

INSPECTION REPORT

**HURST KNOLL ST. JAMES' CHURCH OF
ENGLAND PRIMARY SCHOOL**

Ashton-under-Lyne

LEA area: Tameside

Unique reference number: 106229

Headteacher: Mrs. J Steadman

Reporting inspector: Mr Geoff Yates
2465

Dates of inspection: 24 –26 March 2003

Inspection number: 246577

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school with its own nursery

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Ladbrooke Road
Ashton-under-Lyne
Lancashire.

Postcode: OL6 8JS

Telephone number: 0161 3304049

Appropriate authority: Governing body

Name of chair of governors: Mr P Buckley

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2465	G Yates	Registered inspector	Science Music Information and communication technology Religious education Education inclusion	What sort of school is it? Schools results and achievements What should the school do to improve further? How well is the school led and managed?
19365	G Stockley	Lay inspector		How well does the school care for its pupils? Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
7979	A Calderbank	Team inspector	English Design and technology Physical Education	How well are pupils taught?
30935	K McArthur	Team inspector	Art and design History Foundation Stage English as an additional language	
11922	J Watkins	Team inspector	Mathematics Geography Religious Education Special educational needs	How good are curricular and other opportunities offered to pupils?

The inspection contractor was: Quality in Focus Limited
Thresher House
Lea Hall Park
Demage Lane
Lea-by -Backford
Chester CH 1 6LP

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hurst Knoll St. James' is an average sized primary school for boys and girls aged three to 11 years. It has its own nursery. It is situated just outside the town centre of Ashton-under-Lyne, in an area of mixed private and public housing. There are currently 205 pupils on roll in the main school and 47 children who attend part-time in the nursery. About 27 per cent of pupils are known to be eligible for free school meals, which is above the national average. There is a higher than average number of pupils who enter and leave the school other than at the normal time. Fifty-two pupils are on the special needs register. At around 25 per cent, this is above the national average. Most of these pupils have moderate learning difficulties. Six pupils have a Statement of Special Educational Need. This is well above average for the size of school. There is a higher than average number of pupils from minority ethnic backgrounds but none are at an early stage of learning to speak English. Most children start school with well below average skills in language and literacy.

HOW GOOD THE SCHOOL IS

Hurst Knoll St. James' CE Primary School is a caring school and is well respected in the local community. It is effective in sustaining good standards of behaviour. Pupils' attainment in English, mathematics and science has improved but remains below that found in most schools. The headteacher has recently put in place good strategies to improve standards. The quality of teaching in Years 1 to 6 is satisfactory and often good. In the Foundation Stage [nursery and reception] teaching is of a good quality. The school gives satisfactory value for money.

What the school does well

- Effective teaching in the Foundation Stage gets children off to a good start in their learning.
- Pupils make good progress in developing their reading skills.
- Teachers provide pupils with good opportunities to write in most subjects.
- Class teachers and classroom assistants ensure that special educational needs provision is of good quality. No matter how severe a pupil's learning or physical disability is he/she is included in all activities.
- Pupils have good attitudes to learning and display self-discipline.
- It is an orderly place; the pupils behave well. They know they come to school to learn and most respond positively to the teachers' expectations of them to work hard.
- The relationships between adults and pupils are good.

What could be improved

- Pupils' speaking, punctuation, spelling and handwriting skills.
- Pupils' speed in recalling number facts when solving mathematical problems.
- The opportunities for pupils to carry out their own scientific experiments and draw conclusions from what they discover.
- The monitoring of teaching and learning.
- The designated outside play area for reception children.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory improvements have been made since the school was last inspected in January 1998. There are now no significant weaknesses in the quality of teaching. A full review of teachers' planning has been undertaken and a common and consistent approach adopted. A whole-school approach to assessment has been put in place in English, mathematics, and science and in information and communication technology [ICT]. Better use is now being made of assessment information to help teachers decide what the pupils should learn next in these subjects. However, co-ordinators are still not sufficiently involved in evaluating the quality of teaching and learning. Good improvements have been made in behaviour management. The provision for pupils' personal development is good. There have been good improvements in resource provision for ICT.

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
	2000	2001	2002	2002
English	E	E	E	C
Mathematics	E	E	E	D
Science	E	E	E*	D

Key

Well above average A

Above average B

Average C

Below average D

Well below average E

In lowest 5% of schools E*

In the table shown above the grades against similar schools for pupils at the end of Year 6 in 2002 have been raised. This has been done to reflect the well above average number of pupils with special educational needs and above average number of pupils who entered the school other than at the normal point of entry in that year group.

Inspection evidence shows that standards in English, mathematics and science have improved but remain below average. Those pupils who have attended the school from the age of 5 make satisfactory progress. However, the above average number of pupils with special educational needs in Year 6 adversely effects the overall standards. Pupils entering the school other than at the normal time have a detrimental effect. The school has evidence to show that almost all the pupils have special educational needs. Pupils achieve well in reading but their speaking, punctuation, spelling and handwriting skills are unsatisfactory. They do not recall number facts quickly enough when working out answers to mathematical problems. The school is unlikely to achieve the targets set by the Local Education Authority for Level 4 attainment in English and mathematics in the 2003 national tests, which have been set unrealistically high. Pupils make good use of the newly established ICT suite and achieve satisfactory standards. In all other subjects inspected, pupils' achievements are similar to those found in most schools. No overall judgement can be made about standards in physical education or in music.

In the Foundation Stage, overall standards on entry are below those typical for the age group and well below in children's communication, language and literacy skills and personal, social and emotional skills. The majority of children in the Foundation Stage are not expected to achieve the nationally agreed early learning goals in both these areas of learning by the time they start Year 1. In all other areas of learning, most children should attain the standard

typical for their age by the end of the reception year because of the good teaching they receive.

Inspection findings show standards in Year 2 in English, mathematics and science are below average. However, as is the case in Year 6, there is a higher than average number of pupils with special educational needs that has a detrimental effect on overall standards when compared with national averages. In all other subjects inspected pupils with special educational needs do not bring down the standards and standards of attainment are in line with those found in most schools. No overall judgement can be made about standards in physical education or music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are happy in school and most are keen to learn. They are really involved when things catch their interest.
Behaviour, in and out of classrooms	Behaviour in and around the school is good overall. Pupils follow the rules and play very well together in the playground. They work co-operatively during lessons.
Personal development and relationships	Good. Relationships are good. Pupils enjoy taking responsibility.
Attendance	Broadly average.

The pupils are enthusiastic about school.

TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 overall is sound and has improved since the last inspection. Teachers have fully incorporated the National Literacy and Numeracy Strategies into their planning. Teaching assistants support pupils well. Pupils are given good opportunities to use the full range of writing skills. However, not enough emphasis is placed on improving pupils' spelling, punctuation and handwriting skills and the speed in which they recall number facts. Information and communication technology skills are taught well. In science, pupils are developing their scientific knowledge soundly but are not provided with enough opportunities to carry out their own experiments and draw conclusions from the results. Good teaching in the Foundation Stage accelerates children's progress and they find learning fun.

The strengths in the teaching are the good use of resources, time and support staff and good management of pupils. The quality of learning is satisfactory throughout Years 1 to 6. In most lessons, pupils show interest and concentrate carefully. However, there are too many examples of work not being presented well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Pupils are provided with a suitable range of relevant learning opportunities. The range of extra curricular activities is below that found in most schools.
Provision for pupils with special educational needs	Good. Pupils are identified at an early stage. They are provided with appropriate support to reach the targets in their individual education plans.
Provision for pupils with English as an additional language	There are no pupils at an early stage of learning to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good attention overall is paid to fostering pupils' spiritual, social, moral and cultural development. This leads to good relationships and behaviour. Staff expect pupils to show good manners, to do the right thing and to consider others at all times. Assemblies contribute well to pupils' spiritual development and to the ethos of the school. The children gain a good sense of the responsibilities involved in being part of a caring community.
How well the school cares for its pupils	Satisfactory; staff know each pupil well and show good care and concern for their well being. Assessment of pupils' academic performance in English and mathematics is good. Test results are analysed and the information used soundly to set targets for improvement.

The school's partnership with parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher gives a clear sense of purpose and direction to the work of the school. She is well supported by the deputy headteacher in developing strategies to raise standards. However, co-ordinators are not fully involved in the monitoring of teaching and learning. Despite the potential problems associated with the school being housed in three separate buildings, it is managed well.
How well the governors fulfil their responsibilities	Governors fulfil most of their statutory responsibilities but the reports sent out to parents about pupils' progress do not contain all the required information. Governors have a good knowledge of the strengths and weaknesses of the school. Committees deal efficiently with school matters. Governors are suitably involved in setting targets for improvement.
The school's evaluation of its performance	The school has identified appropriate priorities for development. It is very aware of the need to put in place effective systems for evaluating teaching and learning throughout the school.
The strategic use of	Good; funds are used effectively to support the school's

Aspect	Comment
resources	priorities. The strategic use of resources is good, overall. Budget decisions are linked soundly to the school's educational priorities contained in a good school development plan. Monies allocated to such areas as special educational needs are used well.

Staffing levels are adequate for the school's needs. There are satisfactory resources overall for all subjects. The outside area for the reception children is poor and is in stark contrast to that found inside, where children work in a stimulating environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • Their children are happy and like school. • They would feel comfortable in approaching the school with problems. • Children are expected to work hard and as a result achieve their best. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities offered outside of lessons. • The work that pupils are expected to do at home. • Better links between school and families. • The information they receive about their child's progress.

