

INSPECTION REPORT

BOSWORTH WOOD PRIMARY SCHOOL

Auckland Drive, Smiths Wood, Solihull, B36 0DD

LEA area: Solihull

Unique reference number: 104083

Headteacher: Mr David May

Reporting inspector: Mrs Joan Walker
25461

Dates of inspection: 11th – 14th March 2002

Inspection number: 211260

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Auckland Drive
Smiths Wood
Solihull

Postcode: B36 0DD

Telephone number: 0121 748 1318

Fax number: 0121 749 2494

Appropriate authority: The Governing Body

Name of chair of governors: Miss V. A. Wood (Ann)

Date of previous inspection: 8th February 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13144	Joan Walker	Registered Inspector	Art and Design, Design and Technology	How well are pupils taught? What should the school do to improve further?
9880	Tony Comer	Lay Inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
1945	Janet Watts	Team Inspector	Special Education Needs, English, Geography	The school's results and achievements
11227	John Moles	Team Inspector	Science, Information and Communication Technology	How good are the curricular and other opportunities offered to pupils?
22434	Sandra Bradshaw	Team Inspector	Equal Opportunities, Mathematics, History	Pupils' attitudes, values and personal development
23999	Catherine Davey	Team Inspector	Foundation Stage, Music, Physical Education, Art and Design	

The inspection contractor was:

Quality Assurance Consultants
 The Hucclecote Centre
 Churchdown Lane
 Hucclecote
 Gloucester
 GL3 3QN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager

Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 – 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10 – 12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 – 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 – 16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17 – 19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? 20	
PART C: SCHOOL DATA AND INDICATORS	21 – 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 – 44

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bosworth Wood Primary School has 433 pupils on roll, aged 3 to 11 years with 192 boys and 212 girls and is bigger than the average primary school. It has a nursery class in which boys and girls attend part time. The school is located on the eastern outskirts of Birmingham. It serves a large housing estate in the north of Solihull. The average class size is 29. The catchment area has a relatively high number of social and educational disadvantaged families. Unemployment is high and the percentage of pupils eligible for free school meals, is above the national average. Currently, seven pupils have English as an additional language and there are 31 pupils from minority ethnic backgrounds.

At the time of the inspection, there were 48 children in the reception classes. The children's attainment on entry to the reception classes is well below expectations according to the results of the baseline assessment scheme. Almost 30% of pupils have been identified as having special educational needs, which is above the national average. There are five pupils with statements of special educational needs, which is below the national average.

HOW GOOD THE SCHOOL IS

The quality of education provided by the school is sound and, in some aspects, good. It gives satisfactory value for money. By the time pupils are aged eleven, standards are satisfactory in relation to national expectations in all subjects. Pupils achieve well in relation to their prior attainment, except boys consistently under-perform at Key Stage 2. However, boys' English results improved in 2001. Pupils from ethnic minority backgrounds achieve similarly to other pupils, as do pupils with special educational needs and for those pupils with English as an additional language. There is a need to improve the links between parents and school and the role played by parents. The quality of teaching ranges from excellent to unsatisfactory and is satisfactory overall. The leadership and management of the school, although having some good aspects, are unsatisfactory overall.

What the school does well

- Standards achieved in the Key Stage 2 national test results are improving.
- The quality of teaching in the Year 6 classes is always good and, at times, very good.
- The provision and teaching in the Foundation Stage are good.
- Pupils' attitudes and behaviour are good.
- The school provides a very caring and supportive environment for its pupils.

What could be improved

- The leadership and management of the school.
- The monitoring and evaluation of the school's performance and taking effective action.
- The monitoring of pupils' academic progress and personal development in order that all pupils achieve their best.
- Pupils' rate of attendance, which is below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1999. All the key issues have been addressed, but with varying degrees of success. The rate of improvement since the last inspection has been too slow and therefore improvement is unsatisfactory overall. For example, pupils' work is still poorly presented. Some teachers' expectations of what pupils can write have improved but it is not consistent throughout the school. There was little evidence that disseminating all elements of the best teaching throughout all classes is happening rigorously enough. Some subject co-ordinators have fairly recently collated pupils' work and moderated it but this good practice is not consistent in all subjects. The senior teachers are monitoring pupils' standards but not systematically or rigorously enough to improve individual pupil's targets. Support for pupils' learning in information and communication technology has been fully addressed. Pupils' attitudes and behaviour are now good. However, not all teachers fully implement the behaviour policy in the classrooms. Provision for pupils' spiritual development is now sound but pupils do not have sufficient opportunities for reflection. Learning resources for music and information and communication technology have improved. There is now satisfactory support for disruptive pupils. The school, together with the Educational Welfare Officer, have endeavoured to raise the level of pupils' rate of attendance. The impact of their efforts has been minimal. The school has the

capacity for further improvement but needs to ensure all the issues from the previous inspection that are not fully addressed are more systematically and rigorously implemented throughout the whole school.

STANDARDS

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

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

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

The table above shows an improvement from the previous year in English and mathematics, and results in science have remained at the national average. When compared with similar schools, based on the number of pupils known to be eligible for free school meals, results are well above in English and above in mathematics and science. Boys' performance was below the national average in English and mathematics and at the national average in science. Whilst girls' performed better than boys in English and marginally better in mathematics they were below the boys' performance in science. Trends over time show the school's average points score for all core subjects was above the national trend i.e. an improving picture. Work seen during this inspection indicate that many of the current Year 6 pupils are attaining standards that are at the expected national level in all subjects.

From 1999 to 2001 pupils' attainment in national tests at the end of Year 2 have been consistently well below the national average and in the year 2001 were very low and in the lowest five per cent of all schools nationally. Currently, pupils are attaining levels that are below the national average in mathematics and English. However, whilst they are still below the national average, these results show an improving picture in both subjects. This is because of the good teaching in the Foundation Stage and in Key Stage 1.

The school's performance targets are suitably ambitious and have been met. Targets for pupils at the end of Key Stage 2 for 2002 are appropriately challenging (78% of pupils to attain Level 4 or above in English and 73% in mathematics). The work seen would indicate that the pupils in the current Year 6 are on track to reach these targets, assuming that they achieve as well as they are at present. Across the school, pupils achieve well, including pupils with special educational needs, pupils with English as an additional language and for those pupils from ethnic minority backgrounds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and they have good attitudes to their work.
Behaviour, in and out of classrooms	Behaviour is mostly good with the occasional minor incident occurring involving unacceptable behaviour.
Personal development and relationships	Pupils have mostly good relationships with one another and with adults in the school. Their personal development is good.
Attendance	Attendance is below the national average and the number of pupils late for school is high.

TEACHING AND LEARNING

Teaching of pupils in:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Quality of teaching	Good	Good	Satisfactory

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

The quality of teaching across the school is satisfactory overall. Teaching was at least satisfactory or better in most lessons. Teaching was good or better in almost two out of every three lessons. In the Foundation Stage teaching was good or better in ten out of eleven lessons and is an improvement on the findings of the previous report when teaching was judged to be satisfactory. In Key Stage 1, teaching was satisfactory or better in all lessons. In Key Stage 2, teaching ranged from unsatisfactory to very good and was sound or better in twenty-two out of every twenty-five lessons. The teaching of science, information and communication technology and art and design in Key Stage 2 is good. Particular strengths of the teaching of pupils is the effectiveness of teachers' lesson planning, the sharing of learning objectives with the pupils, teachers' high expectations of pupils' work and the management of pupils' behaviour. The school meets the needs of all pupils satisfactorily, including those with special educational needs, with English as an additional language and pupils from minority ethnic backgrounds. Particular strengths in pupils' learning include their powers of concentration and their interest in the tasks set for them. Most pupils respond well to the challenges that their teachers set them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced overall and there are good links between core and foundation subjects. The quality and range of learning opportunities in the Foundation Stage are good.
Provision for pupils with special educational needs	Satisfactory, and these pupils make sound progress. The reviewing and monitoring of pupils is underdeveloped because it is not undertaken systematically and rigorously enough.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good. The English Additional Language Support Teacher visits and assists these pupils during class lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is satisfactory overall; pupils are taught, through assemblies and in the curriculum, to recognise right from wrong. Spiritual, moral and cultural development is satisfactory and pupils' social development is good.
How well the school cares for its pupils	The school provides a very caring and supportive environment. The school's procedures for child protection and for ensuring pupils' welfare are very good. However, the monitoring of pupils' academic performance and their personal development needs to be more systematic and rigorously implemented throughout the whole school. Whilst procedures for assessment are satisfactory the use made of assessment is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Although there are some good aspects of leadership and management by the headteacher and other key staff, overall, they are unsatisfactory. There is a lack of clear educational direction across the whole school.
How well the governors fulfil their responsibilities	The governors are satisfactorily organised and most governors are supportive of the school. However, there is a lack of commitment on the part of a few governors. Statutory requirements are fulfilled. Most governors are clear about the strengths of the school, but less sure about where the school needs to focus next, to become more effective.
The school's evaluation of its performance	Monitoring and evaluation of national tests, school tests and teachers' assessments are sound. However, taking effective action to improve pupils' learning is underdeveloped and needs to be systematically and more rigorously applied across the whole school. Systems have been set up for performance management of staff. However, weaknesses in teaching have not been identified. The school improvement plan is a comprehensive document. However, the strategies for evaluating whether initiatives have led to improvements in teaching and learning and provide good value for money are underdeveloped.
The strategic use of resources	Very good. Financial resources are very well targeted and directed towards improving the quality of education provided. The principles of best value are applied satisfactorily.

The range of experience and expertise amongst the staff is appropriate to the school's needs. The accommodation in the classrooms and around the school is good. Learning resources are adequate to teach the curriculum. The school's strategy for using information and communication technology to support pupils' learning is very effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • Children are expected to work hard and achieve their best. • The teaching is good. • Parents feel comfortable about approaching the school with questions or a problem. • That the school helps pupils become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The school to work more closely with parents. • The leadership and management of the school. • Information about their child's progress. • A significant minority of parents have concerns over pupils' behaviour. • Pupils get the right amount of homework.

The inspection team supports the positive views that the parents have of the school. The overall quality of the teaching is satisfactory and is good in the Foundation Stage and Key Stage 1 and some very good teaching in Key Stage 2. The range of activities outside lessons provided by the school is satisfactory for its size and circumstances. The inspection findings agree with parents that the school should work more closely with parents and improve the information to parents about their child's progress. Although there are some good aspects within the leadership and management of the school, overall it is unsatisfactory and requires improvement and these weaknesses are described in detail in the main report. During the inspection pupils' behaviour was good, although there were occasional incidents of disruptive behaviour, usually by boys, especially in the lessons where teaching was unsatisfactory. Many pupils receive good support for their learning at home. However, some pupils do not receive the level of support from their parents that would be beneficial and further improve their academic progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children when they enter the nursery is very low. Children have very limited communication, language and literacy skills, their personal development is poor and their knowledge and understanding of the world is very limited. By the time these children enter Year 1 their levels of attainment have improved rapidly, as they make good progress and achieve well. This is as a result of much good teaching in the Foundation Stage. Their attainment remains well below average in most areas, although in mathematical development, creative development and physical development they attain average standards. Progress is accelerated in Key Stage 1 and although at the end of this key stage the attainment of seven-year-olds is still below average in English and mathematics, currently, they are now attaining average standards in science and in the other subjects of the curriculum.

2. At the end of Key Stage 2, eleven-year-olds are attaining average standards in English, mathematics and science. They are attaining average standards in other subjects. In English, standards of reading and listening are average, but standards of writing and speaking are below average. Pupils make steady progress throughout Key Stage 2 but the best progress is made in Year 6, as a result of much very good teaching.

