of the stories of Jesus and of the main Gurus. They have a satisfactory knowledge of the places of worship and compare stories from these religions. In addition, some pupils have a basic knowledge of Hinduism through their study of India.
160. The policy of the school is that religious education work for six and seven year olds is oral work. Whilst providing sound opportunities for developing speaking and listening skills, this does not support the development of pupils' writing skills sufficiently. Overall religious education neither makes a satisfactory contribution to the development of pupils' literacy skills nor does it allow enough opportunity to develop pupils' writing skills. For example, in a lesson seen on Hinduism, pupils did not either consolidate their learning or apply their literacy skills due to the teachers' view that the pupils should not have to write in the afternoon if they have worked hard in the morning.
161. The subject is managed by a team of people and although one of these has taken responsibility for adapting the locally agreed syllabus into a school based scheme of work, the leadership and management of the subject are unclear. Teaching and learning are not monitored rigorously enough. The use of information technology to support this subject is minimal due to too few computers and a shortage of funds has so far prevented any developments in this area.