Inspectors agree with most of the parents' positive views. However, while teaching in the nursery and reception class is good, in the rest of the school it is satisfactory overall. The range of activities outside lessons is not as good as that found in most other schools. Homework is similar to that given by most schools. The school does all it can to develop links with parents and tries hard to keep them informed about events. It provides good information about what topics are going to be taught. However, the reports parents' receive on pupils' progress are not detailed enough.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school with skills that are well below those typical in personal and social development and language and literacy skills. In all other areas of learning, their skills are below those normally found. Pupils make satisfactory progress overall by the time they leave the school. However, the above average number of pupils with special educational needs and the above average number of pupils in the current Year 6 class who entered the school other than at the normal time of entry, most with special educational needs adversely effect the overall standards. As a result, inspection evidence shows that standards in English, mathematics and science are below those found in most schools in Year 6. Pupils who have attended the school since the age of 5 achieve well and make satisfactory progress. The targets set by the Local Education Authority in English and mathematics are unlikely to be met and are unrealistic. There is no significant difference between the performances of boys and girls. Pupils who speak English as an additional language make the same progress as other children. The small number of pupils with above average attainment make satisfactory progress and often good progress in developing their reading and ICT skills and in the quality of their writing.
2. Pupils have suitable opportunities to use their literacy and numeracy skills in other subjects. Writing is used well in history and geography but is not always set out neatly. Not enough attention is given to the presentation of work and the correct use of spellings and punctuation. ICT is used soundly in most other subjects. For example, in art and design to create pictures in the style of a famous artist or in mathematics to produce data bases and graphs.
3. Standards in National Curriculum tests in Year 6 in 2002 were well below those found in most other schools in English and mathematics and in the bottom five per cent in the country in science. The overall trend in the school's results over the last four years has been in line with the national trend. Inspection evidence shows that in all three subjects the percentage of pupils achieving the expected standard has improved. Two factors have contributed to improving standards - better teaching and more effective use of assessment information. For example, pupils who need additional help in literacy and numeracy come into lessons held before school to improve their skills. In science, the newly appointed teacher in Year 6 has a good knowledge of the subject which means that pupils are set more challenging work. The school is making better use of information about pupils' learning, especially in mathematics to plan work that allows pupils at different levels of attainment to achieve soundly.
4. Progress of pupils with special educational needs is good overall. The good progress of pupils owes much to the efforts of the non-teaching staff who ensure that pupils are supported well. However, because many of the pupils have poor literacy skills, they do not make sufficient progress to bring them up to the standards expected nationally in English, mathematics and science.

5. The Foundation Stage provides a good basis for children's education. Progress during the Foundation Stage is good, because of the good teaching children receive. However, most children are not expected to attain the early learning goals in language and literacy but are likely to do so in other areas of the curriculum.
6. In the nursery and reception classes, children's personal, social and emotional development, from a well below average start is very good. Children in the nursery settle quickly into established routines, responding well to the high expectations of the adults. Children concentrate well and complete whatever tasks are set. They develop their reading and numeracy skills well. They listen attentively to stories. Children talk readily about the characters in their reading books and recognise some key words, but many do not have satisfactory speaking skills and standards are low. More able children have begun to read simple stories and write sentences without adult help.
7. In the 2002 tests for pupils in Year 2, results in writing and mathematics were well below most schools and below most schools in reading. Standards in science were assessed as being below average. Inspection evidence indicates that most pupils are attaining at below the expected levels for their ages in writing, mathematics and science but attaining broadly average standards in reading. Pupils use their writing skills well in most other subjects but sometimes do not apply known spellings and punctuation skills adequately. In all other subjects inspected standards are in line with those found in most schools. No overall judgements could be made in physical education and music.
8. In the 2002 National Curriculum tests for pupils in Year 6, standards were well below most schools in English, mathematics and science. However, there was an overall improvement in standards in English and mathematics at Level 4. Pupils who have attended the school since the age of five make good progress from a well below average start and achieve well. The school's results in English compare favourably with similar schools. However, results in mathematics and science are below those in similar schools.
9. Pupils in Year 6 who do not have special educational needs are well on their way to attaining the nationally expected levels in English, mathematics and science. However, because of the number of pupils with special educational needs in the current Year 6, standards in English, mathematics and science are likely to be below those normally found this year. Pupils have sound scientific knowledge but lack opportunities to organise their own investigations and raise their own questions. Standards in reading are average. A major weakness in Years 3 to 6 is pupils' poor application of spelling and punctuation skills. More able pupils read with expression and have few difficulties. Good emphasis on correct letter formation is now developing throughout the school.
10. Standards in Year 6 are average in all other subjects. The previous inspection found standards in geography to be below average, this is not now the case. Pupils' progress throughout Years 3 to 6 is satisfactory overall. No judgement can be made in physical education or music. However, standards in singing and in physical education lessons seen were never less than satisfactory. Pupils have satisfactory ICT skills and in some classes use them well in other subjects.

Pupils' attitudes, values and personal development

11. Pupils' good attitudes have a positive effect on their learning. They are happy in school and most are keen to learn, showing great involvement in lessons that catch their interest. For example, in a good history lesson pupils in Year 5 showed high levels of enthusiasm as they read articles about the evacuation during the blitz and worked well in small groups to prepare and perform a short play based on what they had read.
12. Behaviour in and around the school is good overall. Pupils follow the rules and play very well together in the playground. In lessons and around the school, they are friendly and polite to adults and generally well behaved. Some pupils, however, are not so well behaved and the headteacher considered it necessary to implement fixed term exclusions on five occasions last year, involving four pupils. Some of these pupils are now receiving additional help with their behaviour problems. No bullying or racism was seen during the inspection although records kept by the school show that some such incidents take place from time to time. Generally, pupils have a good understanding of the impact of their actions on others.
13. Relationships are good. Teachers show respect for pupils, understanding of their problems and have a genuine wish to help them to succeed. In turn, pupils respect their teachers and their classmates and generally get on well together. They take advantage of the many opportunities to become helpful and responsible young people as they mature. They willingly carry out a range of jobs around the school such as library work, setting up the hall for assemblies and generally assisting their teachers in the classroom. The **Hurst Knoll Helpers** assist adults in supervising playground activities.
14. Pupils help and support each other. An example of this was seen when a pupil returned to the class after attending some additional tuition. Without any prompting by the teacher, other pupils showed the pupil what they were doing on the computer. This is a significant improvement since the previous inspection when pupils' personal development was judged to be unsatisfactory. Pupils' attitudes, behaviour and relationships have all improved significantly since the previous inspection.
15. Attendance is broadly in line with the average for primary schools nationally. Attendance levels at the school are falling slightly each year as more parents take their children on holiday during term time. Registration is completed quickly and accurately and this allows a prompt start to lessons.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching has improved since the last inspection when about 12 per cent of the lessons observed were judged to be unsatisfactory mainly because teachers had low expectations especially with regards to the higher achievers. All teachers now have at least appropriate expectations with regards to attainment in most aspects of pupils' work.
17. Teaching is satisfactory overall in Years 1 to 6 (infants and juniors). Strengths include the management of pupils' behaviour and the good use made of support staff and resources. As a result of this sound teaching, the quality of learning is satisfactory in most lessons. In all classes, teachers ensure that all pupils take part in the activities planned. A strength of the school is that pupils are included in all activities. So that no-one misses out, teachers take great care with pupils who enter the school at times other than the normal point of entry. A good example of this is the way teachers assess

their attainment levels and make sure that the work they are asked to do is appropriate to their needs.

18. Teaching in the foundation stage is good. Children make good progress in all the areas of learning and teachers make learning fun. Both teachers in the nursery and reception class work well as a team. They plan topics together and make good use of assessment information to ensure that work is well matched to children's ability. They provide children with good opportunities to explore and learn for themselves. Both teachers encourage children to talk about what they are doing and as a result speaking skills are developed effectively. Independence skills are developed well and children display good levels of behaviour. Through play and good direct teaching, numeracy and literacy skills are taught effectively. However, the reception class does not have a suitable outdoor area; this limits their learning. Teachers and support assistants work well together and the good quality of display in the classrooms reflects the high value placed on children's achievements.
19. The previous inspection report identified weaknesses in the school's planning and assessment of the curriculum that gave teachers too little guidance on the work to be attempted in lessons. With help from the Local Education Authority, the school has worked hard, especially over the last twelve months, to address these issues. The national strategies for literacy and numeracy have been introduced soundly. As a result, the teaching of English and mathematics is satisfactory throughout the school. Moreover, teachers have brought in good assessment procedures in both subjects. Good use is being made of the information to make sure that work builds on pupils' previous learning and is sufficiently demanding. All pupils are suitably challenged including those with special educational needs and those who speak English as an additional language.
20. Reading is taught particularly well and is a strength of the school's provision. As a result, pupils have good library skills and can find information from non-fiction books quickly. Teachers ensure that key skills such as spelling, punctuation and handwriting are taught at least satisfactorily. They provide pupils with good opportunities to write in most other subjects. However, they do not consistently insist that pupils apply what they have been taught with regards to spelling, punctuation and handwriting in their work. In mathematics, teachers' are not sufficiently challenging when it comes to the speed at which pupils solve mathematical problems.
21. In nearly all lessons, and particularly those for literacy and numeracy, teachers provide clear introductions that tell pupils what is to be taught and learnt. In the more successful lessons, teachers remind pupils of how much time is left. This spurs pupils on to greater efforts. There are inconsistencies in the approaches adopted by teachers to the development of pupils' speaking skills. Some teachers give pupils sufficient time to explain how they have arrived at an answer, but this is not so in all classes. In a Year 5 history lesson, good use was made of drama to help pupils arrive at a better understanding of life during the Blitz.
22. The teaching of science is satisfactory overall but in some classes teachers do not provide pupils with enough opportunities to carry out their own investigations. In these classes the quality of pupils' learning is sometimes unsatisfactory with too much emphasis is placed on the filling in of worksheets instead of letting pupils write for themselves as they do in other subjects.
23. ICT skills are taught effectively. Resources of good quality in the suite provide pupils with satisfactory opportunities to use their skills in other subjects such as science and

mathematics. Satisfactory teaching in art and design results in average standards. Teaching in religious education is satisfactory overall but better when good resources are used to give pupils a deeper understanding of, for example, the crucifixion. It was not possible to make an overall judgement about the quality of teaching in geography, music, design and technology or physical education in Years 3 to 6. However, discussions held with teachers did show that they lacked confidence with the teaching of music.

24. Pupils with English as an additional language are fully involved in all learning activities, and they make satisfactory progress. No separate planned programme of teaching and learning is provided in the school for these pupils because they can all work competently in class alongside their peers.
25. Pupils with special educational needs are fully included in all lessons. They are withdrawn for additional help to ensure that they have improved opportunities to access what is provided for them. Classroom support assistants are well briefed and knowledgeable. They support pupils of all ages, both within and outside the classroom, enabling them to participate fully in lessons, enjoy their work and achieve as fully as their peers. Both teaching and non-teaching staff know the pupils well. A strength of the provision is that teachers have direct responsibility for drawing up pupils' individual education plans (IEPs) and in consequence they are effective working documents. Pupils' progress is reviewed regularly so that both the type of work provided and the amount of support can be adjusted. The higher than average number of pupils with a Statement of Special Educational Need, are well provided for. There is close and effective liaison with the locally provided **Inclusive action team** and other support services provided by the local education and health authorities.
26. The quality of the feedback pupils receive from their teachers, both orally and in writing is satisfactory overall. Some teachers write constructive comments on pupils' written work to help pupils to understand how to improve the quality of their work. This often has the effect of encouraging them to greater effort. However, in one class, pupils' science books had not been marked for over a year.
27. Teachers set homework regularly. This makes a sound contribution to pupils' progress because it is linked to what has been taught in class. Good use is made of all available resources. Visits and visitors are also used effectively to add interest and improve the quality of learning, especially in subjects such as history and geography.