3. In 2001, the end of Key Stage 1 assessment results showed that the seven-year-olds attained standards that were well below average (and in the lowest five per cent of all schools) in reading, writing and mathematics when compared to schools nationally. Results were also well below average when compared to similar schools. There has been little evidence of an improvement in standards over the last two years. There appears to be little difference in the performance of boys and girls. Inspection findings indicate that the current Year 2, whilst attaining standards that remain below average in reading, writing and mathematics, are achieving well and making good progress so there is every indication that the targets set for these pupils will be reached, assuming that they achieve as well as they are at present. If achieved, this will mark an improvement at Key Stage 1.

4. In 2001, the end of Key Stage 2 results in the statutory national tests showed that the eleven-year-olds attained the expected national average in English and science though below average in mathematics. When compared to similar schools, results in English were well above similar schools and above similar schools in mathematics and science. Trends have shown an improvement in all subjects, though boys consistently underperform at Key Stage 2. However, boys' English results improved in 2001. Challenging targets have been set for 2002. Inspection findings confirm that there is every indication that these targets will be met, assuming that the pupils achieve as well as they are at present. Pupils' standards of reading are higher than their standards of writing, which continue to be below average.

5. Across the school there has been an improvement in English, mathematics and science since the previous inspection though standards in reading, writing and speaking remain below average at Key Stage 1, and below average in writing and speaking at Key Stage 2.

6. Pupils make the best progress overall in the Foundation Stage, Key Stage 1 and in Year 6. In Years 3 and 4 they make good progress, directly linked to good teaching in some classes in these year groups. Pupils with special educational needs make satisfactory progress overall.

7. Standards attained in religious education are average at both key stages; this is an improvement at Key Stage 2, as in the previous inspection standards were judged to be below average. Standards in information and communication technology (ICT) have also improved and are now average; this is as a result of better equipment and curriculum provision. Standards in history, design and technology, physical education, and art and design are at the expected national average for pupils aged seven and eleven. Standards have been maintained in these subjects since the previous inspection. Standards in geography are at the national expected average at Key Stage 2 but it was not possible to judge standards at Key Stage 1 as there was too little evidence.

Pupils' attitudes, values and personal development

8. Pupils throughout the school have good attitudes to learning and this has a positive effect on their achievements. This is evident in most lessons where they can be relied upon to behave well and concentrate on their tasks. A small number of older pupils frequently have difficulty maintaining their concentration and display poor attitudes towards their work. This occurs when the pace of teaching is slow and does not hold their interest. Generally, they show great enthusiasm and attention to acquiring new skills. This was shown in Year 6 mathematics lessons when pupils were delighted in using relevant data in frequency diagrams and interpreting them. Although this work was very challenging, pupils showed very good levels of concentration and perseverance.

9. Behaviour is good in lessons and around the school. Pupils are polite to each other, to staff and to visitors, a view supported by parents. In lessons, most comply readily with school etiquette, such as putting a hand up to speak and refraining from talking when someone else is. There are, however, pockets of unacceptable behaviour. Such behaviour disrupts the learning when teachers fail to modify it or deal with it in a negative manner. Lunch is an orderly and sociable occasion with pupils and adults dining together in the hall. Pupils follow mealtime staff's directions cheerfully and are happy to chat in a sensible fashion to each other. Play is vigorous in both playgrounds, but there is no evidence of bullying or threatening behaviour towards any group of pupils. Older pupils take it in turns to act as playground monitors and very successfully provide support for any pupils who may feel lonely or insecure. This support system operates in both the infants and junior playgrounds. Additionally, both playgrounds provide a special place for a 'Friendship Stop' where pupils have time for reflection during their playtime. The school is free from racial and sexual harassment. Over the past year there have been two exclusions involving two boys.

10. Relationships between adults and pupils and amongst pupils themselves are good. Pupils respond positively to the role models all the adults in the school provide. Pupils work well together in pairs and in small groups. The school has an inclusive philosophy and pupils with special educational needs participate fully in lessons and relationships between them and their teachers are good. Pupils with English as an additional language and for those pupils from ethnic minority backgrounds also take part fully in the life of the school. All pupils mix well in the playgrounds, some actively taking part in physical games, others enjoying

themselves talking to their friends, playing imaginary games or using the playground markings. A group of older pupils spent their playtime in competition with each other and using a marked grid on the playground, measured how far they could walk on their hands. They are clear that adults will deal with bad behaviour and bullying quickly. In all classes pupils have classroom duties. Older pupils are responsible for setting out the music centre for assemblies and in Year 2 pupils, take turns at being library monitors. Whilst pupils will happily carry out allocated duties, there is little evidence of them taking charge of their own learning and organising their work using their own initiative.

11. Attendance is well below the national average and therefore a weakness of the school. For the last academic year, attendance was 91.9%. Unauthorised absence, at 1.5% is over twice the national average. A significant minority of pupils arrive late on a regular basis, which is a poor start to the day. These are changes since the previous inspection when attendance was reported to be satisfactory and punctuality was good. The school is aware of the poor attendance and unacceptable punctuality and has implemented a number of systems to address the situation, phone calls are made and letters are sent to parents chasing up unexplained absence. Reminders are regularly issued, dissuading parents from arranging holidays during term time. The school works very closely with the education welfare officer who liaises with parents about attendance and punctuality. However, despite all these measures, the situation remains unsatisfactory and the co-operation of a small number of parents in ensuring regular attendance and punctuality is below expectations.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching across the school is satisfactory overall. Teaching was at least satisfactory or better in nearly all lessons observed during the inspection. Teaching in the Foundation Stage was good or better in ten out of eleven lessons. In Key Stage 1, teaching was satisfactory or better in all lessons. Teaching in Key Stage 2 ranges from unsatisfactory to very good. In 22 out of every 25 lessons it was sound or better. The overall proportion of unsatisfactory teaching is small and this is an improvement on the findings of the previous report, when one in seven lessons were judged to be unsatisfactory. The picture of teaching contained in the parents' responses to the questionnaire indicates that they believe teaching is good.

13. The quality of teaching in the Foundation Stage is never less than satisfactory and overall it is good and occasionally very good or excellent. All staff plan together the activities for the lessons to ensure that all children have equal access to the rich and varied curriculum, and the contribution of the highly skilled teaching assistants and that of parents who work in the school, is greatly valued. Very careful assessment during lessons takes good account of children's progress towards achieving the Early Learning Goals. However, there is no whole school overview of the relationship between the curriculum for children in the Foundation Stage and the National Curriculum.

14. The quality of teaching is good for pupils aged five to seven years. It ranges from satisfactory to good. Teaching is good in English and science and sound in all other subjects of the curriculum. The quality of teaching for pupils aged seven to eleven years is satisfactory. The teaching of Year 6 pupils is a strength of the school. However, if teachers and the senior management team were to identify and share aspects of the good and very teaching observed during the inspection, this would further improve standards. Teaching is

good in science, information and communication technology and art and design. In all other subjects it is satisfactory.

15. The quality of teaching and learning for those pupils with special educational needs is satisfactory. Some teachers match the work and activities to the pupils' needs but this is not consistent across the whole school. Only rarely are the needs of these pupils referred to specifically in teachers' planning. Targets within individual education plans (IEPs) are not always followed, often because a disproportionately large number of pupils in certain classes have IEPs and consequently this means that they are difficult to implement with real rigour. Teaching assistants usually give appropriate support and help and are often well managed by the teachers. They provide fortnightly reports on pupils to assist the teachers with tracking the progress of individuals; this is very helpful. The quality of teaching and learning for those pupils with English as an additional language and for pupils from ethnic minority backgrounds is satisfactory.

16. Overall, teachers' subject knowledge is sound. Technical competence in the teaching of basic skills is sound and, consequently, the literacy and numeracy strategies are being taught satisfactorily. For example, in a very good literacy lesson in a Year 2 class, the teacher reinforced the use of correct vocabulary when presenting information, such as 'subheadings, labels and diagrams'.

17. Planning is good across the school and learning objectives are clearly identified. Sometimes, these are effectively shared with pupils at the beginning of lessons, but it is not yet common practice throughout the school. When used effectively, pupils are aware what they are supposed to be learning and they pay attention to specific tasks. Some teachers are not always aware of the capabilities of the pupils they teach. For example, the activities are not effectively planned to meet the needs of the pupils and requirements of subjects. This results in some of the activities being taught at a lower level than others and, consequently, achievement varies within subjects.

18. Overall, teachers have satisfactory expectations of what pupils can achieve and the level of challenge is appropriate in most lessons. In the very best lessons, expectations are very high and pupils are clearly motivated to learn new skills. This occurred in a science lesson in Year 6. The pupils were working on electrical circuits and the teacher insisted that the pupils use the correct symbols when labelling their diagrams. The pupils rose to the challenge and worked very hard and with care to complete the task accurately. In the unsatisfactory lessons, the teachers' expectations were frequently too low. For example, pupils' recorded work was poorly presented and of insufficient quantity for the time they were given to complete the task. Too often pupils' disruptive behaviour, particularly boys' unacceptable behaviour, impeded the progress of other members of the class.

19. The school uses a range of appropriate teaching methods. These include whole-class teaching, group and individual work. Teachers use time and resources well. In some subjects, pupils are placed in year group classes according to their capabilities. However, there are only two classes in each year and therefore there is still a wide range of ability within these quite large classes. Overall, teaching assistants are deployed well and help pupils to learn effectively. They make a positive contribution to pupils' progress.

20. Improvements have been made to the school's procedures for assessing pupils' progress in English and mathematics. There is, however, inconsistent implementation of these procedures across the school and teachers are not yet effectively using the information collected to plan for the next stages of pupils' individual needs. Overall, the quality of marking is satisfactory and, as a result, pupils are appropriately informed about their own learning. However, not all teachers give written comments on what the pupils need to do next to improve their work.

21. Teachers provide appropriate opportunities for homework and it is used satisfactorily to support learning in class.

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

22. The school makes good provision for pupils in the Foundation Stage. This means that children are able to make good progress towards the Early Learning Goals by the time they leave the reception class. The curriculum at Key Stage 1 and 2 satisfactorily meets statutory requirements to implement the Programmes of Study of the National Curriculum and the Locally Agreed Syllabus for religious education. The National Literacy and Numeracy Projects have been satisfactorily implemented as teaching strategies and there is evidence that these strategies are beginning to have a positive impact on raising standards. The provision for personal and social education is satisfactory. There are appropriate arrangements for sex and drugs education. Collective acts of worship meet statutory requirements; this is an improvement since the previous inspection.

23. The quality and range of learning opportunities for children in the Foundation Stage are good and are a strength of the school. The children are provided with a very rich range of well-planned learning experiences suited to their individual needs. The curriculum is further enhanced by visits such as those to the local library and park and visitors to the school further enhance children's learning and experience.

24. The curriculum for pupils in Key Stages 1 and 2 is satisfactory. Teachers in the same year groups plan well together and this ensures that pupils in parallel classes are offered equal access to the curriculum. However, because of a lack of overview of assessment procedures, the work planned to be covered in each year group, does not consistently move pupils towards the targets set for pupils' attainment at the end of Key Stage 2. This results in pupils having to catch up in attainment in Year 6. The school has recognised this and, for example, has set in place more focused teaching at Key Stage 1 in science. However, the lack of opportunity for co-ordinators to monitor standards in the other key stage to the one they work in, means that inconsistencies still occur in pupils' progress. The school has recognised this issue and has plans in place to implement them in the summer term. Opportunities to practise learning in the core subjects of English and mathematics across the curriculum are developing well. This is helping pupils to consolidate their learning through practical activities. For example, pupils practise measuring to the nearest centimetre in science. They take notes and use non-chronological writing in history. Satisfactory use is now being made of information and communication technology to promote learning in other subjects, for example the use of sensors to collect data in science. This is still in an early stage of development and relies

considerably on teachers' expertise and the availability of the co-ordinator to support teachers in their planning, which at times is limited.

25. The school does not have a policy for equal opportunities. However, the school does promote an inclusive philosophy. The provision of support for pupils for whom English is an additional language is satisfactory and for those pupils from ethnic minority backgrounds. Throughout the school the provision for pupils with special educational needs is satisfactory. This is an improvement since the previous inspection, when the school was judged to be withdrawing too many pupils from lessons to give them individual support. The implementation of statements of special educational need is satisfactory and these pupils are always adequately and sometimes well supported.