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

28. The curriculum planned for pupils meets statutory requirements. Religious education complies with the locally Agreed Syllabus. Since the previous inspection, a full review of teachers' planning has been carried out and a detailed common and consistent approach is now in place. The school makes full provision for all its pupils. It provides well for pupils who have special educational needs and it is a successful "home base" for those with physical difficulties. There have been significant improvements in the provision for pupils' social development since the previous inspection and the arrangements for teaching personal, social and health education are now good.
29. Since the previous inspection a new curriculum for the Foundation Stage has been successfully introduced and prepares children well in all areas of learning for transition to the National Curriculum. The national strategies for numeracy and literacy have been soundly implemented, supplemented by additional programmes for small groups

of pupils in both subjects. The school's provision for ICT includes a new computer suite, which is used well to teach the relevant skills. Policies are kept under review and reflect the school's intended aims. They are in place for all subjects. The school has adapted national guidelines from the Qualifications and Curriculum Authority in many subjects. Alternatively, other recognised guidance, for example in art and design, is used to ensure the progressive development of pupils' knowledge and understanding.

30. The provision for pupils' personal social and health education is good. Health education is incorporated into the programme of study for science. The school nurse is involved in lessons which deal with sex education. The use and misuse of drugs are included in a well-planned programme, which requires pupils to work at home with their parents on some of the units of study.
31. The range of extra curricular activities is below that found in most primary schools and has declined since the previous inspection when it was judged to be satisfactory. The headteacher is aware that the current level of provision is unsatisfactory. Some pupils have benefited from coaching in football and lacrosse skills. There is also a successful lunchtime computer club and a **bits and pieces** club where pupils enjoy undertaking practical tasks with small machinery and motors.
32. The community makes a satisfactory contribution to pupils' learning. This is a similar picture to that reported at the time of the previous inspection. Pupils take part in some sporting events in the local area, including inter-school competitions and they were involved in a mini Commonwealth Games event held at the local secondary school.
33. Special events, visits and visitors, enrich the curriculum. These include a successful arts week, which was held recently, drawing on the skills of visiting specialists in dance, drama, art, music and pottery, culminating in a successful performance on a theme of **Carnival**. Professional coaching is available for both boys and girls, in a variety of sports, such as football and lacrosse. Pupils gain a great deal from visits to places of educational interest. These range from a weekend spent on outdoor activities to curriculum based visits such as for field work in geography, to understand more about places of worship in religious education and to experience places of historical interest. There are satisfactory contacts with other local schools, for example, through sporting activities.
34. The school makes good provision for pupils with special educational needs. Great care is taken to implement pupils' individual education plans using a variety of means, so that they have equal access to all curriculum opportunities.
35. Pupils who speak English as an additional language experience the same curriculum as all other pupils; they have no particular language difficulties. Those pupils whose home language is not English are fully included in the school's activities.
36. The provision for pupils' spiritual, moral social and cultural development is good overall.
37. Provision for social development is good and there has been a substantial improvement since the previous inspection. There are now far more opportunities for pupils to show responsibility, independence and initiative. Throughout the school, there is an expectation that pupils will work co-operatively within lessons. Older pupils work alongside younger ones, for example, as part of **Golden Time**. Pupils of all ages undertake useful tasks to assist in the smooth running of the classroom and other parts of the school, such as the library. There are good opportunities to show care and concern for others, for example, by supporting charities as in Red Nose Day.

Participation as an Eco [involvement in ecological issues] school provides opportunities for pupils to make decisions as committee members or to carry out practical tasks to improve the school grounds. The creation of a caterpillar and butterfly garden is a good example of the improvements made by pupils to the grounds. Pupils of all ages are involved in setting targets for improving their own work. Pupils with individual education plans participate in the discussions that take place between teachers and parents about the progress they are making.

38. Provision for moral education is good. Pupils know the difference between right and wrong and this is constantly and consistently reinforced through the system of awards and sanctions. They respond well to receiving certificates and having their achievements publicly recognised. Assemblies often have a moral theme. School and classroom rules are prominently displayed and referred to frequently. Personal and social education lessons provide a good forum for pupils of all ages to talk about moral issues. There is an expectation by teachers that pupils should make a contribution towards maintaining and improving the environment, whether through keeping the classrooms and cloakrooms tidy or by careful use of resources. Teachers are themselves good role models, which earn their pupils' respect, and foster good relationships.
39. Provision for spiritual education is satisfactory. Acts of worship and personal social educational lessons make a good contribution because they include time for prayer and quiet reflection. An Easter table provides an area for pupils to contemplate the significance of the events leading up to the festival. Occasionally pupils are given opportunities to consider people and events, which are beyond their immediate experience. For example, in history they talk and write about the implications of Remembrance Day. In religious education they write poems, which show an understanding of and sympathy with the followers of Jesus at the time of the Crucifixion.
40. Provision for cultural education is satisfactory. Pupils learn about their own culture in religious education and history. The locality is well used as a base for geographical enquiry. There are sound opportunities to appreciate the work of great artists of other countries, such as Monet and Mondrian during art lessons and they listen to music of famous composers in assemblies. Other aspects are successfully introduced in the study of world religions, by dramatising stories such as the Hindu Rama and Sita and through first-hand experiences such as a visit to a local temple. Recently **World Music Day** provided good opportunities for participation in workshops using a range of musical instruments from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides a satisfactory standard of care for its pupils. Staff know each child well and show care and concern for their well being. The school is involved in the **healthy schools** initiative and pupils are taught about healthy and safe living. Members of the police, railway police and road safety services visit to talk to pupils about keeping safe. Older pupils take part in the **Crucial Crew** activities where they are shown how to cope with real life situations such as fire, giving first aid and calling out the emergency services.
42. On a day-to-day basis teachers and other adults working in the school are generally aware of safety issues and take good care of pupils. However, safety checks on

portable electrical appliances have not been carried out for some time and are overdue. The school has only one qualified first-aider. The governors do not carry out regular health and safety inspections of the premises.

43. The school's arrangements for child protection are sound overall. There is an experienced designated teacher with responsibility for this area of work who has received regular training. However, mid-day staff have not been given guidance on the signs that might trigger concern. The policy and procedures for child protection have recently been reviewed and updated, but have not yet been shared with the staff.
44. There are satisfactory arrangements for monitoring and improving pupils' attendance. The school monitors attendance information and identifies patterns of absence. Where there is cause for concern, parents are contacted and in appropriate cases the school enlists the help of the education welfare officer. The school encourages good attendance by rewarding pupils who have no absence during a half-term.
45. The school has successfully addressed the concerns expressed in the previous report about the unsatisfactory procedures for monitoring and promoting good behaviour. The procedures are now good and there is a consistency of approach by all staff that was lacking at the last inspection. There is a system of awards for good behaviour and individual pupils receive recognition of their achievements at the weekly celebration assembly. The school's policy makes it clear that bullying and racial taunting will not be tolerated and any such incidents are firmly and effectively dealt with.
46. The school fully meets the requirements of the agreed Code of Practice for pupils with special educational needs. They are identified at an early stage, initially when their progress is causing concern. Teachers are responsible for drawing up IEPs, which are reviewed regularly. They are given help from the special needs co-ordinator (SENCO) if required. Meetings with parents take place at least termly, to discuss future targets and include children in the discussions. The strategies in place are effective because they ensure that all parties are well informed.
47. The aim of the school is to enable all pupils to achieve their full potential, including pupils for whom English is an additional language. Their progress in all subjects is monitored with the other pupils in their age group, using the school's assessment systems. The staff know the pupils well.

48. At the previous inspection, assessment was a key issue, but this has been satisfactorily resolved. Whole-school systems are now in place to monitor and assess what pupils can do in English, mathematics and ICT. In most other subjects, assessments are carried out at the end of each unit of work. Teachers use the information well in English and mathematics to plan what their pupils need to learn next.
49. In English, teachers set targets for their pupils, and pupils know their individual targets and may contribute to them. Progress towards these targets is carefully tracked. The school has identified pupils' writing as a particular area for improvement and teachers monitor pupils' progress as they carry out a writing exercise each term. The information from this exercise helps teachers decide what pupils need to improve their skills. In mathematics, pupils are assessed against the objectives and expectations in the National Numeracy Strategy.
50. The personal development and behaviour of the pupils are well supported. Teachers maintain an awareness of their development through lessons and **Circle Time** [pupils sitting in a group and discussing day-to-day issues]. If behaviour is an element on a pupil's IEP, it is monitored and reviewed regularly. Teachers and support staff work effectively with individual pupils on ways to improve their behaviour. There is a behaviour management system that is followed and implemented consistently and behaviour in the school is good.
51. In the nursery and reception classes, there are good systems for the assessment and monitoring of children's progress including their personal, social and emotional development. Staff maintain clear and careful records using booklets produced by the local education authority. These are closely linked to the areas of learning as laid down in the curriculum specifically designed for these young children. The information from the records is used when teachers are planning what the children will learn next. They are shared with parents to show them how their child has progressed and developed in school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents have a positive view of the school. They believe that the teaching is good and that their children are expected to work hard and achieve their best. They feel comfortable in approaching the school with any concerns, and they report that their children are happy and like school. They do, however, have some concerns. Almost one-quarter of parents who responded to the questionnaire felt that the school did not provide an interesting range of activities outside lessons. A similar number did not feel that their children had the right amount of homework or that the school works closely with parents. Sixteen per cent of parents did not feel well informed about their children's progress.
53. The inspection team agrees with most of the parents' positive views. However, while teaching in the nursery and reception class is of good quality, in the rest of the school it is satisfactory overall. The range of activities outside lessons is not as good as that found in most other primary schools. The amount of work that pupils are expected to do at home is similar to that given by most other schools. The school tries hard to keep parents informed about events and provides good information about what topics are going to be taught. However, the reports parents receive on pupils' progress do not contain all the necessary information.