26. The school makes satisfactory use of visitors to the school to support curricular provision. Visitors have included such people as a magistrate to talk to the pupils about citizenship. Pupils make visits out to places such as a local Tudor manor house, science museum and sewage works, as well as having the opportunity to take part in residential visits and adventurous activities. Provision for extra-curricular activities is satisfactory. There are choir, football, gardening and two basketball clubs who meet at various times during the week. The number of extra-curricular activities was a matter of concern to parents but taking into account the range of clubs, times they meet and the residential and school visits the inspection team do not agree with the parents' views.

27. The school makes satisfactory provision to ensure equality of access and opportunity for all pupils. Teachers provide an appropriate range of activities matched to pupils' prior attainment. They target particular groups of pupils for additional support and teaching assistants work closely with individual pupils or groups of pupils to ensure all achieve as well as possible. All pupils are thus fully included in learning in lessons. Provision for personal social and health education is satisfactory although the quality of this provision rests very much with the individual teaching staff as there is no written policy for personal and social and health education. The headteacher has set in place a series of themes for worship that are to be addressed on a weekly basis. Teachers have received training in worship and some teachers present worship well.

28. Links with the local secondary schools are satisfactory. Teachers from Year 7, the first year of secondary education visit the school, sometimes with pupils from Year 7, to talk to the Year 6 pupils, before transfer. These pupils then have the opportunity to visit their intended secondary school during the summer term, thus preparing them well for transfer. Links with colleges providing initial teacher training are limited as the school is on the geographical edge of the school placement area. The school does not usually receive student teachers for training. Links with businesses are limited although one fast food company is becoming involved in sponsorship of an award system.

29. The provision for spiritual, moral, and cultural development is satisfactory. Provision for social development is good.

30. The school has given a good amount of thought to spiritual development and the provision for this aspect of the curriculum has improved since the previous inspection. Teachers give appropriate opportunities for reflection in assemblies. They use these opportunities to think about how human feelings affect other people and give pupils time for

their own thoughts, ideas and concerns. For example during the inspection, the theme for the week was 'Love Your Neighbour' and was based around the story of the 'Good Samaritan'. Teachers discussed the story with pupils and then allowed appropriate time for them to think about people they care for and those they do not and how in future they should respond to them. Such periods of directed reflection also contribute to moral development. Some teachers are beginning to link the pupils' experience of periods of reflection to other areas of the curriculum such as appreciation of art, poetry or the wonder surrounding the natural world, this is an area for further development.

31. Provision for moral development is satisfactory. Pupils know right from wrong. Teachers seek opportunities to support this development through appropriate activities, for example, developing pupils' personal and social education in assemblies and lessons about responsibility for the world and through studies of the rain forest.

32. Relationships are good and pupils work sensibly together and with adults. They are well aware of their immediate school environment and of the wider community near the school. They visit the centre for the elderly to entertain them at Christmas. They support appropriate charities. Some charities with a strong moral background have been given considerable commitment and the school has won competitions for this work. These activities have a significant impact on social development. There are limited opportunities for pupils to demonstrate initiative and personal responsibilities a weakness that has been exacerbated by the closure of the School Council.

33. The development of pupils' understanding of their own culture and western culture is well developed. Their understanding of non-western culture is less well developed and depends much on the interests of individual teachers. The co-ordinator for this aspect of the curriculum recognises this and is working hard to collect artefacts and art, and to present authentic accounts of the attitudes, values and traditions of diverse cultures to staff and pupils to strengthen this aspect of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Procedures for child protection and for ensuring pupils' welfare are very good. The day-to-day support and guidance which pupils receive, both formal and informal are good. The majority of parents who responded to the pre-inspection questionnaire feel comfortable about approaching the school with questions and problems. The teaching and non-teaching staff know the pupils well and respond to their needs. The children in the Foundation Stage, pupils with special educational needs, those for whom English is a second language and pupils from ethnic minority backgrounds, receive good support. This aspect of the school has improved since the last inspection.

35. The 'Nurture Group' and 'On Track' initiatives provide very good additional support for both pupils and their families. Pupils are effectively encouraged to develop their social skills and improve their self-esteem and, through the 'On Track' programme, to attend school regularly and punctually. Close liaison with pupils' families is a feature of both initiatives.

36. Although the school has some sound systems in place to identify the special needs of individuals, the tracking and monitoring of their progress is unsatisfactory. The school is

giving priority to the full implementation of the revised Code of Practice. Requirements as outlined in the statements of special educational needs are met.

37. The school policies and procedures for promoting discipline and good behaviour are good, as are those for promoting health and safety. The behaviour and discipline policy is comprehensive and has been communicated to all parents. They have recently received a copy of the procedures for raising any concerns they may have with the school.

38. Procedures for recording and monitoring attendance are good. Pupils receive certificates for good attendance and there are class targets for being present. The education welfare officer and the 'On Track' co-ordinator work closely with the school in an effort to improve attendance and punctuality, so far with limited success.

39. The procedures for monitoring and recording pupils' personal development are informal and unplanned. This is an area for further development. The school council, one of the 'good features' mentioned in the last report, has been allowed to lapse. However, provision for pupils' personal support and guidance, through assemblies, 'circle time' (a whole class discussion session) and generally within the life of the school, is good.

40. There are satisfactory procedures for assessing pupils' progress and for monitoring and supporting pupils' academic progress. Insufficient use is made of this assessment data for target setting, to inform the organisation of teaching and consequent planning to raise the attainment of individual pupils in a consistent manner, over their time in school. A formal monitoring system to track pupils' academic progress has been introduced since the last inspection and a great deal of information is collected. The senior management team has an over-view of this but there is no assessment co-ordinator or single person to oversee the consistent development of groups of pupils as they move through the school. Some teachers are uncertain as to what is required to attain a key stage performance level and the degree to which this must contain written evidence. They need help to identify the factors that will ensure pupils are provided with the opportunities to achieve age-related key stage levels.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Overall, the school's partnership with parents is unsatisfactory.

42. A very small number of parents attended the pre-inspection parents' meeting and only 30% responded to the parents' questionnaire. Whilst the majority of these parents have positive views of what the school provides and achieves, a significant minority have concerns about several aspects of the school. These parents disagreed that:

- behaviour in the school is good,
- children get the right amount of work to do at home,
- they are kept well informed about how their children are getting on,
- the school works closely with them,
- the school is well led and managed,
- the school provides an interesting range of activities outside lessons.

43. There is much effective, user-friendly communication between the school and parents, with information provided through regular newsletters, notice boards, parents' meetings and annual reports. There are also opportunities for parents to discuss issues informally with staff. The school organises 'drop-in' sessions during which parents can discuss health and welfare issues with the appropriate agencies. Pupils' annual reports are satisfactory, being clearly focused on individual pupils and setting targets for further improvement. The liaison with parents during the induction of children to the school, as well as that within the 'Nurture Group' and 'On Track' initiatives, are good. Parents and carers of pupils with special educational needs are regularly and helpfully involved in discussions about their child's progress.

44. Nonetheless, the evidence shows that the levels of trust and co-operation between parents and the school have deteriorated since the last inspection. Some parents believe that their support is neither encouraged nor valued and consequently their involvement in the work of the school is poor. Very few parents help in the classroom or with other school activities and attendance at school meetings varies greatly. The 'parents and friends of the school' group no longer functions effectively. Whilst many children receive good support for their learning at home, this is an area where the school acknowledges that improvement would be beneficial to the academic progress and personal development of the majority of children.

45. In response to the parental concerns mentioned above, inspection evidence does not support parents' concerns about behaviour, homework, information on children's progress or about the range of activities outside lessons. However, there is evidence to support parental concerns about the leadership and management of the school and about how closely the school works with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. Overall, the leadership and management of the school are unsatisfactory. It is less effective than at the last inspection, when it was described as 'sound'. This deterioration appears to have taken place in spite of the changes to the management structure, the improved level of teaching assistance and the mainly successful efforts to promote a more positive

ethos through more effective deployment of teaching staff and behaviour management training.

47. The recently introduced management structure, comprising headteacher, deputy headteacher, assistant headteacher, 'phase' managers and subject managers, has not been effective. This is due, in some part, to circumstances outside the school's control. This arrangement discourages a whole-school approach to monitoring, evaluating and taking effective action to improve the school's performance. Whilst the leadership and management of the subject managers are effective, the insularity and inconsistency caused by separate infant and junior buildings, the additional layer of 'phase' management and the lack of frequent whole-school staff meetings, makes a whole-school approach to planning difficult to implement. The lack of whole-school staff meetings over the past year was due to the training of teachers in information and communication technology and the school felt it was unreasonable to ask the staff to attend more meetings. Nevertheless, these factors, together with the absence of inspirational leadership and the current tension between some parents and the school, all contribute to the lack of clear educational direction and a shared commitment to succeed.

48. The permanent special educational needs co-ordinator is on long-term absence through illness. The assistant headteacher is temporarily acting as co-ordinator, for pupils with special educational needs (SEN). She has re-established the register of those pupils having special educational needs, which is now up to date. She has recognised that the reviewing and monitoring of SEN is unsatisfactory, as this is not undertaken systematically. No records are maintained of pupils who move on and off the SEN register. Additionally, she has recognised that in many classes, too large a proportion of pupils are placed on Stage 2 of the 'old' Code of Practice and it is extremely difficult for class teachers to implement with any rigor such a large number of individual education plans. As a result, when the school considers that a pupil may need to move to another stage, there is sometimes too little recorded evidence to make a secure judgement. Currently, the overall management of special educational needs is satisfactory.

49. Overall, the governing body fulfils its statutory duties satisfactorily. Governors and their committees meet regularly and have a satisfactory understanding of the strengths and weaknesses of the school. However, governors are less sure about where the school needs to focus next, to become more effective. They receive good management information from the school and have been fully involved in the debate and decision-making processes with regard to the school improvement plan. The recently formed curriculum committee has a clear set of objectives and is planning a regular review and reporting timetable for all subjects. Whilst the majority of governors are totally committed to their roles and responsibilities, a small number do not attend meetings regularly and have difficulty getting to governor training courses. There is evidence that the effectiveness of a few governors might be compromised by a potential conflict of interest between their roles as governors and their roles as employees of the school.

50. The school improvement plan is approaching the end of a three-year cycle at the beginning of which the school had identified seven priorities for development. Whilst standards in both literacy and numeracy have shown improvement, the monitoring and evaluation of these areas of the curriculum is insufficiently rigorous. The use of information and communication technology has been effectively implemented across most subjects. The

quality and provision of the general curriculum is satisfactory. The re-organisation of the provision for pupils with special educational needs has also been effectively implemented, although the tracking and monitoring of pupils' progress is, to some extent, insecure. However, two priorities have so far not been addressed effectively. There is still no written school policy or subject manager for pupils' personal and social development, and the processes for school self-evaluation are not yet fully effective. In addition, the school improvement plan does not include two areas where improvement is paramount – the partnership with parents and the co-ordination of assessment procedures to guide curriculum planning and monitor pupils' academic progress.

51. The finance committee monitors the school's budget closely. Procedures for day-to-day financial management and control are very good and specific grants are used for their designated purposes. Budget surpluses, higher than normal over the past two years, have been reduced to appropriate levels and the extent to which principles of best value are applied are satisfactory.

52. The school's administrative staff and the site manager provide good support to the headteacher and staff. They are efficient and provide a welcoming atmosphere to visitors and parents. Information and communication technology is used effectively to manage pupil information, attendance, the school budget and other administrative tasks.

53. The school's provision for its pupils, particularly teaching and the curriculum, is satisfactory. Taking account of the levels of funding provided to the school, it provides satisfactory value for money.

54. The school has an appropriate number of well-trained teachers and teaching assistants to match the demands of the curriculum. The provision for the induction of staff new to the school and the effective staff development programme have been beneficial to both teaching and learning. All requirements for performance management are in place and the appraisal process is used to identify both school and personal staff development needs. However, if the senior management team were to identify and share aspects of the good and very good teaching observed during this inspection, this would improve standards.

55. The adequacy of the school accommodation is good overall. The school is clean, warm and light and the quality of displays throughout the school is good. The potential disruption by noise due to the open-plan design is only evident occasionally. The outdoor facilities are also good, particularly the two courtyard areas that are well maintained and tended by pupils. The absence of a covered way between the infant and junior sections is a serious inconvenience to pupils, staff and visitors in poor weather.

56. Overall, the range and quality of resources are satisfactory. In mathematics, music and for the under-fives they are good, but for pupils with special educational needs they are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher and staff, in conjunction with the governing body, should:

Improve the management and leadership of the school by:

- ensuring there is a very clear educational direction across the whole school;
- ensuring that staff with management responsibilities have the opportunity to make effective contributions to the leadership of the school;
- developing strategies to build a co-operative and co-ordinated team spirit throughout the school;
- securing a shared commitment to implement the school's aims and policies from all staff.

Paragraphs: 9, 14, 15, 17, 18, 24, 32, 44, 45, 46, 47, 48, 54, 73, 76, 77, 82, 90, 96, 112, 116, 118, 130, 133, 140.

Improve the monitoring and evaluation of the school's performance and taking effective action by:

- ensuring all co-ordinators have opportunities to monitor teaching and learning in their subjects;
- ensuring the governing body undertakes appropriate monitoring and evaluation of the school's work;
- monitoring the quality of teaching regularly and systematically across the school and the impact this has on pupils' learning.

Paragraphs: 8, 9, 17, 24, 33, 47, 49, 50, 54, 82, 87, 90, 106, 131, 136, 138, 140.

Improve the monitoring of pupils' academic progress and personal development in order that all pupils achieve their best by:

- appointing a co-ordinator for this aspect;
- improving procedures for the assessment of pupils' achievements in Key Stage 1 and 2 to ensure that this information is used effectively to plan the next stages in pupils' learning;
- giving pupils the opportunity to plan and organise their own work, especially in Key Stage 2.

Paragraphs: 6, 10, 12, 20, 24, 27, 36, 39, 40, 50, 73, 81, 89, 96, 101, 106, 112, 125.

Improve pupils' rate of attendance by:

- continuing to monitor systematically and rigorously authorised and unauthorised absences;
- ensuring that parents are made aware when their child is consistently late for school and monitoring the impact of the action taken by the school.

Paragraphs: 11, 38, 50.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	19	34	26	6	0	0
Percentage	2	33	37	21	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.]

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)	29	404
Number of full-time pupils known to be eligible for free school meals	0	157

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	1	119

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	91.9
National comparative data	93.9

Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	31	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	19
	Girls	22	20	26
	Total	35	33	45
Percentage of pupils at NC level 2 or above	School	63 (77)	59 (80)	80 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	19	13
	Girls	21	27	18
	Total	33	46	31
Percentage of pupils at NC level 2 or above	School	59 (82)	82 (90)	55 (77)
	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
	2000	31	33	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	20	26
	Girls	27	23	27
	Total	49	43	53
Percentage of pupils at NC level 4 or above	School	77 (68)	67 (50)	83 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	19	25
	Girls	21	22	26
	Total	30	41	51
Percentage of pupils at NC level 4 or above	School	47 (56)	64 (52)	80 (68)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	
Black – other	26
Indian	2
Pakistani	
Bangladeshi	
Chinese	
White	371
Any other minority ethnic group	31

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)	16
Number of pupils per qualified teacher	25.3
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	263

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	9.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	913052
Total expenditure	944748
Expenditure per pupil	2092
Balance brought forward from previous year	104785
Balance carried forward to next year	73089

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	48	6	1	
My child is making good progress in school.	41	52	6		1
Behaviour in the school is good.	28	48	16	6	2
My child gets the right amount of work to do at home.	28	47	11	10	5
The teaching is good.	39	47	8	3	2
I am kept well informed about how my child is getting on.	29	42	20	7	1
I would feel comfortable about approaching the school with questions or a problem.	51	34	10	4	
The school expects my child to work hard and achieve his or her best.	47	44	4	3	1
The school works closely with parents.	21	42	22	9	5
The school is well led and managed.	27	39	21	8	4
The school is helping my child become mature and responsible.	35	46	13	4	1
The school provides an interesting range of activities outside lessons.	14	23	28	16	19

Summary of parents' and carers' response to the questionnaires.

The percentage of parents who agree with the statements.

93% My child likes school.

93% My child is making good progress.

91% The school expects my child to work hard and achieve their best.

86% Believe the teaching is good.

85% of parents would feel comfortable about approaching the school with questions or a problem.

81% Believe the school is helping their child become mature and responsible.

76% Behaviour is good in the school.

75% My child gets the right amount of homework.

71% I am kept well informed about how my child is getting on.

66% Believe the school is well led and managed.

63% That the school works closely with parents.

37% That the school provides an interesting range of activities outside lessons.

Other issues raised by parents

Four parents attended the Parents' Meeting.

Of the parents attending the meeting, a majority was not satisfied with the standards the school achieves. They felt that the school is not taking pupils from where they are, but tending to be pushing them too hard. Parents felt the teachers are not as involved with pupils as they used to be because they are under too much pressure. There were mixed feelings about the behaviour of the pupils. When there were incidences of bullying it depended on who dealt with the problem as to how well it was dealt with. In their opinion the pupils do not respect the headteacher. Clear information was not given on their child's progress, especially in pupils' annual reports. Generally, they felt the school does not respond well to suggestions and concerns. Parents believe the school has not improved in recent years. Concerns were expressed over the number of different teachers some classes have had recently.

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

57. Provision for children in the Foundation Stage is good and is a strength of the school. The quality of teaching has improved since the last inspection and all children, including those with special educational needs and those for whom English is an additional language, now make good progress. The newly appointed co-ordinator leads a very effective team and children are now provided with a very rich range of well-planned learning experiences suited to their individual needs. This is accelerating progress and as a result the potential for further improvement is good.

58. Children enter the nursery on a part-time basis soon after they have their third birthday. They then transfer to the reception class on a full time basis in the September of the year in which they become five-years-old. At the time of the inspection there were 48 part-time and 52 children attending full time in the Foundation Stage of learning. The good induction procedures, which include home and school visits, together with the very high quality of relationships, mean that children soon feel secure; this enables them to settle quickly into their class routines.

59. Attainment on entry to the nursery is lower than at the time of the last inspection. It is now well below average in all areas of learning and is particularly low in the area of communication, language and literacy. The majority of the children's learning experiences only occur in school; this does impede their progress. The results of the most recent baseline assessment tests, taken at the beginning of the current reception year, are similar to those of the previous year. They indicate that attainment is still well below average in communication, language and literacy, mathematics, and in knowledge and understanding of the world. This is because children find difficulty in retaining key vocabulary, despite good teaching. It is below average in personal, social and emotional, and in creative and physical development. Inspection evidence indicates that by the end of the year, the majority of children in the current reception year are unlikely to achieve the Early Learning Goals in communication, language and literacy, knowledge and understanding of the world, and in personal, social, and emotional development. They are likely to just achieve them in mathematics, creative and physical development.

Personal, social and emotional development

60. Good, and sometimes very good teaching, enables children to make rapid gains in developing their personal, social and emotional skills. As a result children develop the right attitudes to learning from the start because teachers make learning an exciting experience and children come to school joyfully. During a very good dramatised story session in the nursery, children took great delight in following 'Jack' as he climbed down the beanstalk. In reinforcing and extending their independence skills, they find and display their own names for registration and are learning to dress and undress themselves in physical education lessons. They listen carefully to the taped music which acts as a prompt, then put away equipment tidily, and help each other, when, for example, finding the right material for their model cars. Behaviour is usually good because activities capture children's interest and teachers' management strategies are very good. They select their own activities in free choice sessions,

and because the purpose of tasks is carefully explained, they play there productively. Because they know that their contributions will be greatly valued, children's confidence in participating in class lessons is growing rapidly. Nevertheless, for the majority, their concentration span is short, and many find difficulty in communicating with others; therefore they play alongside rather than with their peers.

Communication, language and literacy

61. As a result of good teaching children achieve well in this area of learning, although the majority are still below average by the time they enter Year 1. Although teachers work very hard to introduce and consolidate new vocabulary, children do not always retain it. Following an excellent lesson in the nursery, aimed at developing children's concept of 'thick' and 'thin', the teacher further reinforced this learning during snack time by asking children to choose either a thick or a thin slice of bread. By their response it was evident that very few children had retained this learning. Because children receive most of their experiences in speaking and listening in school, teachers are very careful to model the use of language for a particular purpose. As an example, in one very good lesson staff dramatised a visit to the pretend lost property office; this considerably enhanced children's desire to use language for a purpose. Teachers continuously challenge children to participate in conversation as was seen when a very good dramatisation of the story of 'Jack and the Beanstalk' prompted one child to say 'You can come out now Jack!'

62. Books have a prominent place in the classroom and library corners look inviting. Children choose both fiction and non-fiction although only a minority of older children can talk about the main events in their favourite stories. Home/school contact books contain guidance, which has previously been explained to parents who are then invited to use these to make comments about their child's progress. By the time they enter Year 1 higher-attaining children know a small number of frequently used words and attempt to decode others by using their well taught phonic skills.

63. Because of exciting opportunities to practise writing skills children are making rapid gains in letter formation and in their understanding of the use of writing for a purpose. For example, children in the nursery use brushes and paint and sand in experimenting with writing patterns and letter shapes. Following the story of 'Cinderella', children in the reception class incorporated recognisable letters shapes when they wrote invitations to the ball. Higher-attaining children can write their own names on their pictures whilst those less skilled select stick-on nametags to label theirs. During a cake making activity they made lists of ingredients thus further developing their writing skills.

Mathematical development

64. Children enter the reception class with mathematical skills, which generally are well below average, although their understanding of number and place value is slightly higher. Good teaching is enabling children to learn and consolidate new skills rapidly and indications are that by the time they enter Year 1, just over half the children will have reached the desired level. Children develop their mathematical skills in a variety of exciting ways. For example, nursery children re-arrange the numbered cushions in the library area into a correct sequence and count and record the number of children present in their family group. In developing their understanding of shapes in the environment they rearrange them to make pictures of

things around them. Because the teacher held their fingers as an aid, two lower-attaining children counted the spots on the large dice accurately, and then carefully selected the correctly numbered leaf for their beanstalk game. During a sand activity, nursery children sorted the sand tools by size, shape and colour. By the time they enter Year 1 children can recognise numbers and count accurately to ten and beyond and use this to solve simple addition and subtraction problems. Good questions during snack time prompted children to check that there were sufficient pieces of apple for the children in the group. Nevertheless, children find difficulty in retaining correct mathematical vocabulary although this is introduced and consolidated systematically.

Knowledge and understanding of the world

65. Standards are below average in this area of learning by the time children enter Year 1. Nevertheless, good teaching enables them to achieve well. In learning to take care of the world around them children take turns to feed the class gerbils and hamster and, in enhancing their surroundings, they plant seeds and bulbs and know that these need water and light to make them grow healthily. They are taught about the effects of litter on the environment. In counting and recording the different types of vehicles passing the school, they develop their sense of road safety. Computer skills are taught well; thus children are gaining confidence in controlling the mouse to play simple games. They observe the changes that occur when making jelly and, in developing their sense of history, they compare life as a baby with the present time. Children listen to Bible stories, and in deciding how best to help a 'victim' suggest being kind and friendly. Teachers are careful to modify questions to suit children's needs as was seen during a bean planting session when children found difficulty in understanding the concept of 'hard' and 'soft'.