54. The school does all it can to develop links with parents. At the start of each half-term teachers send out a detailed and informative letter to parents explaining what topics will be covered in each subject of the curriculum. It also contains information about homework expectations, guidance on listening to reading, suggestions about things that parents might usefully focus on with their child, and other useful information about class routines. A half-termly newsletter and other letters supplement this information.
55. There are two formal opportunities for parents to discuss their children's progress with the class teacher. Parents feel these meetings are of a good quality and organised well. There is a high level of attendance by parents at these sessions. In addition, parents are able to contact the teacher or the headteacher if they have any concerns at other times. Currently, the written annual reports are unsatisfactory. They are very brief and in some classes they are word-for-word identical for each child in many subjects. Very few reports have any targets stated and they do not give parents a clear indication about how their children is doing in each subject.
56. The school provides information sessions and workshops for parents, such as for those whose children do not achieve very well in the Year 1 tests. Parents of these children are invited to attend a weekly workshop where they learn how to help their children at home. The headteacher also records training tapes to show parents how they can support their children's reading.
57. Although the school invites parents to help in classes, only one parent currently does this on a regular basis. The parent-teacher association, which has raised extra funds for the school in the past, is currently not operating because the small group of organising parents has moved on and there has been a lack of volunteers to take over. Having regard to all these factors, the parents continue to make a satisfactory contribution to children's learning at school and at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The headteacher manages the school well and provides sound leadership. She is fair and consistent in her dealings with pupils, staff and parents. With the help of the local education authority she has put in place good strategies to improve standards. Following on from consultation with staff and the governing body, the headteacher has produced a good school development plan. The plan details clearly what needs to be done and who is responsible for seeing it gets done. Time scales are included alongside costings. It is appropriately focussed on raising standards, for example, the quality of pupils' writing. Inspection evidence demonstrates that pupils write well for a wide range of purposes and the quality of writing is improving. The school is spread across three separate buildings with all the potential management problems that this might incur. However, good management systems are in place and the school runs smoothly on a day-to-day-basis. The headteacher receives good support from the deputy headteacher and from other members of the senior management team.
59. All members of staff work hard and, despite many staff changes, a real team spirit is developing. Although co-ordinators are dedicated to the needs of the school, they lack training and time to monitor and evaluate classroom practice in their subjects. As a result, they are not totally aware of what needs to be done to raise standards and to ensure that agreed policies are put into practice. For example, a survey of last year's work in science shows that in some classes the marking policy was not followed. In one age group marking was non-existent.

60. Satisfactory progress has been made since the previous inspection in addressing the issues raised. As a result the school provides a sound quality of education. There are now no significant weaknesses in the quality of teaching. However, not enough has been done in English, mathematics and science to improve some of the key skills. For example, though pupils can produce a good range of writing they need to improve their spelling, punctuation and presentation skills. A full review of teachers' planning has been undertaken and a common and consistent approach adopted. There is now a whole-school approach to assessment in English, mathematics, and science and in ICT. Better use is made of the information gathered to help teachers decide what the children should learn next in these subjects. Good improvements have been made in behaviour management, the provision for pupils' personal development and in resource provision for ICT.
61. Through its committees, governors fulfil most of their legal responsibilities. However, the written reports sent out to parents about pupils' progress do not contain all the necessary information about what pupils know, understand and can do in each subject. There is no involvement by governors in monitoring health and safety. Governors have adopted a policy for racial equality that is fully put into practice by all members of staff. The policy formalises the good practice found throughout the school of all pupils being involved in all activities no matter what their background, aptitude or physical disability. All governors are supportive of the school. Through the regular reports made to them by the headteacher they have a good knowledge of the strengths and weaknesses of the school. They are aware of the school's achievements in comparison with that of similar schools.
62. The quality of financial planning and control are satisfactory overall. Financial procedures and regulations are clear. The governors' finance committee monitors spending appropriately. The issues highlighted in the most recent audit have been dealt with successfully and recommendations acted upon. The larger than normal carry-forward budget from the financial year 2001/02 will be reduced to less than £15000 by the end of the current financial year. The money has been needed to pay for an additional member of staff. There are good systems in place for the ordering of goods and services and the governors are aware of the need to obtain value for money on all purchases. Satisfactory evaluation of the effects of spending on standards and achievement are made. Effective use is made of ICT to help manage the budget. The newly appointed secretary provides good support to the headteacher in ensuring that everything is accounted for. Money allocated to special educational needs is used well. The school does not receive any additional grants.
63. The SENCO is well organised and provides good leadership. The school has a good special educational needs policy, which is effective. The support provided for pupils by support assistants is effective in enabling pupils with special educational needs make good progress.
64. The school has satisfactory provision of experienced and appropriately qualified staff to ensure that the curriculum is soundly taught. There is a satisfactory match of teacher specialisms to the responsibilities teachers hold in the school and they have good opportunities for in-service training. There is currently no co-ordinator for physical education and this has delayed the introduction of an up-to-date policy and scheme of work.
65. Whilst the accommodation is satisfactory overall, there are some significant weaknesses which cause difficulties for the school. Classroom sizes are in the main satisfactory and there is a small hall that has fixed equipment for physical education. There is a well-

equipped ICT suite that is contributing to the improving standards in the subject and a suitable library area which is used well for research purposes. Nevertheless, two classes are accommodated in ageing, relocatable classrooms that are in need of some refurbishment.

66. The outside play area for the reception class is unsatisfactory. It has unsightly graffiti, is not enclosed and is in need of repair. This part of the provision for the reception class contrasts sharply with the high quality interior learning environment which has been made very welcoming with attractive displays of children's work.
67. Resources and books are adequate overall. However, some resources for physical education, such as small games equipment, are in need of replacement and not well stored. There are good resources for ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve further the quality of education the governors, headteacher and staff should :

- (1) **Improve pupils' spelling, punctuation and handwriting skills by :**
 - ensuring that when pupils write not just in English lessons but also in lessons in other subjects, such as history and geography, they apply the skills they have been taught;
[See paragraphs 80,87,108,121, 127and 151 in the main report.]
- (2) **Provide more opportunities for pupils of all attainment levels to develop speed in the mental recall of number facts.**
[See paragraph 94 in main report.]
- (3) **Provide more opportunities for pupils to carry out their own scientific experiments and draw conclusions from the results.**
[See paragraphs 103 and 108 in the main report.]
- (4) **Develop a whole-school approach to improving pupils' speaking skills.**
[See paragraphs 81 and 145 in the main report.]
- (5) **Ensure that teaching and learning is monitored and evaluated in all subjects by:**
 - providing training for designated members of staff in developing the skills to undertake monitoring and evaluation of teaching and learning;
 - ensuring that agreed policies are carried out;
 - establishing a manageable programme for monitoring and evaluating teaching and learning and time for designated members of staff to carry it out;
 - ensuring that the information gathered is used to improve standards in the subjects.
[See paragraphs 91,102,112,118,135,141, 145 and152 in the main report.]
- (6) **Provide a well equipped and attractive designated area for outdoor learning to take place in the reception class.**
[See paragraph 66 and 71 in the main report.]

In addition the school should

- (1) Ensure that written reports on pupils' progress provide clear information about what pupils know, understand and can do.
- (2) Provide training to improve teachers' knowledge and confidence in teaching music.
- (3) Ensure that all members of staff have a good knowledge of the newly revised child protection procedures and that the governing body has a satisfactory awareness of health and safety issues.
[See paragraphs 42,43,61 and142 in the main report]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	26	19	1	0	0
Percentage	0	6	53	39	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

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)	24	205
Number of full-time pupils known to be eligible for free school meals	N/A	47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	93.9
National comparative data	94.1

Unauthorised absence

	%
School data	0.1
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
	2002	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	12
	Girls	13	13	12
	Total	25	23	24
Percentage of pupils at NC level 2 or above	School	83(89)	77 (82)	80(75)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	13	14	14
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	83 (82)	87 (79)	87 (86)
	National	85 (85)	89 (89)	89 (89)

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
	2002	10	19	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	4	6
	Girls	12	11	14
	Total	18	15	20
Percentage of pupils at NC level 4 or above	School	62 (50)	52 (47)	69 (77)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	10	11	11
	Total	15	16	17
Percentage of pupils at NC level 4 or above	School	52 (63)	55 (60)	59 (63)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	153	5	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	15	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	28
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	124

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	2
Total aggregate hours worked per week	50
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001 -2002
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	£
Total income	489400
Total expenditure	492476
Expenditure per pupil	1880
Balance brought forward from previous year	44453
Balance carried forward to next year	41377

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	159
Number of questionnaires returned	63[40%]

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	5	0	0
My child is making good progress in school.	48	46	3	0	3
Behaviour in the school is good.	40	48	10	0	3
My child gets the right amount of work to do at home.	32	41	13	10	5
The teaching is good.	46	48	3	2	2
I am kept well informed about how my child is getting on.	46	37	13	3	2
I would feel comfortable about approaching the school with questions or a problem.	48	41	2	6	3
The school expects my child to work hard and achieve his or her best.	57	40	2	0	2
The school works closely with parents.	38	35	21	3	3
The school is well led and managed.	51	32	10	3	5
The school is helping my child become mature and responsible.	48	41	6	2	3
The school provides an interesting range of activities outside lessons.	22	38	14	10	16

9 (14%) parents made additional comments

Strongest points in order:

- The school is warm, friendly and caring.
- Children like the school.
- Parents are satisfied with progress made by their children.

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

69. Children start school in the September of the school year in which they become four. Some children start in the January before this if places are available. They attend either in the morning or the afternoon. They move into the reception class in the September of the school year during which they become five. When children start in the nursery, their attainment is well below that normally seen in children of their age in the key areas of language and literacy, and personal and emotional development. Good teaching, combined with a good range of well-planned practical and enjoyable learning experiences ensures that all the children make good, and sometimes very good progress during their time in the nursery and reception classes. Although their language skills are still below those normally seen, the great majority of children enter Year 1 with knowledge and skills in line with expectations for children of their age.
70. All the staff in the nursery and reception classes work hard to provide an attractive and welcoming environment within the building, and the children like coming to school. The staff know the children and their families well. Before starting in the nursery, parents and children are invited to visit, and nursery children visit the reception class in the summer term before they move. Parents have informal opportunities to talk to the staff when they arrive with their children each day, and are encouraged to help their children learn at home. Children who have special educational needs are well integrated, and participate fully in every activity because they are well supported by all staff.
71. Since the previous inspection, the new curriculum specifically designed for the Foundation Stage¹ has been implemented, and this has led to good improvement in the provision of activities specifically designed for the youngest children in school. Teachers in reception and nursery classes work well as a team, and jointly plan work, and, during the inspection, all children were working on activities related to **Growth**. Staff have high expectations of what the children can achieve. They monitor progress carefully and make very good use of the information gained from thorough assessments to plan activities that stimulate and promote children's interest and involvement in learning. The children use the outside areas for learning and physical activities on most days. The nursery has a suitably soft-surfaced area with grass and secure space to run about in. The reception class does not have an adequate designated outdoor area. It has a small outdoor covered area, but it is dark and dismal with evidence of graffiti, and provides an unattractive entrance to the classroom, in stark contrast to the very good environment inside.

Personal, social and emotional development

72. Most children start in the nursery lacking in confidence. Many do not sit and listen well, or wait to speak, and find it difficult to interact with others, share equipment or take turns. The staff act as good role models and make the children feel welcome and valued by treating everyone with care and respect, and they participate in many activities with the children. Their patience and encouragement help the children to learn how to act in different social situations. Children in the nursery sit at the table and learn good manners, saying **please** and **thank you** for their mid-morning snack. Confidence soon grows and they happily sample new tastes, enjoying a piece of pineapple or a

¹ The Foundation Stage consists of children in the nursery and reception classes

slice of banana. They begin to relate and care for each other by working together as staff in the **baby clinic**. By the time they are in the reception class, all children willingly tidy up after activities, and the majority dress and undress themselves efficiently for physical education, and look after their own possessions. They share equipment, and take turns, waiting to use one of the bikes or a particular instrument during the outdoor lesson. The very good inclusion of children with special educational and physical needs in all activities helps all children understand and respect their needs, and further promotes personal and social development, and they are caring and helpful towards each other. Good teaching and provision ensure all children make very good progress, and the great majority meet the early learning goal² in this area of learning by the end of reception class.

Communication, language and literacy

73. Most of the children have poorly developed language skills when they join the nursery. Staff provide good opportunities for all children in the nursery and reception classes to develop language and speaking skills. They encourage them to talk about what they are doing. Children in the nursery tasted fresh pineapple, and the nursery nurse skilfully led them to say what it tasted like, but got very few words apart from **sour**. In the reception class, children enjoy retelling the story of **The Enormous Watermelon**, but only use a limited range of words. By the time they start Year 1, speaking skills are well below those typical for children of their age. In both classrooms, there are good examples of print, as labels, on books and displays so children quickly learn that print goes from left to right and carries meaning. They enjoy choosing books and listening to stories, but do not show good recall of the characters in well-known nursery rhymes. Children in the reception class put the main events of **The Three Little Pigs** story in the correct order, and a more able pupil wrote the story in three brief sentences. Children in the nursery learn to recognise their own name, and practise copying it every day, and most pupils produce recognisable results. Each room has a well-equipped writing area, where the children write cards, send letters and make booklets. Children in the reception class practise forming letters correctly by writing them in sand. Their independent writing progresses from the early stages, **I gt a baab** (I have got a baby) to the more able pupil who expressed her opinion firmly, writing **I do not like fireworks**. Children know letter sounds and use this knowledge help them read new words. They play the **Noisy Letters** game with enthusiasm. Many children in this class build up and recognise 3- letter words. Some pupils read longer words, such as **ball, beach and bubbles**. They make good progress in the acquisition and knowledge of language skills due to good teaching. Although a small number will reach the early learning goal by the end of their time in the reception class, the majority will not.

Mathematical development

74. There is strong emphasis on games and rhymes, and the repetition enables children to practise and learn to order numbers correctly. In the nursery this is linked well with physical activities, when children move round the hall to number rhymes. Children are provided with good quality equipment for practical learning. Children in the nursery count how many are left eating their snack whilst the others go outside. They use mathematical language when comparing the size of babies and toddlers, using **bigger** and **biggest**. In the reception class, the children progress to discussing 'larger and smaller', 'lighter and heavier'. They compared bags of cotton wool and sugar by weighing them in their hands. Several children were not convinced that the sugar was

² The early learning goals are the expectations for most children to reach by the end of the Foundation Stage

in fact heavier, because the bag of cotton wool was larger. They fill and compare differently sized containers, using sand or water, guessing which one holds more. All children in the reception class count confidently to ten and back, some to 20 and 100. They know the number digits to ten and can arrange them in the correct order. Some children recognise two-digit numbers to 20 and above, but are less certain of place value. Good examples of two and three-dimensional shapes in both classrooms enable children to recognise squares rectangles, circles and triangles, and some know cylinders and cubes. In the reception class, most children write numbers to 9, although they are not yet ready to record two-digit numbers. In their workbooks, they match similar numbers, and the correct digit to different amounts. When they work with a member of staff, more able children can add one more and record their answer. Children make good progress in their mathematical development due to good teaching that breaks learning into small progressive steps, and the great majority meet, or are close to meeting, the early learning goal by the end of the reception class.

Knowledge and understanding of the world

75. Most children have very limited general knowledge when they start in the nursery. Staff skilfully provide activities within their experience to promote their natural curiosity and interest, for example when they studied babies as part of their work on **growth**. The children compare photographs of themselves as babies and the clothes they wore then with their clothes and bodies now, and are amazed to see that baby socks are now far too small. A new baby was brought into the nursery, and the children looked at her carefully, and learnt that she can only have milk, whilst they enjoy a variety of food. This helped them to develop a sense of the past, and of changes over time. Bulbs, plants and seeds are growing in both nursery and reception classes, and each child in the reception class is carefully checking the growth of their bean. The children observe live tadpoles as they grow into frogs. This helps them to develop a sense of caring for the world around them. Children enjoy using the computer to draw tadpoles. Most children show increasing ability to control the mouse, and confidently operate simple programs. During the year, they celebrate and learn about religious festivals, and share prayers of thanks for their world. At Christmas, children produced a nativity play for their parents. They were fascinated by the bubbles they blew during their outdoor lesson, and by the way they floated and reflected colours. Good equipment stimulates their interest in building constructions and making models, and they often talk about their ideas whilst they work. Good teaching and interesting activities ensure that children make good progress, and reach the early learning goal by the end of reception class.

Physical development

76. Children make good progress in developing their physical skills through good teaching and the majority meet the early learning goal by the end of their reception year. In the nursery, good use is made of the outside area to develop pupils' climbing, jumping and skipping. They use the school hall every week, and move to action songs and rhymes to develop control, stretching, and turning. However, they find it difficult to hold hands and walk round in a circle, and some younger children find it hard to concentrate in the large space. They do not change into kit, but understand the importance of wearing the correct footwear for physical education. Children in the reception class know that they must wear the correct kit for their lessons because staff set a good example by dressing appropriately. Children warm up at the start of a lesson. They use the particular exercises prescribed for a child with special physical needs, who was enabled to participate fully in the **parachute game**. The child was able to dive under the parachute with everyone else, due to very good, positive support from all the staff. Children develop their fine motor skills soundly by cutting, painting, sticking, and

shaping play dough, but several nursery children have yet to master the scissors. Children in the reception class like making large sweeping movements with brushes and water as they **painted** the outside walls of the school. They enjoy the sense of using the large space during their outdoor lesson, organised a game of football well, and made good use of the bikes as they moved up and down the playground slope, learning to vary and control the speed and direction.

Creative development

77. Creative play is well organised and enjoyed by all children. In the nursery, they work busily alongside each other in the baby clinic. There was some discussion when they acted their roles making appointments and seeing patients, but they expressed few imaginative ideas due to their limited language skills. Children in the reception class visited the well-resourced **garden centre** to buy plants and seeds, talked about the stock and calculated how much different items cost. They showed a keen interest when choosing from the musical instruments, and enjoyed experimenting with sounds. They can make up a simple rhythm for others to copy, and repeat what they hear, for example; tapping out the syllables of their name. All the children enjoy singing and learning new songs and rhymes, and respond to sounds by moving their bodies. The classrooms are enriched by colourful and well-displayed artwork. Children have good opportunities to experiment with a wide variety of materials and textures to create paintings, collage and models, for example embellishing a large picture of **Jack and the Beanstalk** with seeds. The kites made by children in the nursery combined a variety of techniques in a three dimensional form. Most children reach the early learning goal for creative development by the time they start Year 1 because they are taught well and provided with effective learning experiences.

ENGLISH

78. Standards in English in Years 2 and 6 are below those expected nationally. There is evidence that pupils' attainment is steadily improving, but in the current Years 2 and 6, there is a high proportion of pupils with special educational needs and this will have an adverse effect upon test results. In Year 6 some of the pupils with special educational needs have attended the school for only a short period of time. Pupils of average and above average attainment make satisfactory progress and are well on the way to attaining the expected standards in national tests. There was no significant difference in the performance of boys and girls during the inspection. These findings are similar to those made at the time of the last inspection.
79. Pupils start Year 1 with below average standards in English but their speaking and listening skills are well below those found in most schools. Reading standards have improved since the previous inspection. Pupils are now making satisfactory progress in reading and over the past four years have achieved standards that are broadly average by the end of Year 2. This is because the school has introduced a common approach to the development of basic skills such as knowledge of letters and their sounds. Though standards in writing are improving they remain below average.
80. A significant strength in teaching in Years 3 to 6 is the good range of opportunities provided for pupils to apply the range of writing skills in other subjects. For example, throughout the school pupils use their writing skills well in history and geography. In Years 3 to 6 they use the library a great deal to research for information. This increases the opportunities for pupils to consolidate learning. However, standards in spelling, punctuation and handwriting are unsatisfactory.

81. As at the time of the previous inspection, standards of attainment in speaking are below those expected nationally. When they start in Year 1, many pupils have a restricted vocabulary, often requiring help to understand new words, and to follow instructions. By the time they reach Year 6, a significant number still have difficulty expressing themselves clearly. While all teachers spend time helping pupils to comprehend books and information, there is no whole-school approach to developing speaking skills. In a very good English lesson in Year 5, the teacher's challenging questions required pupils to go into detail when reporting back interesting facts about chocolate. However, most teachers do not routinely use strategies to specifically develop pupils' vocabulary, for instance, through carefully organised role-play or opportunities to discuss in pairs and groups before giving their answers. As a result, many pupils have difficulty expressing opinions. This affects the scope and interest of their written work because many pupils use a limited range of words and phrases. This is a key reason why very few pupils in Year 6 achieve the higher levels in national tests. Pupils' listening skills are satisfactory because most teachers manage pupils well and have high expectations that pupils will listen attentively in lessons.
82. Standards in writing are rising but this will not be reflected in the results of the 2003 national tests. Pupils' attainment in writing in Years 2 and 6 is well below national expectations. Following analysis of results in national tests, the school focused on writing last year. With help from the local authority's educational advisory service, all teachers have worked hard together to assess the quality of pupils' writing, evaluating the strengths and weaknesses and setting challenging targets for improvement. This is beginning to show signs of being successful; standards are rising. Teachers now encourage pupils to use a more interesting choice of words to enrich their work. For example, in Year 2, a pupil described a wolf as **smelling of old dogs and having grey dirty hair on his body.**
83. Over time, teachers encourage pupils to extend sentences, for example, by using conjunctions. As a result a pupil in Year 3 wrote, **Women pray to Juno so that they will be healthy after they have had a baby.** Teachers ensure that older pupils now write in a range of genres such as play scripts, biography and letter writing. This is successful, and pupils are developing confidence in adapting to different writing styles. However, new initiatives take time to become embedded and, because many pupils have less well developed speaking skills, much of their writing mirrors this. Overall, most lack imaginative choice of sentence starters and lively, thoughtful choice of words, reducing the impact of the writing. Most pupils are now making good progress overall. Higher attainers produce work as good as you will find in any school. For example, one pupil writing about a granddad who was dying put together a moving piece of prose that contained the lines, **I love taking out me daughter's boy – just me and him. Today I'm taking him for a long walk to where I want to be laid to rest. Take him to me past from when I was a lad.**
84. In Year 2, standards in reading are average. Considering their prior attainment, pupils make good progress. Reading is taught well by a variety of methods, including a focus on the sounding out of parts of words within words; for example, **ow in frown**, and **ou in house**. There are regular reading sessions, and pupils read frequently to adults in school. These sessions have helped to raise standards. Good systems for reading at home enable parents to give additional support. Older pupils continue to make good progress because they have developed strategies to read unfamiliar words.
85. By Year 6, most pupils have developed good dictionary skills, and use contents and index confidently to locate information. Pupils read well. Teachers provide pupils with satisfactory opportunities to use information books and develop their library skills.