Creative development

66. Although children enter the nursery with well below average skills in this area of learning, good teaching means that they soon learn to control mark making tools such as brushes and pencils. For example, children used large rollers and brushes to paint a beanstalk on the playground. They know that by mixing yellow and blue they can make green. Younger children often find difficulty in positioning facial features on their self-portraits without support. Nevertheless, by the time they enter Year 1 children position their pictures carefully by taking account of the size of paper, and incorporate detail such as fingers and hair. In developing their creativity children design vehicles and select materials appropriate to their design. Their skills in cutting and sticking are developing rapidly because of the well-planned opportunities to practice. Because teachers are good role models, children sing songs and nursery rhymes and often move rhythmically in time to the music. At the same time, teachers enhance literacy skills by drawing children's attention to rhyming words. Drama plays a prominent part in the curriculum and children happily take on the role of giants and bus drivers and sometimes change their voices to suit the characters.

Physical development

67. Children develop their physical skills rapidly because of the good quality of teaching. Although the development of the secure outside area for children in the Foundation Stage is not yet complete, teachers make good use of the outside playground and hall to ensure that physical skills are developed systematically. Children move confidently and imaginatively

and run, jump and skip with increasing control, and although they do not always use space well, children are increasingly aware of the need to exercise care because teachers draw their attention to issues of health and safety. Because children found difficulty in following instructions, planning was modified in one lesson to further reinforce learning; as a result children soon learned to start and stop at a given signal. Occasionally, however, opportunities are missed for children to demonstrate good practice.

68. The quality of teaching is never less than satisfactory and overall it is good and occasionally very good or excellent. All staff plan activities and review together regularly to ensure that all children have equal access to the rich and varied curriculum, and the contribution of the highly skilled teaching assistants and that of parents who work in these classes, is greatly valued. Plans are often modified in the light of experience. Very careful assessment during class lessons takes good account of children's progress towards achieving the Early Learning Goals. This ensures that all are fully included in activities. Nevertheless, there is no whole school overview of the relationship between the curriculum for children in the Foundation Stage and the National Curriculum. Examples of children's work are kept and annotated although further development is needed to make this more coherent and manageable.

69. Good links are often made between literacy and numeracy and other subjects in order to make the best use of time. For example, as children practised reading, writing and counting skills in the pretend lost property office they used the computer to record their names and made labels with card and string to further develop cutting skills. Homework is regular although this is not always completed. The very good and excellent teaching observed is characterised by very high expectations, very good use of time and the wide range of resources, and animated presentations and challenge, which positively make children want to succeed. The curriculum is further enhanced by visits such as that to the local library and park and visitors further enhance learning. Teachers show that they value children's work by the careful way in which it is displayed and classrooms provide a bright cheerful environment.

ENGLISH

70. The 11 year-olds currently in Year 6 are attaining average standards in some aspects of English. Standards in listening are average. Standards of reading are at least average and sometimes good. Pupils attain below average standards in writing and speaking, and this affects pupils' progress in other subjects of the curriculum. The seven-year-olds in Year 2 are attaining average standards in listening but below average standards in speaking, writing and reading. Since the previous inspection standards have improved in all aspects of English, especially at the end of Key Stage 2. Standards are rising even though in some aspects they remain below average.

71. In the 2001 National Curriculum tests, Year 6 pupils attained standards in line with the national average but well above those of similar schools. One of the reasons for the marked improvement was the better standards of reading, as standards of writing were generally lower than reading. For the past four years the trend has been upward except in 2000 when results dipped below the national average. In 2001, Year 2 pupils attained standards well below the national average and well below similar schools and results indicated little improvement up to last year. However, there is a marked and noticeable

improvement in pupils' achievement leading to a rise in standards at Key Stage 2, thanks to much good teaching and provision, which is better matched to the needs of pupils.

72. At both key stages, pupils with special educational needs and those for whom English is an additional language make sound progress and achieve satisfactorily. Almost 30% of pupils are on the register of special educational needs. A high percentage of these pupils are boys and they under-perform in English at both key stages. Boys' disruptive behaviour too frequently impedes their progress.

73. At both key stages most pupils are attentive listeners but the speaking skills of a significant majority are underdeveloped. Pupils are regularly taught correct vocabulary across a range of subjects, but often find it difficult to recall the correct vocabulary when asked. Teachers are aware of this and are increasingly providing opportunities for pupils to practise their speaking skills, though this is not yet consistent across the school. There are too few opportunities for example, for dramatisations and spoken presentations to be part of other subjects in the curriculum. In mathematics and science some teachers are now actively encouraging pupils to explain the mathematical strategies they have used, and in science pupils are increasingly invited to articulate their scientific thinking. When teachers use good questioning skills and genuinely value pupils' learning, they use their questioning skills to elicit reasoned answers rather than merely a 'yes' or 'no', so that pupils feel confident to try even if they may be feeling uncertain about their answer. The school has recognised that to improve standards further in English there needs to be a more rigorously planned programme for speaking and listening. Pupils' progress in speaking and listening is inconsistent and sometimes unsatisfactory, even though standards have improved slightly since the previous inspection. Too often, the positive promotion of speaking and listening is due to the skills and dedication of individual teachers, rather than to a whole school approach.

74. Standards of reading at Key Stage 1 remain slightly below average but are improving rapidly, due to good teaching and guided group reading sessions, in which teachers help pupils to focus on learning specific reading strategies. The books, which individual pupils are reading are well matched to their levels of interest and understanding and they are able to use phonic clues, as well as illustrations, to attempt new words. Most pupils use pictures to help them to correctly interpret the meaning of a story and they have an appropriate sight vocabulary. A few Year 2 pupils are confident and fluent readers. They are able to summarise briefly what has happened in the story so far, but they are less confident to predict what might happen next. They are keen to read and enjoy books, although only about half of the pupils share books with their parents at home or read to their parents or carer regularly. This lack of support inevitably slows the pace of their progress in reading. The well-organised and attractive library is used regularly to extend and enhance the pupils' reading skills and introduce them to non-fiction information books, so supporting the development of literacy across the curriculum.

75. Standards of reading at Key Stage 2 are average and about a quarter of 11 year-olds read very well and attain good standards by the age of 11. This is a significant improvement since the previous inspection. Many pupils read extensively and enjoy a wide range of authors and literary genres. They read accurately and fluently, many can confidently summarise and predict possible endings. They usually recognise the importance of punctuation when reading aloud but do not always read with enough expression. The most sophisticated readers read biography, autobiography and poetry as well as the work of their

favourite authors, about whom they are very knowledgeable. Most Year 5 and 6 pupils understand the library classification system and can competently locate non-fiction texts in the library.

76. Standards of writing at both key stages are below average. Pupils at Key Stage 1 are often hindered by poor pencil control, but are being helped significantly by the introduction of a new handwriting scheme, which is beginning to help them form their letters correctly. Many higher attaining pupils are now beginning to have the confidence to 'have a go' at writing simple sentences and stories. Too often the lower attaining pupils do not have the necessary skills to form letters correctly and consequently they sometimes lack the confidence to try a new word when they are writing. These pupils do not always receive enough support with their writing, either through the way the teacher helps them to 'model' their writing and letters or through some form of 'scribing' their thoughts and words for them to copy. Year 2 pupils are beginning to use personal spelling books and simple word lists to support their knowledge of spelling, but standards of spelling, punctuation and the presentation of work are generally below average. Opportunities for pupils to be taught to write are planned into the curriculum regularly through the 'guided writing weeks' and this is beginning to have a noticeable impact on raising standards at Key Stage 1. During the inspection pupils were rarely observed using computers in class lessons. However, the computer suite is used frequently and supports well pupils' learning.

77. At the end of Key Stage 2, Year 6 pupils attain below average standards in writing though there has been improvement since the previous inspection. Pupils make accelerated progress with writing in Year 6, as a result of much very good teaching. Writing is now well planned at Key Stage 2, with pupils tackling a wide range of writing such as accounts, instructions, fables, myths and traditional tales, plus writing in the genre of the text they are studying as a shared text. Standards vary within the key stage as teachers' expectations of what pupils could and should achieve are sometimes too low. Handwriting standards and the quality of the presentation of work are below average. Few pupils in Years 5 and 6 write with a joined, cursive style and there are no consistently applied guidelines as to when pupils should begin to use a pen rather than a pencil. A significant number of left-handed pupils are not encouraged to organise themselves into an appropriate writing position even though the draft handwriting policy offers clear guidance. Spelling and grammar remain below average at Key Stage 2. Some pupils do not use dictionaries regularly and they are not always given sufficient guidance about their use.

78. Throughout the school most pupils enjoy the literacy hour and teaching staff have a competent knowledge of its structure. Some teachers use the structure very skilfully, using rigorous questioning, insisting that pupils work hard and achieve, and use the plenary at the end of the literacy hour to help pupils assess what they have learned and reflect back on the learning objectives. However, this good teaching of literacy is not consistent across the school. Pupils achieve well and make the best progress when the teaching is really challenging and expectations are high.

79. Pupils with special educational needs are given an extensive range of help, either by their teacher or by the capable teaching assistants. These pupils make satisfactory progress across the school although progress is noticeably better when teachers plan activities, which are really well matched to their needs.

80. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers' knowledge and understanding and their teaching of basic skills is good at Key Stage 1 and satisfactory at Key Stage 2. There are pockets of good teaching in Key Stage 2, but the teaching is consistently very good in Year 6 and this enables pupils to really accelerate and improve their standards of work. The unsatisfactory teaching is characterised by lower expectations of the amount of work pupils should produce in a lesson, when the learning objectives are not made sufficiently clear to the pupils, tasks are not well matched to their needs and pupils' behaviour deteriorates. The setting of pupils into classes according to their ability in English helps pupils to make better progress. They achieve very well in Year 6. In Key Stage 1, Year 2 pupils were actively and very successfully encouraged to write a 'Bean Diary' about the conditions for growth which a bean needs so as to thrive. This also helps their scientific understanding. They engaged in this with great enthusiasm and imagination, but also learned about the need to use the correct style of writing to convey meaning and about the importance of clear instructions, the use of labels, and how the writer can use pictures to convey meaning. In these lessons, teachers made very good use of pupils' own writing to illustrate what a pupil had done well, or what could be improved. This thoughtfully introduces pupils to the idea of constructive criticism at an early age. At Key Stage 2, Year 6 pupils worked hard to construct imaginative, tension building descriptions when writing ghost stories, influenced by their reading of 'The Ghost of Thomas Kempe'. They worked hard to use suitable adjectives, adverbs and connectives to add real drama to their writing. Year 6 pupils also demonstrate very good editing abilities and are using information and communication technology very confidently to support their work in English.

81. The school has introduced some helpful systems to assess and track the pupils' progress. A revised system of record keeping has also been introduced but it is too early to judge its impact. In lessons, the use of regular assessment to inform future planning of pupils' individual needs is weaker and the marking of pupils' work does not always relate sufficiently to pupils' individual targets. Teachers often indicate what pupils need to do to improve their work but it is not followed up rigorously nor is pupils' progress towards their individual targets recorded regularly. Overall, the use of day-to-day assessment is inconsistent and sometimes unsatisfactory.

82. The co-ordinator has worked very hard to introduce new systems and procedures, or to revise others which are in use, refining and improving them. She has a clear vision for the development of English and good strategies for developing the subject. She has observed lessons and has analysed thoroughly the work of all age groups and considered data and information from pupils' assessments. As yet, insufficient action is taken to ensure that any deficiencies in the quality of teaching are remedied and that agreed policies are implemented consistently. Homework is set, but is not always completed by all pupils. Resources are adequate to meet the needs of the curriculum. Statutory requirements of the English curriculum are met.