When reading, high attaining pupils show good comprehension of the story line and understanding of the author's choice of vocabulary or phrase. For example, a pupil in Year 6 described *solitary animals* as **not liking to live in a group like lions do**.

86. Pupils with special educational needs make good progress. The school is making good use of knowledgeable, well-trained and experienced classroom assistants to give extra help to groups of pupils who are having difficulties with literacy. For example, in Year 1, pupils' phonic skills are being improved in the **Pips Club**, Year 4 and 5 pupils benefit from the **Additional Literacy Support (ALS) and Further Literacy Support (FLS) respectively**. Pupils learn very well in these groups and develop confidence and interest in their reading and writing.
87. Standards of presentation are poor and a significant majority of pupils have failed to develop a legible, fluid handwriting script. However, there is now a whole-school approach to the teaching of handwriting and pupils' standards of presentation are getting better in younger classes. The lack of guidance in the past has resulted in differing approaches between year groups so that pupils lacked consistency in their learning. Throughout the school, teachers do not always challenge pupils to spell words and use punctuation correctly when writing in other subjects such as history or geography. Hence, incorrect spelling reduces the quality of many pupils' work.
88. Teaching is satisfactory overall throughout the school. It ranges from very good to unsatisfactory. The National Literacy Strategy has been implemented satisfactorily. The teachers understand the structures and it is being used soundly throughout the school. As a result most of the weaknesses identified in the previous report with regard to teaching have been addressed. Very good teaching for pupils in Year 5 enabled the pupils to learn at a rigorous pace, making good progress in refining their non chronological reports about **clocks in the past**. Teaching is unsatisfactory when pupils have to sit and listen for too long and too few are involved in answering questions. As a result pupils become restless and lose interest.
89. Pupils enjoy their literacy work because teachers prepare lessons that are relevant to pupils' ages and interests. For example, in Year 6 they enjoyed planning out a balanced argument such as whether dogs should be banned from parks. Teachers give clear explanations, sharing the purpose of the lessons, so that pupils know what to do. Most teachers manage pupils well and as a result pupils listen carefully and work hard. They plan work which closely matches the needs of pupils of differing abilities, enabling them to complete the tasks and make good progress in lessons. Teachers' marking is usually thorough and often gives pointers on how to improve, for example, the comment **split up the speech with more good descriptions of the action** on the work of a Year 6 pupil. Teachers provide pupils with satisfactory opportunities to use their ICT skills to word process writing and to research for information.
90. A significant strength of teaching is the good use of additional support. Classroom assistants play an important role in helping individual pupils to take part in lessons, and also support pupils well as they read and write. Pupils who speak English as an additional language make the same progress as their peers.
91. The leadership and management of the subject are satisfactory overall. The co-ordinator has only been in post since September but is developing some good strategies to improve standards. Test results and pieces of written work are now being collated and analysed to identify weaknesses and plan future work. This information is also used well to track pupils' progress and to set targets. A significant weakness is the lack of consistent monitoring of teaching and learning in classrooms to find out

what works well and what needs improving in order to raise standards. Resources are satisfactory.

MATHEMATICS

92. Since the previous inspection, the school has successfully introduced the National Numeracy Strategy. Most pupils now have an accurate, but often too slow recall of number facts. Teachers do not place sufficient emphasis on combining speed with accuracy in order to develop the mental agility of pupils of all ages, when solving mathematical problems. Good procedures are in place to track pupils' progress and to set targets. As a result, pupils of all attainment levels, including those with special needs and those whose first language is not English, make sound progress.
93. Standards are currently below those found in most schools. In the most recent National Curriculum tests, standards were well below the national average and below those found in similar schools. In the current Year 6, the number of pupils with special needs is higher than average and a large proportion of this group is unlikely to achieve the required level 4. However, average and above average attainers make satisfactory progress and are likely to achieve the nationally expected level in the subject.
94. In Year 6, higher attaining pupils understand that division is the inverse of multiplication, for example, $14 \times 3 = 42$, therefore $42 \div 3 = 14$. They use this knowledge successfully to carry out mental calculation involving two and one digit numbers, and make written explanations of the processes involved. However, the speed in which they carry out the calculation is slow. Lower attaining pupils have sufficient grasp of multiplication facts to enable them to examine and explain number sequences and can write the formula for the n th term in the sequence such as 3, 6, 9, 12,? Most pupils of all attainment levels can use a protractor to measure a given angle to the nearest degree. In all classes, time is set aside for pupils to practise their number recall skills. This is most successful when they understand the need to be quick and accurate and this often coincides with the use of **whiteboards** to promote speed while at the same time allowing teachers to check accuracy.
95. In most classes, pupils enjoy practical tasks and apply themselves well. For example, in Year 3, pupils folded paper shapes to find out whether they had lines of symmetry and if so how many. This involved working co-operatively and promoted a lot of relevant discussion. Pupils in Year 4 were able to explain that all multiples of 10 are also multiples of 5 by constructing a Venn diagram to show this. Most pupils have a suitable range of mathematical vocabulary, although they sometimes need prompting to use it. In general, pupils present their work neatly and in a logical manner. Homework makes a satisfactory contribution to their progress.
96. Inspection evidence indicates that overall standards currently being attained by pupils in Year 2 are below average. However, despite the high proportion of the age group that has special educational needs, it is likely that the improvement made in the last two years is maintained. Pupils of all attainment levels, including those with special needs, and whose first language is not English, achieve soundly. Pupils with special educational needs are well supported by classroom assistants who are knowledgeable and well briefed.
97. Most pupils in Year 2 are able to count sets of objects and use recalled addition and subtraction facts to 10, building on their experiences from Year 1. However, the speed of number recall is slow, with some pupils too reliant on counting on their fingers. Higher attainers have good understanding of the place value of digits involving numbers

less than 1000. In one good lesson a requirement to work co-operatively with a partner ensured that all pupils participated fully in the lesson. They demonstrated the ability to sort sets of blocks by colour and input their collected data to construct block graphs on the computer. Higher attainers are able to answer questions based on this information such as **Which group has 2 less than the white group?**

98. Throughout the school, there is no significant difference in the attainment of boys and girls. Pupils whose home language is not English are provided with the same learning opportunities as their peers and make satisfactory progress. The behaviour of most pupils is good and the majority apply themselves well in lessons.
99. There are satisfactory opportunities for pupils to use their mathematical and ICT skills in other subjects. In Year 2, pupils used plane shapes to make repeating patterns in art. Pupils in Year 4 recalled using a Venn diagram in history, and pupils in Year 6 took measurements of the time taken for a litre of water to soak into different sites in the school grounds as part of a geography lesson.
100. The quality of teaching is satisfactory overall and there are some good features. A particular strength is that planning is now carried out in an agreed way throughout the school. Lessons now include specific units of work, which relate directly to the National Numeracy Strategy. ICT resources are used successfully to support the teaching of mathematics.
101. Additional classes for pupils in Year 6 held before school are effective in raising standards for those who attend. In all the lessons there is an expectation by teachers for pupils to think carefully in order to tackle the problem solving tasks they had been set. There is a frequent expectation for them to work co-operatively. Marking of pupils' work books frequently gives pointers for improvement or words of advice such as **Speak to me!** when individual help and explanation is necessary and it is common practice for pupils to check each other's work on completion of a task. Although most work is well matched to pupils' attainment, there is still scope to provide the few high attaining pupils with additional challenges.
102. The enthusiastic co-ordinator has very good subject knowledge. She analyses test results and recommends actions to improve curriculum planning and teachers' subject knowledge. Assessment procedures and the tracking of pupils' progress are now good, the information is used well to set future targets, and to provide additional support where necessary. Monitoring the quality of teaching and learning is at a very early stage and has had little or no effect on raising standards further. Overall resources are accessible, sufficient and of satisfactory quality.

SCIENCE

103. Standards in science are below those found in most schools. However, inspection evidence shows that standards are higher than in the previous year when the school's results were in the bottom five per cent in the country. The rise in standards is attributable to improvements in the quality of the science curriculum and to good teaching that is boosting pupils' learning; especially in Years 5 and 6. However, the above average number of pupils with special educational needs in the Year 6 class has a detrimental effect on overall standards. A major weakness throughout the school is the lack of opportunities for pupils to plan and carry out experiments for themselves. There is little written evidence to show that pupils draw suitable conclusions from their findings, which has an adverse effect on pupils' achievements, especially those of the higher attainers. Too much of the written work is restricted by having to fill in

worksheets or complete diagrams. Throughout the school, there is no noticeable difference between the performance of boys and girls.

104. Most of the weaknesses found in the previous inspection have been addressed successfully. There are now better planning systems in place and no unsatisfactory teaching. However, weaknesses still remain in the quality of pupils' writing in the subject. For example, much of the work is copied.
105. A key factor in the very low standards in the previous year is the fact that much of the pupils' work was left unmarked. As a result, no checks were in place to see that work was accurate or completed. This unsatisfactory state of affairs has been addressed successfully this year. Inspection evidence shows that work is marked and comments sometimes made to help pupils improve. However, in some classes marking does not pay sufficient attention to accurate spelling of technical vocabulary for example, the correct spelling of **opaque** or **dissolve**.
106. By the end of Year 2, standards are below those found normally. Over a third of the class have special educational needs and this affects overall standards. Pupils have a satisfactory understanding of what humans and plants need for healthy growth but many do not remember the correct technical vocabulary when explaining what they had done previously. However, many pupils can describe accurately how an electric circuit works. Work is set out neatly but is sometimes left unfinished. There are few examples of pupils using their writing skills well.
107. Satisfactory teaching in Year 1 ensures that pupils know the importance of light in helping plants to grow. A clear explanation and imaginative use of a fictional story about a plant ensured that by the end of one lesson pupils of all attainment levels had a good understanding of the factors that help plants grow. Pupils can identify which materials are magnetic and know, for example that plastic is not magnetic. They know the importance of brushing teeth on a regular basis. In both Years 1 and 2, pupils are provided with too few opportunities to make simple predictions of what they think they will find. As a result, their scientific skills are not being developed as well as they might be.
108. In Year 6, pupils benefit this year from being taught by a teacher who has a good knowledge of the subject. As a result, they are making satisfactory progress in developing their scientific knowledge. The same is true in Year 5. However, pupils' overall knowledge is unsatisfactory because a survey of last year's work shows that in the previous year topics were not covered in sufficient depth. Most pupils know how to carry out a fair test. They have a sound understanding of physical processes. For example, they know that objects are pulled towards the earth because of gravitational attraction. Pupils use a forcemeter correctly and record their findings accurately in Newtons. In Year 5; work is presented well but there are many examples of words being spelt incorrectly, for example **protein** spelt as **protin** and **fibre** as **fiber**. In Year 4 pupils identify which materials are good insulators and name correctly the parts of the human skeleton. Previous work shows that occasionally work in some classes is too directed by worksheets and there is little opportunity for pupils to formulate their own questions. As a result, more able pupils in particular make unsatisfactory progress.
109. When given the opportunity, pupils make satisfactory use of mathematics in science. They display their findings in graphical form, for example, to display the results of a pond dipping expedition. Little or no use is made of ICT.