MATHEMATICS

83. By the age of seven, pupils have made sound progress but standards in mathematics are still below average. Standards for the pupils aged 11 are broadly average. These standards are an improvement since the last inspection when standards were said to be below average at the end of Key Stage 1 and 2. The school has placed a heavy emphasis on the subject and coupled with the introduction of the National Numeracy Strategy, this has already had a

positive influence on standards throughout the school. Effective planning, good teaching and the pupils' efforts to improve are all raising standards in mathematics. There are no marked differences between the performance of girls and boys. Although almost 30% of pupils have special educational needs, they are effectively supported and make progress in line with their peers. Pupils with English as an additional language and for those pupils from ethnic minority backgrounds make similar progress.

84. By the age of seven, pupils have a secure grasp of number and many can identify the value of digits in numbers to 100. They are developing their understanding of sharing and multiplying numbers. They can use their knowledge of number to identify coins and add small amounts of money. Many pupils are secure in their understanding of simple fractions. Pupils in Year 1, have a sound understanding of the order of the days of the week and use a clock face confidently to read the time to at least the hour and half hour. By the end of Key Stage 1, the pupils use mathematical language appropriately. For instance, they know and understand the meaning of 'addition', 'subtraction', 'sharing or division' and 'multiplication'. Their response to mental calculations is improving in quantity and speed as a result of mental mathematical sessions at the beginning of lessons. Some aspects of problem solving are weak, for example, using alternative methods to find an answer. Many pupils find it difficult to explain their reasoning due to their limited speaking skills.

85. By the end of Key Stage 2, pupils have extended their knowledge of number, measurement and shape and begin to develop data handling skills well. Many pupils use a range of methods to add, subtract, multiply and divide accurately and have a good understanding of the relationships between these operations. Less able pupils use smaller numbers and are given additional support by staff. In Year 6, pupils have confidence to apply alternative strategies to the solving of calculations. Their work on number has led them to be familiar with percentages, fractions, decimals and positive and negative numbers. They are able to solve problems by extracting information from data tables and graphs and can explain their findings. Many pupils can draw their own frequency tables and identify the mode and median of a range of data. They are familiar with a variety of graphs such as block graphs, line graphs and Venn diagrams.

86. The quality of teaching overall is satisfactory, with some good teaching in Key Stage 1 and some very good teaching in Key Stage 2, especially in the Year 6 classes. The good teaching in Key Stage 1 has had a positive effect on standards. Although they are still below national expectations, they are in a good position to improve further in the next two years, building on the good work that is now being seen in the Foundation Stage. Very good use was made of resources in a Year 2 lesson when the teacher used transparent bags with blocks in to help pupils understand the concept of multiplication. In Key Stage 2, the quality of teaching varies from unsatisfactory to very good. The very good teaching observed in Year 6 is having a very positive effect on the standards of pupils' work and the improved results in national tests and assessments. Most teachers have good subject knowledge and manage pupils very well. The school's focus on mathematics and the introduction of the National Numeracy Strategy has had a positive impact on the quality of teacher's planning and classroom practice, particularly in the teaching of number skills. Planning is good and provides a sound structure to the lessons.

87. Where teaching is very good, lessons have a brisk pace and teachers use imaginative resources to help the pupils understand appropriately. For instance, in a very good lesson in

Year 4, the teacher used pizzas divided into equal parts to help the pupils understand fractions. Pupils responded to the brisk pace of the lesson and the enthusiasm of the teacher and showed a real desire to develop their learning. In a Year 6 lesson, the teacher collected data by involving pupils in providing the number of goals scored by the well-known members of the local football team. This fired their imagination and gave pupils an extra incentive to do well. Most plenary sessions are used effectively to reinforce learning such as in another very good lesson in Year 6. The teacher not only gave the pupils opportunity to share their learning and discuss their findings, but also posed further challenges to promote their learning in preparation for the next lesson. Teachers accelerate pupils' learning when they have high expectations and use praise effectively. In a very good lesson in Year 3, the teacher challenged pupils understanding of the properties of shapes by making deliberate mistakes herself, which they had to identify. Pupils' interest was sustained throughout the lesson and their efforts were acknowledged with further support and praise. In the less successful lessons, pupils' unacceptable behaviour, especially boys' behaviour, impedes learning. The setting of homework is inconsistent throughout the school but when it is provided regularly it is beginning to have a positive effect, particularly on pupils' learning of multiplication tables. Investigative mathematics is rather underdeveloped at this time. Too few opportunities are provided for pupils to apply their growing concepts to problem solving and new mathematical situations.

88. Relationships between teachers, including teaching assistants and pupils are good. These productive relationships promote positive attitudes to the subject. Most pupils enjoy mathematics lessons and behave well in lessons. However, too frequently, boys' behaviour is unacceptable. Pupils are good at taking turns and listening to each other's explanations. In the best lessons, pupils show respect for each other and for the teacher and are able to carry on working when the teacher moves to another group.

89. Assessment is underdeveloped. Pupils' progress is assessed and recorded on a regular basis and these assessments are used to organise pupils into ability groups. Whole school assessment procedures lack the rigour to identify areas for development in the mathematics curriculum and to identify targets for individual pupils.

90. The temporary co-ordinator has good subject knowledge and provides support for the teaching of mathematics throughout the school. Some monitoring of teaching has taken place. To raise standards, these procedures need to be systematically and rigorously developed in order to identify areas for development and provide support for teachers. Links with information and communication technology are developing. There is a good range of quality resources to support pupils' learning. The school has the capacity to further raise standards.

SCIENCE

91. Currently, pupils of 11 years of age are attaining average standards and are at the level found nationally and are the result of very good teaching in Year 6. At age seven, the standards attained by pupils are also at the expected level and are the result of a more focused programme of work in Key Stage 1. Overall, during their time in the school all pupils, including those for whom English is an additional language, those with special educational needs and pupils from ethnic minority backgrounds, make satisfactory progress. All pupils are fully included in the science work of the school.

92. The results of teacher assessments show that, in the summer of 2001, pupils age seven attained standards that were below those expected of pupils of their age. Inspection evidence shows that the attainment of the present Year 2 is in line with expectations. This is an improvement on the previous inspection and the results attained in teacher assessments of 2001. This improvement is the result of the very competent subject co-ordinator setting in place an improved scheme of work that focuses on specific aspects of the programmes of study expected to be covered by pupils of this age. Pupils discuss with their teachers things about the human body that can be investigated and comparisons and differences that can be analysed. For example, they debated whether the size of certain parts of the human body may be related. They put forward suggestions such as chin and head size, length of leg and arm but agreed in the end to investigate hand span and foot size. They knowledgeably discussed how to set up a fair test. They carried out their measurements accurately and recorded them carefully. This data was later assembled into block graphs to aid comparisons. Such activities link well with their work in numeracy. Pupils also carry out investigations into forces such as pushes and pulls and simple electrical circuits.

93. The results of the standard assessment tests undertaken by 11 year-olds show that in 1998 and 1999 standards were well below average in both years. These improved in years 2000 and 2001 to be at the level found nationally. Currently, attainment by pupils in Year 6 is at the expected level and some pupils are working above expectation. This is result of very skilled teaching in Year 6 and is an improvement on the standards reported at the time of the previous inspection. All pupils can assemble parallel electrical circuits incorporating bulbs and motors or buzzers and an appropriate arrangement of switches to control the circuits and items in the circuit. They can record these circuits using conventional circuit diagrams. These they record as both hand drawn diagrams and ones generated using a computer program. Many pupils can analyse a circuit diagram stating accurately how many different items can be controlled by the use of different switches. They are knowledgeable about separating different substances such as sugar and salt, and about food chains and the use of Newton meters to test the effect of friction.

94. At Key Stage 1, the quality of teaching and learning is good. At Key Stage 2, teaching varies between satisfactory and very good; overall it is good. The most successful teaching seen was where the teachers had a very good understanding of the requirements of the National Curriculum programmes of study and set up activities that enabled pupils to attain the higher levels of the attainment targets and clearly demonstrate their attainment. For example, the teachers made very good use of practical activities to ensure pupils had a very good knowledge and understanding of how circuits work. Throughout the activities teachers and teaching assistants worked closely with the pupils correcting any misconceptions and assessing the pupils' level of understanding. As the session progressed the pupils became increasingly secure in their competence at the practical construction of circuits. As a result of pupils demonstrating such a level of competence the teachers decided to move on to the next lesson, planned for a later date. Pupils rose to this increased level of challenge and worked keenly and with great enthusiasm. The result was rapid learning and a subsequent lesson at a level beyond that normally expected for pupils of this age. It is this skilled use of assessment and flexibility in thinking that has led to improved standards in attainment at Year 6.

95. All pupils are keen to undertake science activities and the majority of pupils have attitudes to learning that are good and they behave well. This means that teachers can set

many interesting and often exciting practical activities that help pupils understand the concepts being taught and this aids pupils learning well. In addition, relationships between adults and pupils and between pupils themselves are good and thus co-operation in groups is always good and they carry out practical work carefully and safely. This ensures that learning is secure as pupils strive hard to complete the work set by the teachers and learn well from each other and listen carefully to advice offered by teachers and other adults in the classroom.

96. The subject is well led by the co-ordinator. Although she has had considerable impact on the curriculum offered she has had little opportunity to moderate standards in Year 2; this is an aspect that needs to be addressed. The school should seek ways to build the confidence of Key Stage 1 teachers, responsible for assessing science, possibly by comparing the outcomes of the activities they offer to pupils, with the standards achieved in other schools. The curriculum meets statutory requirements and contains an appropriate breadth and balance. Links with other subjects are satisfactory and teachers identify opportunities when learning in numeracy may be extended, for example, through measurement in science and the drawing and interpretation of graphs. The school rightly emphasises the link with literacy through the learning and use of correct scientific vocabulary. These are aspects that have successfully been maintained since the previous inspection. The use of information and communication technology to support science is satisfactory, and is beginning to be used increasingly to support learning. For example, pupils use electronic sensors linked to a computer to measure and record changes in temperature as ice melts and to use the resulting data to make predictions for the outcome of future investigations into, for instance, the use of insulation materials. The use of information and communication technology in science has improved since the previous inspection. Provision for pupils' spiritual and moral development is satisfactory, social development is good, but cultural development it is limited. Insufficient opportunities are taken to celebrate the contribution other cultures have made to scientific advancement. Assessment procedures are satisfactory but are not used well enough to identify specific skills or areas of learning where improvement is needed if steady progress is to be made throughout the school. Resources are satisfactory and readily available for staff and pupils to use. The school uses the courtyards in each of the key stage buildings to expand opportunities for pupils to explore scientific phenomena well. A garden club extends pupils' knowledge of propagation well. Visits are made to a local science museum and sewage works and this aids pupils understanding of the wider application of scientific knowledge. The school has the capacity to raise standards further.

ART AND DESIGN

97. Due to timetabling commitments only two lessons were observed, one in each of the Year 6 classes. However, from these lesson observations and additional evidence gained from discussions with staff and pupils, an analysis of pupils' past and present work and displays, indicate that standards are similar to those expected of pupils of a similar age in both key stages. Standards in both key stages have been maintained since the previous inspection. Pupils, including those with special educational needs, make steady progress in their work, which results in progress over time being satisfactory in both key stages. Pupils from ethnic minority backgrounds, and for those pupils for whom English is not their first language, make similar progress to their peers.

98. Pupils are provided with good experiences to use and apply paint, oil pastels and crayons in a variety of ways. Many pictures show a good understanding of colour mixing. For example, in the Year 1 classes pupils' made paintings of daffodils and tulips. In Year 6, pupils were studying the work of Kate Malone who designed and made pots and containers, having been inspired by the sea and objects found on the beach. Pupils' studied posters of her work, looked at shells and other items found on the beach and then designed their pots, taking their inspiration from the sea. They used a variety of pencils to produce designs in their sketchbooks. In their next lesson pupils will be using these designs to make pots in clay. Pupils have also studied the work of Philomena Pretsell and in particular her 'Yellow Teapot'. In both these lessons learning was good because the pupils were extending their knowledge and understanding of different artists and the use of fine and thick lines to show shading and depth to their sketching of designs.