110. Pupils respond well in most science lessons. They show curiosity, work co-operatively; particularly in pairs, and follow their teachers' instructions conscientiously. They are sensible in how they approach the work, how they share and use equipment and how they discuss their findings with one another. Some of the topics they study, for example, healthy living, make a good contribution to their moral development.
111. When previous work is taken into account teaching is satisfactory overall. However, during the inspection good teaching was observed in Years 2 and 6. Teachers plan and prepare science lessons with care, making sure that pupils have access to the resources they need. For example, during the inspection, pupils in Year 6 had ready access to stop watches when undertaking work related to measuring pulse rates. Where teaching is good, questions are used well to move pupils on to new levels of understanding. All teachers use relevant scientific terminology and explain tasks clearly at the beginning of lessons. However, in some classes, not enough opportunities are provided for pupils to carry out experiments for themselves and for them to draw conclusions from what they find out.
112. Leadership and management are satisfactory overall. The co-ordinator has not been given the opportunity to monitor teaching and learning but plans are in place for this to occur later in the year. The school has satisfactory arrangements to gather information about pupils' learning in science. Teachers make good use of end of topic assessments to plan future work. A new scheme of work is being implemented; it is too early to judge its impact on standards. Resources are of a satisfactory quality.

ART AND DESIGN

113. The attainment of pupils aged seven and 11 is as expected for their ages. All pupils make satisfactory progress, including those with special educational needs and those who speak English as their second language. This is similar to the findings of the previous inspection. Pupils in Years 3 to 6 have art books in which they experiment with different techniques. The scheme of work ensures that all aspects of the art curriculum are covered, and pupils experience using different media and techniques to express their creative ideas.
114. Pupils in Year 2 looked closely at repeating patterns. They combined the visual and tactile qualities of different papers and coloured pens well to highlight and create new patterns. The teacher gave them clear instructions, which helped them to improve their ability to manipulate and control the materials. The pupils were pleased with the results, and enjoyed looking at each other's work at the end of the lesson, although they did not offer each other suggestions about improving their patterns. They made good use of their ICT skills when they worked in the style of Mondrian, and produced bold, colourful block designs on the computer. Pupils extended their experience of media to textiles when they embellished commercially printed fabrics. They added texture by using sequins and coloured pens effectively.
115. Older pupils have opportunities for observational drawing. Pupils in Year 4 looked carefully at bulbs growing in water, and drew detailed representations, showing the roots and flowers and the overall shape of the plant. However, their pencil skills are undeveloped and they found this a challenging task. A few pupils used colour well, shading carefully with pastels. Pupils in Year 5 painted pictures of different climates. They were able to accurately use brush strokes to add texture and interest to trees and grass. When they illustrated a range of emotions, they added emphasis effectively with colour, using bold, dramatic colours to represent **fear**, and light colours for **calm**. Pupils in Year 6 know various ways of making prints, and made several different blocks to use

when printing in a single colour. They cut a simple design into polystyrene, and then glued string on to card to use a different technique. However, they did not always take sufficient care, and some of the prints lacked skill.

116. The quality of teaching in art and design is satisfactory overall. Pupils are encouraged to experiment and try out their ideas. They are taught to use a range of skills and techniques, and experience using the full range of materials to enable them to select the most suitable for each task. They keep a record of ideas and designs in their art books. However, teachers do not always expect enough of their pupils, and sometimes accept work that is careless and less than the pupils' best. Pupils are encouraged to work co-operatively with each other, and may choose to work in different social groups. Classroom support assistants help all pupils put their ideas into practice particularly those with special educational needs.
117. The art curriculum is fully covered in the scheme of work. At the end of each unit of work, teachers assess the pupils' progress. Art makes a useful contribution to the pupils' spiritual, moral, social and cultural development. They are encouraged to appreciate the world around them, and to work together co-operatively. Studying the work of great artists adds to their cultural experience, and there is a good range of books to help them learn about their style, for example the Pre-Raphaelites and the Impressionists. Pupils occasionally visit the local art gallery. Art is used well in other subjects, illustrating **Our Friends** in personal and social education, drawing equipment in science experiments, and in history when making Greek pots and designs.
118. A new co-ordinator is in post. She has improved the school's scheme of work to meet the needs of the pupils. She is able to give guidance, ideas and support to staff and has clear ideas for taking the subject forward. There has been satisfactory improvement since the last inspection.

DESIGN AND TECHNOLOGY

119. No lessons were observed in Years 1 and 2 and only two in Years 3 to 6. However, evidence gained from an analysis of pupils' work and discussion with the co-ordinator, enables judgements to be made about standards of attainment. All pupils, including those with special educational needs and who speak English as an additional language make satisfactory progress in the development of the design and technology skills. Standards of achievement by the end in Years 2 and 6 are similar to those found in most schools. These findings are broadly similar to the judgements made at the time of the previous inspection.
120. The work done in Year 2 to produce, for example, **wheeled vehicles and Joseph's coat of many colours** shows that pupils develop sound ability to design and to plan using their knowledge of materials and tools. Pupils in Year 6 have designed and made a pair of slippers for someone else. They first dismantled commercially produced slippers to find out how they were made. This is good practice because it gives pupils a good insight into what materials to use when it comes to making their own. Work is often linked to other subjects. Recent work being undertaken by pupils includes the designing and making of ginger biscuits in Year 5, pop-up books in Year 4 and making picture frames in Year 3. Pupils have positive attitudes to design and technology and enjoy making things.
121. It is not possible to make an overall judgement about the quality of teaching. Teaching is satisfactory overall in Years 3 and 5. Teachers allow pupils to figure things out for themselves. For example, in Year 3, in answer to a pupil's query, the teacher replied, *that's something you will have to think about*. Pupils' work shows that they are learning to evaluate their finished product by suggesting ways to improve it. However, though pupils write up their own accounts of how they have gone about designing and making something, the standard of their written work is unsatisfactory overall. Sometimes pupils make good use of their ICT skills in design and technology. Pupils in Year 2, for example, designed their coats of many colours on the computer first. However, this good practice is not consistent throughout the school.
122. The new co-ordinator provides good support on a day-to-day basis for teachers and ensures that the activities they plan are resourced appropriately, but has not been given time to check the quality of teaching and learning. She has recently updated the policy and adapted the most recent national guidelines to meet the school's needs. She has introduced satisfactory procedures to find out what pupils know, understand and can do and is aware of the need to review resources in the light of the new scheme of work.

GEOGRAPHY

123. No lessons were observed during the inspection so judgements are based on teachers' planning, displays of pupils' work, conversations, and evidence in pupils' workbooks that indicate that they achieve appropriately throughout the school. Standards achieved by the majority at the end of Year 2 and Year 6 are similar to those found in most schools.
124. Suitable use is made of the locality to promote skills of geographical enquiry. For example, pupils in Year 1, ask, **How can we make our own local area safe?** In Year 4, they explore ways of improving the school playground and in Year 5 they investigate ways water is removed from school. Pupils in Year 6 successfully apply the skills they

have learned in mathematics, for example, in calculating the rate of flow on Taunton Brook as part of their study of rivers.

125. Pupils in Year 2 have a satisfactory geographical knowledge for their age. Most show that they are able to distinguish between human and physical features relating to the imaginary island of Struay. Pupils with special educational needs, and those for whom English is not their first language, accomplish similar tasks, with good support from classroom assistants. In Year 5, most pupils have a sound grasp of geographical factors such as the climate and physical features and influence economic activities in the West Indian island of St. Lucia.
126. The subject contributes positively to pupils' social and moral development and there is a strong emphasis on developing environmental awareness in pupils of all ages. An **Eco** committee of pupils has been formed and representatives from a range of classes have been involved in drawing up plans for improvements to the school grounds. They show enthusiasm for carrying these out.
127. Throughout the school there are suitable opportunities for pupils to use their literacy, numeracy and ICT skills as part of activities in geography. For example, pupils in Year 2 make journey planners and describe in writing what they would like to do if they visited Struay. However, not enough care is taken to ensure that spellings are correct and punctuation rules are applied accurately. Some of the work is not presented well. In Year 6, pupils use graphs to compare the temperature readings of locations in the sheltered and exposed areas of mountains. Pupils in Year 4 use ICT well to construct graphs about the types of rubbish they collected as part of their environmental project.
128. The co-ordinator is knowledgeable and enthusiastic. The scheme of work, which has been put in place since the previous inspection, ensures that provision is made for geographical knowledge and understanding to be developed progressively. Teachers assess pupils' progress against the learning objectives of the topics studied. There is no system in place for monitoring the quality of teaching and learning. The quality and range of resources available are satisfactory.

HISTORY

129. At the ages of seven and 11, pupils reach standards that are in line with those expected nationally. All pupils make satisfactory progress. This was also the position at the previous inspection. Teaching and learning are satisfactory, and the curriculum ensures that pupils develop knowledge, skills and understanding of people and events in the past, and of how these affect our lives today. There is a suitable emphasis on gathering information through research. However, some of the written work is not well presented and contains basic spelling mistakes. Pupils who speak English as an additional language, and those who have special educational needs, also make satisfactory progress. They are fully integrated into all activities, supported well by classroom assistants, and have opportunities to work in mixed ability groups.
130. In a good lesson in Year 2, the pupils learned how Florence Nightingale improved conditions in the hospitals in the Crimean War. They showed good knowledge of where the events took place, linking well to geography. The teacher skilfully led them to make comparisons with their own experience of hospitals. They used their writing skills well to compose a letter as if they were a nurse at the hospital in Scutari. Their responses showed an empathy with the conditions under which the nurses and patients lived, particularly the lack of sanitation. A visit to the local war memorial enriched their work about significant events in the past. This was made more meaningful when one pupil

found the name of his great grandfather on the memorial. Pupils wrote freely and expressed their ideas about the past, because they were interested and involved in their studies. However, pupils did not always spell correctly or punctuate their writing accurately.