99. Pupils talked positively about their art lessons and they behaved well. In the lessons observed, pupils enjoyed the practical activities, concentrated on what they were being taught and took care of their own and other's work. They talked enthusiastically with each other whilst working and showed pride in having their work praised and admired by the teachers and their peers.

100. The quality of teaching and learning in the lessons observed was good because the planning was effective, learning objectives were shared with the pupils and the teachers' enthusiasm kept the pupils interested and inspired throughout the lessons. For example, in one lesson the teacher wanted the pupils to observe shells very carefully. She gave selected pupils small wrapped packages. One pupil had to describe the shell with his back to the class and another pupil had to describe a shell, which he could not see but only feel. These introductions to the lesson emphasised the texture of the shells and what the teacher wanted the pupils to achieve in their sketching of shells. Sketchbooks are used throughout the school and therefore pupils have the opportunity to try out their designs first and improve their drawing techniques.

101. Schemes of work were introduced in September 2001 and based on a published scheme. There is a good policy, which aids teachers' planning. The co-ordinator has no non-contact time to monitor and evaluate the quality of teaching and learning in this subject. However, he has produced a good portfolio of pupils' work that has been annotated and gives examples of whether the learning objectives have been achieved or not. The portfolio gives a clear indication of continuity and progress over time. Most aspects of the art and design curriculum are met. However, there was little evidence of textiles and clay being used

consistently throughout the school. Records of assessment are completed for each unit of work but it was not clear they are being used to inform pupils' future learning needs throughout the school. Year 6 pupils were observed having the confidence to appraise their own and their peers' work. Opportunities are good for art to contribute to the moral, social and cultural development of pupils. Resources are adequate to teach art and design.

DESIGN AND TECHNOLOGY

102. Only one lesson was observed during the inspection in design and technology due to timetable commitments. Judgements on pupils' progress, therefore, are made on an analysis of products pupils have made, teachers' planning and discussions with staff and pupils. Standards achieved at the end of both key stages, are judged to be consistent with those normally found in most schools for pupils of this age. Standards are similar to those at the time of the last inspection. Pupils, including those with special educational needs, make good progress. Pupils from ethnic minority backgrounds, and for those for whom English is not their first language, achieve similarly to other pupils.

103. Throughout the school, teachers link design and technology effectively to other subjects such as history, geography and English. Year 6 pupils made slippers that were connected to their study of the Egyptians. Teachers give pupils opportunities to plan and evaluate their designs. This provides very effective links with literacy. Pupils' written plans and evaluations and their carefully labelled diagrams show that they use their literacy skills well. This was very evident in the Year 6 work on slippers. They produced detailed plans and made fabric slippers to a good standard.

104. In the Year 2 classes, pupils had a choice to design a finger, hand or glove puppet. It was decided that fabric should be used and so the pupils practised their sewing skills first. The pupils had evaluated their results and found many puppets were either too small or too big. Standards achieved were consistent with those normally found in most schools for pupils of this age.

105. The quality of teaching and learning in the one lesson observed was unsatisfactory because of the unsatisfactory management of the pupils, pace of the lesson was slow and the teacher's expectation of the quality of pupils' work was too low.

106. The co-ordinator leads and manages the subject satisfactorily. At the moment he does not have any non-contact time to monitor and evaluate the teaching and learning in the subject. There is a good policy and a scheme of work based on a published scheme. Teachers complete a class record sheet for each unit of work and pupils' attainment is recorded and indicated by being designated as 'struggled, managed or zoomed' on each unit of work. There was little evidence that these assessments are used consistently to inform future planning to the needs of the pupils across the school. The design and technology curriculum meets requirements including health and safety aspects. Some parents support this subject by helping with cookery activities. Resources are adequate to meet the needs of the curriculum.

GEOGRAPHY

107. Standards attained by 11 year-olds at the end of Key Stage 2 are at the expected level found nationally. This is similar to the previous inspection. It was not possible to make a judgement about standards at Key Stage 1, as there were no geography lessons available to be observed and the work that the pupils had completed during the past year had been taken home.

108. Year 3 pupils are increasingly knowledgeable about the South American rainforests, and especially about the animal life within these forests such as, for example, the brightly coloured quetzal bird and the different kinds of monkeys and reptiles for which the rainforest provides a habitat. These pupils made good use of their literacy skills when composing a class poem; they use their developing knowledge of the flora and fauna of the rainforest to write an 'alphabetical order poem' of good quality. They are beginning to understand some of the issues related to conservation of the rain forests and the conflicting interests of the environmentalists and those who wish to exploit the natural environment.

109. Year 4 pupils achieve well and make good progress in the development of their geographical skills when they compare and contrast Mawgan Porth in Cornwall with the local area of Chelmsley Wood. As part of this study they become skilled at using photographic evidence to interpret the distinctive features of a location. Some of them make good use of their information and communication technology skills. For example, using the Internet to download information about hotels, caravan sites and leisure facilities in Mawgan Porth. Year 5 and 6 pupils have studied the River Nile and its importance to Egypt, as part of their historical study of Ancient Egypt. There are valuable links with other subjects such as literacy, history and mathematics.

110. Across Key Stage 2, many of the pupils have underdeveloped recording skills and a limited geographical vocabulary. Whilst their attitudes to the subject are good and they behave well in lessons, sometimes opportunities are missed to develop their speaking skills such as, for example, through preparing and giving a presentation, or dramatising the situation between the commercial interest and the conservationists, who have their own vested interests in a particular region or habitat.

111. Teaching is satisfactory overall. Most teachers resource and plan lessons thoughtfully and when the teaching is good, they expect pupils to think geographically, and ask them to explain the reasons why they may be suggesting something. For example, when comparing Chelmsley Wood with Mawgan Porth, the teacher carefully elicited from the pupils an explanation about why there may be more jobs for people in Chelmsley Wood than in Mawgan Porth, or why contrasting locations may offer different leisure facilities. Links with other subjects are good, including mathematics and English.

112. The co-ordinator has recently started to compile a useful range of examples of pupils' work to help teachers assess and moderate standards in geography. A helpful assessment and recording sheet has been introduced but it has not yet been implemented throughout the school. As yet, assessment in geography lacks rigour. The geography curriculum meets requirements.

HISTORY

113. During the inspection, it was possible to observe only two lessons in Key Stage 2. Judgements are made on evidence gained from a scrutiny of pupils' past and present work, displays around the school, discussions with pupils and teachers about their topics and an examination of the school's planning. The indications are that at both key stages standards appear to match national expectations. These standards have been maintained since the last inspection. All pupils, including those with special educational needs, make satisfactory progress in both key stages. Pupils with English as an additional language and pupils from ethnic minority backgrounds make sound progress. There are no differences between the attainment of boys and girls.

114. Pupils in Year 1 compare toys of the present time with those of their teacher and other adults. They have discovered that different materials were used and that toys of long ago were of a comparatively simple design. To enhance pupils' learning, a parent visited the school and pupils' formulated their own questions to ask about the toys he had when he was a boy. In Year 2, pupils developed their learning about toys as they explored the toys used in Victorian times. They compared Victorian schools with their own school and practiced writing 'children should be seen and not heard' several times! Their studies included finding out about utensils used in a Victorian kitchen, such as a posser, stone hot water bottle and a flat iron. Pupils developed their understanding of the passage of time by creating a time-line dating back to the Victorian era.

115. At Key Stage 2, most pupils begin to have a satisfactory understanding of different periods of history. In Year 3, pupils explore Tudor times by finding out about the Tudor kings and queens. They used books and pictures to discover facts about the clothes that were worn by children at that time. Also, they learned about Queen Elizabeth I and the importance of the Spanish Armada. Pupils in Year 4, show that they have acquired a satisfactory knowledge of the invasion of the Vikings and looked at pictures of Viking artefacts to gain a deeper understanding of their lifestyle. Pupils in Year 5, have a sound understanding of the difference between primary and secondary sources and used this knowledge to develop their understanding of the Ancient Greeks. They were able to extract notes from secondary sources of information and enjoyed using them to create fact sheets about Greek warfare. In Year 6, pupils extend their understanding of the passage of time and ancient civilizations. They develop their independent research skills to find out about Ancient Egypt. Links with English and design and technology were well developed as they wrote extensively about the river Nile and designed and made Egyptian style slippers.

116. The quality of pupils' written work is inconsistent. Although some is very neatly presented much of it is untidy or unfinished. There is an over reliance on the use of work sheets with an emphasis on 'colouring in' rather than promoting the pupils' understanding of history.

117. From the standards of work seen, teaching is at least satisfactory although some unsatisfactory teaching was observed. Overall, teachers' knowledge of the subject is good. There was a varied range of different topics which pupils found interesting and supported their understanding of the passage of time. Teaching is at its best when pupils are challenged to investigate the past and to draw comparisons with their own lives. Teacher's planning is good but when teaching is less successful pupils' poor behaviour impedes the learning process and achievement is minimal.

118. The co-ordinator is enthusiastic and has a sound overview of the subject. He is aware of the need to review and modify the subject policy and scheme of work. He has begun to develop a portfolio of pupils' work linked to national curriculum standards. At this time there has been no opportunity for the co-ordinator to monitor teaching and learning. Assessment of pupils' work is carried out at the end of each unit of work. The history curriculum meets requirements. Resources in the subject are adequate although improving links with local museums and appropriate human resources to enrich the experiences of the pupils could further enhance them.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. By age seven and 11, pupils' attainment is matched with that expected for pupils of these ages. All pupils, including those who speak English as an additional language, those with special educational needs and for pupils from ethnic minority backgrounds, make satisfactory progress over their time the school. All pupils are fully included in learning in information and communication technology.

120. By the end of Year 2, pupils can enter commands into a floor robot to accurately control its movements through a set path. They use the keyboard and mouse with confidence to enter information into a computer. They understand the need to use correct terminology when accessing information on the computer. They recognise that video and tape recorders, digital cameras and the school photocopier are all items of information and communication technology.

121. By the end of Year 6, pupils can confidently enter, amend, redraft text and use a spell-checking program to improve stories they have written in literacy lessons. They can use control technology to set up model traffic lights and pelican crossings. Year 5 pupils make notes from books about the Ancient Greeks and then work these notes up into finished text, working directly from the notes into the computer. They use sensors to measure the rate and change of the temperature of a piece of ice, using the data obtained to make predictions about other aspects of their science work. Year 4 pupils, use the Internet to access web sites giving information about where to stay in a Cornish seaside village. They find out information about the type and cost of staying in caravan parks and hotels. Year 3 pupils, work with databases sorting information about animals that live in the rainforest into particular categories. This benefits their work in geography well. Through the range and accuracy of vocabulary needed to carry out these activities, information and communication technology makes a good contribution to literacy work. Teachers make good use of digital photography to record events and visits made by pupils. Pupils also learn to down load digital photographs and to wrap text round such images, for example, when writing an autobiography for their class information book.

122. Pupils are keen to use the various computer programs available. They listen carefully to their teachers, ask sensible questions to check what they have to do and then willingly work with the mouse, keyboard, sensors or Internet to achieve the task they have been set. From time to time the program does not respond as it should and pupils confidently attempt to trouble-shoot the problem themselves before asking for help. This level of confidence, keen attitudes and the good behaviour of the majority of pupils means that pupils can work independently to learn well, procedures and uses of information and communication technology and this is beginning to enhance learning in many aspects of the curriculum.

123. Throughout the school the quality of teaching observed was satisfactory, in two lessons, at Key Stage 2, it was good. Teachers are often effectively supported by able teaching assistants who work with pupils who have a specific learning difficulty or have lower prior attainment compared with the rest of the class. As a result, all pupils learn at a satisfactory rate. Teachers are undertaking a formally accredited course and this has raised expertise, confidence and experience considerably. Overall, subject knowledge is satisfactory and teachers set up an interesting range of activities to practise information and communication technology and increasingly make use of it to support learning in other subjects. These aspects are improvements since the previous inspection.

124. The breadth and range of the information and communication technology curriculum are satisfactory. The use of information and communication technology to support standards in other subjects is developing and pupils' word processing skills have developed since the previous inspection. The subject contributes well to the development of pupils' social skills as they work closely together to solve problems and enter text and program the small robots.

125. The subject co-ordinator has a sound understanding of the range of software available and acts as a consultant to other staff, helping in planning activities and normally ensures appropriate software is available to support the activities. Currently, he has a full time teaching commitment and the school has employed an experienced computer consultant to address this aspect. Assessment procedures are being put in place but due to staffing issues have not been implemented. This needs to be remedied to ensure consistent progress throughout the school. Resources are now adequate. The school has now updated all the computer resources and there is now a satisfactory ratio of good quality computers to pupils across the school. The computer suite is well set out and includes facility for multi-media presentation. This resource has significantly improved access to quality technology since the previous inspection. There are an appropriate number of computers in the classrooms. Currently, these are under-utilised to support the learning that takes place in the suite. Too few pupils access these computers during lesson time. The school has the capacity to further raise standards.

MUSIC

126. In music satisfactory standards have been maintained since the last inspection. The quality of teaching is at least satisfactory and on occasions it is very good. As a result all pupils, including those with special educational needs and those for whom English is a second language, achieve appropriately. No unsatisfactory teaching was seen, which represents an improvement since the last inspection. The contribution of specialist teaching is helping to improve teachers' knowledge and understanding and increase their confidence in teaching music. Good use has been made of specific grants. As a result the school now provides a good range of brass and stringed instruments. This, together with specialist teaching from outside agencies, enables a significant number of pupils to participate in extra-curricular music lessons.

127. Pupils in Year 1 sing a range of songs from memory and remember the words and melody accurately. By Year 2, pupils sing simple rounds and maintain their own parts successfully. During an effective lesson in Year 1, clear explanations by the teacher enabled pupils to suggest ways of making sounds by using voices and different parts of their bodies.

This was further extended when pupils selected percussion instruments to reproduce their body and voice sounds to accompany a poem. Pupils' awareness of the need to observe the tempo was evident as they spontaneously recited their poem in time with the beat of the tambour. Because the teacher used clear, focused questions during a very good lesson in Year 2, pupils soon learned to select appropriate instruments to represent the contrasting sounds of thunder and gentle rainfall. Very good challenge and constant encouragement by the teacher resulted in pupils working very effectively in pairs to combine sounds and voices to produce pleasing effects. Standards in this lesson were above average

128. Recorded music is used to good effect to set the scene for learning as was seen during lessons in Years 3 and 4, taken by a specialist teacher from the local education authority. Pupils had previously learned songs from other cultures, including one in the rhythm of a samba, and then incorporated voices and body movements to enhance their performance. Good questions prompted pupils to evaluate their performance and make changes to improve it. This is further developed in Year 5 when pupils record their work and listen to it critically in order to find ways of improving it. Because the co-ordinator's enthusiasm for singing conveys itself effectively, pupils attending the choir in Years 5 and 6 sing expressively and often dramatically, and use clear diction because this is well taught. They sing confidently in two parts and adjust the dynamics to suit different parts of the song. During a very good dance lesson in Year 6, pupils made dramatic interpretations of the music to convey conflict and resolution. Although pupils are given time to reflect on the different styles of music, there were missed opportunities to include well-chosen hymns and songs to further enhance learning during assemblies.

129. Pupils' behaviour is usually good in lessons although lapses do occur when the pace slows and when management of pupils is less secure. In the best lessons pupils listen carefully and appreciatively to others' contributions and are eager to ask and answer questions although their below average command of subject specific vocabulary sometimes impedes progress. There are frequent opportunities for pupils to reflect on and interpret music through movement in dance lessons. Teachers are careful to celebrate good achievement, as observed in Year 2 class, when pupils performed their own rhythm patterns. This raised their confidence and self-esteem considerably.

130. The quality of teaching is satisfactory overall, although a significant proportion of good and occasionally very good teaching was seen. Teaching is less satisfactory when in lessons where the pace slows and management is less secure. The newly appointed co-ordinator is keen to move the subject forward and is well qualified. However, there is no whole school planned approach to the monitoring of teaching and learning in lessons, or to the inclusion of music to enhance other subjects. Although the latter does occur in some classes, this very much depends on the individual skills of the teacher. Music from other cultures is included in the curriculum but not consistently throughout the school. However, some pupils learned Bolivian dances and accompanied their dancing with musical instruments from other cultures. Learning is further enhanced by visits by local musicians and participation in a county choir festival. Those pupils learning instruments perform in assemblies and concerts. The music curriculum meets requirements. Resources are good and meets the needs of the music curriculum

PHYSICAL EDUCATION

131. The satisfactory standards, which were identified at the last inspection, have been maintained. Pupils achieve appropriately because teaching is satisfactory, although progress accelerated considerably on those occasions when teaching was good or very good. The keen, newly appointed co-ordinator knows how to take the subject forward. A new scheme of work, based on national guidelines and the school's own needs, is partly in place, including the co-ordinator's own programmes for dance. This is beginning to pay dividends and ensures that pupils get a balanced programme of physical education activities. A strength of the school is the good quality of relationships; this means that pupils usually want to do their best because they know their efforts will be valued. Participation in after school sports clubs and competitive games with other schools further enhance opportunities. Nevertheless, five to seven year olds get one hourly lesson per week. The length of the lesson is too long and urgent consideration needs to be given to the re-organisation of the time available.

132. Because the teacher gave clear instructions, pupils in Year 1 used space effectively and good demonstration resulted in pupils using their bodies energetically to stretch, bend and curl with appropriate control and balance. Pupils listened carefully, and as a result, were able to find ways of balancing by using three parts of the body. However, too much time was spent on one balancing activity and there were missed opportunities for pupils to practise balancing in other ways. As a result pupils got bored and lost concentration. Pupils know the importance of warming up and cooling down. This helps to focus their thinking. In one very good lesson in Year 2, pupils' attention was drawn to the effects of exercise on their heartbeat. Careful planning enabled these pupils to construct a simple, effective sequence of movements in time to well chosen music.

133. Pupils have frequent opportunities to interpret music through action. As an example, after listening to Vaughan Williams "A Sea Symphony", Year 4 pupils used swaying and rippling movements to represent the movements of the sea. Because the teacher took care to include all groups of pupils, boys as well as girls were chosen to demonstrate good practice. However, a good deal of time was wasted in this lesson because the teacher's management skills were insecure. Very good teaching and the high quality of relationships were clearly evident during a Year 6 lesson, when pupils worked co-operatively with great enjoyment and intense concentration. As a result, they produced a dramatic dance sequence of very high quality and at the same time demonstrated good co-ordination and balance.

134. Swimming lessons make a valuable contribution to pupils' physical development. Teaching is good and nearly all pupils learn to swim the desired distance by the age of 11 and a minority of pupils exceed it. Their achievements are celebrated when they are presented with certificates at special assemblies.

135. There are frequent well-taken opportunities for pupils to work co-operatively in pairs and small groups. They share ideas and are eager to contribute because they know their contributions will be valued. These opportunities enhance the social development. Behaviour is usually good, lapses only occurring when management is less secure, when lessons lack real stimulation, and when too much time is unnecessarily spent on the same activity. Participation in events such as football and basketball training teaches pupils about the importance of working effectively as a team.

136. The quality of teaching is satisfactory across the school and is sometimes good and occasionally very good. No unsatisfactory lessons were seen; this represents an improvement

since the last inspection. Teachers take time to explain the health and safety aspects to pupils at the beginning of lessons. Year group teachers plan work together thus ensuring that pupils get equal access and opportunity, and plans are sometimes modified in the light of experience. However, there is no whole school overview to ensure that teaching is of good quality throughout the school. The absence of a programme for the monitoring of classroom teaching and learning results in inconsistencies from class to class. More formal procedures for assessing the progress that pupils are making have recently been introduced but it is too soon to judge the impact of this initiative. Pupils participate in sponsored events such as 'Jumprope for Heart' as well as sports festivals with other schools. This further enhances opportunities. There was little evidence that information and communication technology is used to support this subject. The physical education curriculum meets requirements. Resources are adequate to meet the needs of the curriculum.

RELIGIOUS EDUCATION

137. By the age of seven and 11 pupils are reaching the required standards in religious education. This represents an improvement since the last inspection when standards for 11 year olds were judged to be unsatisfactory. The co-ordinator has worked hard to establish the curriculum, which is firmly based on the locally agreed syllabus. This has increased teachers' knowledge and understanding and their confidence in lessons, and is enabling all pupils, including those with special educational needs, and those for whom English is an additional language to make satisfactory progress. The planned curriculum is mainly of a Christian nature and appropriately celebrates major festivals. Good attention is paid to other world faiths such as Hinduism, Judaism and Sikhism so that by the age of 11, pupils have a secure understanding of not only their own religion but that of others. They are beginning to look for deeper meanings in Bible stories and how these affect their own lives.

138. During a satisfactory lesson in Year 1 class, pupils were beginning to understand the significance of the cross at Easter in the life of a Christian. Nevertheless, the teacher's story telling lacked luster and did not always hold pupils' attention. As a result of a good lesson on Islamic symbolism, Year 2 pupils were beginning to reflect on their ideas of heaven and further developed their ideas when they drew pictures of beautiful gardens. Music was used sensitively to set the scene for learning. In developing their understanding of Christian rules as a way of life, younger pupils explain the importance of keeping promises. During a good lesson in a Year 6 class, the teacher successfully set the scene by reflecting on previous learning of another religion, Judaism, in order to introduce the laws for Christianity. Because teachers are adept at developing pupils' personal and social skills, through religious education lessons, older pupils discuss reasons for anger and suggest ways of coping with it. Following a visit to a local church, pupils in Year 4 included icons in their designs of stained glass windows, in developing their understanding of how people expressed their faith through art. Nevertheless, in this lesson, insecure management of pupils led to a considerable slowing of progress in some parts of the lesson. Assemblies are well planned and often sensitively delivered. This was clearly evident in a very good assembly led by the assistant headteacher. As a result of dramatic telling of the story of 'The Good Samaritan' and very good questioning, pupils recognised the importance of love and care in their everyday lives.

139. Pupils behave well in lessons, lapses only occurring where the pace is slow, lessons lack imagination and management of pupils is insecure. They usually work productively in group tasks, and they listen to what others have to say courteously. Because teachers are

good role models pupils, develop their understanding and respect for people from other religions.

140. Although a significant proportion of good teaching was seen, analysis of pupils' past work indicates that overall it is satisfactory throughout the school. Planning is clear and relevant; although the needs of higher-attaining pupils are not always met in planned follow up tasks. Formal methods of assessment have only recently been introduced. Teachers manage pupils well although lapses do occur in some lessons. Analysis of pupils' work shows some inconsistency in expectations and pupils do not always take care to present their work in a tidy manner. The very well informed co-ordinator is keen to move the subject forward although she does not have planned time to monitor teaching and learning in lessons. Pupils are given frequent opportunities to practise literacy skills in religious education lessons. For example, pupils wrote letters to friends about a journey to Mecca. Nevertheless, teachers' expectations are not always high enough and several examples of unfinished work were seen in pupils' books. There is not yet a whole school approach to the monitoring of religious education across the curriculum, although the co-ordinator acknowledges the need to link assemblies and lessons to other subjects. Lessons and assemblies play an important part in pupils' social and moral education. However, opportunities to develop spirituality are sometimes missed. Although time is given in lessons and assemblies for reflection, and well chosen taped music and lighted candles sometimes set the scene, the singing of well-chosen songs and hymns was not always evident during the inspection. This was a missed opportunity. The contribution of the local clergy is greatly appreciated. However, insufficient use is made of visits and visitors from other religions, which would further enhance learning. It is evident from the attractive displays around the school that teachers place high value on pupils' work. The good quality and range of resources are well used and easily accessible.