131. Older pupils in Years 3 to 6 learn how to gather information about the past, and sometimes may be set a research task as homework. Pupils in Year 4 researched ships, ready for their lesson on the life of a sailor in the Tudor navy, and had used the local library, books in school and the Internet. Most pupils found the names of various ships, including the Mary Rose and the Golden Hind. The teacher made the lesson practical by providing the food allowed to a sailor in the Tudor navy. Pupils made sound progress in their ability to use information from different sources and wrote accounts showing real empathy with the difficult conditions under which the sailors worked. However, in some classes pupils do not use their spelling, punctuation and presentation skills well enough. The suitable emphasis on researching different sources continues in Year 6, when pupils used their information to make comparisons between the ancient and modern Olympic Games. They added to their studies of Ancient Greece by making pottery bowls and decorating them with Greek designs. Some use is made of ICT skills but not enough is done in this aspect of their work.
132. Pupils in Year 5 used drama well to present their ideas of what it was like to live during the Blitz. In this good lesson, they co-operated well, worked enthusiastically, and used different sources of information well to prepare and perform short plays.
133. The overall quality of teaching in history is satisfactory, and some is good. Teachers have sound knowledge of the subject. Careful questioning and clear explanations help pupils organise their thoughts and ideas, and build upon their previous learning. Teachers give pupils frequent opportunities to use their speaking and listening skills, in drama for example. Pupils are encouraged to work co-operatively, discuss their ideas and share materials. This is helpful to pupils who have special educational needs, and they are fully included in all activities. The classroom assistants provide good support.
134. The history curriculum meets all requirements. Teachers make assessments of the pupils' progress at the end of each unit of work. Visits out of school enrich pupils' experience and understanding, for example to Bramall Hall as part of the Tudor topic, the Roman fort at Malandra, and the local war memorial. History makes a useful contribution to the pupils' spiritual, moral, social and cultural development by providing them with opportunities to empathise with people in the past, and to look at the way our lives have changed. They are encouraged to work co-operatively and help each other. They learn about different cultures, for example, when pupils in Year 6 made Greek style pottery.
135. The co-ordinator has only recently taken over responsibility for history, and provides satisfactory leadership and management. She has good knowledge and understanding of the subject. No monitoring and evaluating of lessons has taken place so she does not have a clear view of the quality of classroom practice in the subject. There has been satisfactory improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Standards by the end of Years 2 and 6 are similar to those found in most schools. Inspection evidence shows that pupils, including those who speak English as an additional language and also pupils with special educational needs, are making satisfactory progress. These judgements are broadly similar to those made at the time of the last inspection. Throughout the school, pupils behave responsibly and are not afraid to experiment and try new functions. They work well in pairs, share ideas, advise each other and discuss alternatives. A very good example of pupils helping each other was observed in Year 6 when, without being asked by the teacher, a pupil gave instructions to another pupil, who had missed part of the lesson, about what she had to do. The previous inspection found there to be a lack of whole-school planning and a lack of suitable software. Both these weaknesses have been addressed successfully.
137. Pupils in Year 2 have satisfactory word-processing skills and most can manipulate a mouse accurately. They know how to access information and have used a graphics package well to create their own versions of Joseph's coat of many colours. Pupils in Year 1 have created their own snail patterns. By the end of Year 6, pupils can type direct to screen and are able to load, save work, print and choose from a menu. Good attention is given to presenting work well. For example, pupils have produced multimedia presentations of high quality. Pupils in Year 4 are able to produce, organise and present ideas using ICT. In Year 3, they use data-handling programs competently to produce charts showing types of sea creatures. Pupils talk enthusiastically about their efforts in creating a new design for the playground on the computer.
138. Since the last inspection, the school has improved greatly the range of equipment. There is now a well-equipped ICT suite. This has had a significant effect on pupils' progress in acquiring new skills. For example, during the inspection, pupils in Year 6 were able to use the skills they had acquired when designing their multi-media presentations, having ready access to up-to-date equipment.
139. The quality of teaching is good overall. Successful in-service training and the knowledge of new members of staff have raised the expertise and confidence of teachers. Pupils now make good progress. This is due to two factors. Firstly, the pupils work in pairs using up-to-date equipment and get much individual attention. Secondly, the teachers introduce new programs and skills in a step-by-step manner, taking the pupils through a planned sequence until they have successfully achieved the lesson objectives.
140. Satisfactory use is made of ICT in most subjects. For example, in science pupils access safe sites on the internet to improve their knowledge of healthy eating. In Year 1 the quality of artwork is improved by the use of a colour program that allows pupils to draw in the style of Mondrian. However, sometimes opportunities are missed. For example, there is little or no use of ICT when pupils are withdrawn for additional help in English, despite some groups being taught in the ICT suite.
141. The leadership and management of the subject are satisfactory. Assessment procedures have been reviewed and a tracking system is now in use to record pupils' progress in relation to National Curriculum requirements. However, the information is not yet being used effectively to find out what is working well and what needs to be done to improve standards. The co-ordinator has rightly identified the need to improve the monitoring and evaluation of the quality of teaching and learning.

MUSIC

142. No lessons were seen during the week of the inspection so no overall judgements can be made. Since the previous inspection, resources have improved and the school has recently introduced a new scheme of work. Teachers' planning does reflect fully National Curriculum requirements. The previous inspection found that pupils did not have positive attitudes to the subject. Discussions held with pupils shows that this is no longer the case. For example, they talked with great enthusiasm about their recent involvement in a world music day, especially the different instruments they had been given the opportunity to play. Singing in assemblies is satisfactory. Discussions held with teachers show that some lack confidence in teaching some aspects of the subject.

PHYSICAL EDUCATION

143. Satisfactory provision is made for pupils to develop their skills in physical education. Pupils in Years 3 to 6 are taught how to swim. Older pupils are provided with the opportunity to participate in a residential course at **Borreatton Park** that includes a range of adventurous outdoor pursuits. It is not possible to make a judgement about pupils' attainment in any aspect of physical education in Year 6 because no lessons were seen and the school could give no details about standards in swimming. In the lessons observed, all pupils, including those with special educational needs and those who speak English as an additional language, made good progress overall.
144. Standards in gymnastics are similar to those found in most schools in Year 2. Pupils are confident in their movement and show satisfactory control and co-ordination. They can support their body weight on three and four points using an arch or bridge shape. Pupils in Year 1 develop soundly their games skills as they practise throwing and catching a ball. This is an improvement from the time of the previous inspection when it was reported that catching skills were unsatisfactory. Good progress is made in Years 4 and 5 during dance lessons. Both teachers place a good emphasis on developing teamwork. Pupils are encouraged to work out a movement pattern related to events in the life of Ann Frank or life on board a Tudor ship.
145. No judgement can be made about the quality of teaching overall. In the lessons observed, teachers made good use of praise to encourage pupils to try harder. They provide good opportunities for pupils to work co-operatively and this works well with Years 4 and 5. When given the opportunity, pupils enjoy demonstrating their skills to the rest of the class but are not consistently encouraged to evaluate their own and others performance in order to suggest ways of improving it. Pupils always show a concern for the safety of themselves and others. The quality of learning is not as good when the teacher has to spend too much time ensuring that pupils remain attentive. When such interruptions occur they slow down the pace of the lesson.
146. There is no co-ordinator for the subject. Insufficient up-to-date guidance is currently available to teachers on what should be taught in each year group. This affects pupils' skill development over time. There is no consistent practice with regard to the recording of pupils' achievements. Resources and equipment are adequate overall but are not stored well and some small apparatus is in need of replacement. The hall provides satisfactory accommodation for indoor activities and the adjacent small sports field is a suitable location for games activities. As at the time of the previous inspection, the range of after-school sporting activities is not as good as that found in most schools.

RELIGIOUS EDUCATION

147. Attainment in religious education is in line with the expectations of the locally Agreed Syllabus. This is similar to the findings of the previous inspection. Whereas previously the quality of teaching was satisfactory with some weaknesses, it is now satisfactory with some strengths; this represents an improvement. Overall, most pupils make sound progress. There is no significant difference in the achievements of boys and girls. Pupils with special educational needs are well supported and this enables them to achieve as they should. Those whose first language is not English are fully included in all lessons and they make a sound contribution, especially to discussions about the customs and festivals associated with world religions.
148. Pupils in Year 1 are introduced to Christian and Jewish festivals and aspects of other religions. They know a family meal is central to the celebration of the Jewish festival of Passover and that certain items of food represent important events in Jewish history. In Year 2, they know that Christians celebrate Easter by attending church services and that Easter eggs symbolise new life.
149. Pupils in Years 3 to 6 extend and deepen their knowledge of Christianity and the other major world religions. In Year 3, they investigate biblical references to build up pictures of Jesus as seen through the eyes of those who lived at the same time. Pupils in Year 4 know why and how Hindus worship at home and in the mandir and learn about the similarities and differences, which exist between the followers of Christianity and Buddhism. In Year 6, they draw on their knowledge of Islam and Christianity to draw conclusions about worship and what it means to be a member of a community. ICT is not used sufficiently to support work in the subject and as such opportunities are missed for pupils to use their ICT skills.
150. The quality of teaching is satisfactory and some good lessons were observed. In the good lessons, good use was made of resources. For example, in Year 4, the teacher's home-made rough-hewn cross and crown of thorns, and her description of events, enabled pupils to really understand the pain of the Crucifixion and the preceding circumstances. They were able to put themselves into the shoes of the onlookers and to write poems of good quality about how the family and friends of Jesus must have felt at the time. In the less successful, but still satisfactory lessons, the lack of visual material or of practical activities, meant that pupils' attention and imagination were relatively less engaged.
151. Throughout the school there is good emphasis placed on using religious education topics to promote literacy. In several lessons, there were good opportunities to write in a range of styles. In Year 3, pupils use their information retrieval skills well to conduct research using New Testament source material. However, when making notes about what they found out, pupils' spelling and punctuation skills are below average. Suitable use is made of visits to places of interest such as different churches and a local temple. Visitors are invited to talk about their faith and customs. Religious education is suitably linked with assemblies, for example, pupils in Year 3 acted out the Hindu story of Rama and Sita.
152. The co-ordinator offers help and advice to other teachers. There is no agreed system of assessment and recording of pupils' progress. Resources are satisfactory overall and include a range of artefacts.