

INSPECTION REPORT

THE EDMUNDS PRIMARY SCHOOL

Worsbrough Bridge, Barnsley

LEA area: Barnsley

Unique reference number: 132754

Headteacher: Ms Sharon Mapplebeck

Reporting inspector: Mrs Alice Soper
18148

Dates of inspection: 31st March - 3rd April 2003

Inspection number: 248987

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Lobwood Lane
Worsbrough Bridge
Barnsley

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Appropriate authority: The Governing Body

Name of chair of governors: Mr J Cawthorn

Date of previous inspection: No previous inspection

INFORMATION ABOUT THE INSPECTION TEAM

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Alice Soper Registered inspector 18148	Special Educational Needs English Art and design	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
Mark Brennand Lay inspector 9146		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mike Wehrmeyer Team Inspector 15015	Foundation Stage Design and technology Physical Education	How good are the curricular and other opportunities offered to pupils?
John Linstead Team inspector 20948	English as an additional language Science Information and communication technology Geography Religious Education	How well is the school led and managed?
David Sleightholme Team inspector 32180	Educational Inclusion Mathematics History Music	

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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

7

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

12

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

14

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

16

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

17

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

18

HOW WELL IS THE SCHOOL LED AND MANAGED?

19

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21

PART C: SCHOOL DATA AND INDICATORS

22

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

27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Edmunds Primary School is situated in two buildings on the same site in Worsbrough, just south of Barnsley. The school was formed in 2001 from an amalgamation of three schools in the area and has been included in an EAZ/EiC transformational zone, which means that there is targeted support to drive up standards. The school experienced considerable staffing problems during its first year, which hindered its development, though these have now been resolved. The school serves an area that has high levels of unemployment and social disadvantage. The proportion of pupils eligible for free school meals, 31.6 per cent, is well above average. The school is slightly larger than other primary schools with 265 pupils in the ten classes between reception and Year 6. There are more boys (139) than girls (126). In the nursery class, 49 children attend part time. Their attainment on entry is well below average. Most pupils are from white, British backgrounds. A very small number of pupils are from other ethnic groups and do not have English as their mother tongue but are not at an early stage of learning the English language. The percentage of pupils with special educational needs, 24.5 per cent, is above the national average, while a high percentage, 4.1 per cent, well above the national average, has a statement of special educational needs. Their specific needs include moderate learning difficulties, emotional and behavioural difficulties, hearing impairment, speech and physical disabilities.

HOW GOOD THE SCHOOL IS

The strengths of the school outweigh the weaknesses and it provides a sound education for its pupils. The headteacher provides good leadership and management and has a clear vision for the school's development. The teaching is good in the Foundation Stage and in Years 1 and 2 where the pupils achieve well and where standards are in line with those expected nationally by the end of Year 2 in most subjects, except for science, where they are below average. Despite the upheaval caused during the amalgamation including absences and changes of teachers, the school has established a good learning environment and the staff are committed to improving standards further. However, there is still work to be done to raise standards by the end of Year 6, where they are below average in English and mathematics and well below average in science. The school has yet to ensure that programmes of work provide good progression in learning in all classes in Years 3 to 6 and that teaching in these years is consistently effective. All pupils are treated equally and are fully included in all that the school has to offer. There is effective provision for the above average number of pupils with special educational needs and those pupils whose mother tongue is not English. The school provides satisfactory value for money.

What the school does well

- The quality of teaching is good in the Foundation Stage and in Years 1 and 2 and so pupils make good progress. It is good in English and in mathematics in the school as a whole, which is effectively helping to raise pupils' standards.
- Pupils with special educational needs are given good support and they make good progress.
- Pupils' attitudes and behaviour are good and are promoted well by the good relationships they have with staff.
- The headteacher leads and manages the school effectively and so the school knows what it needs to do to improve further.

What could be improved

- While the quality of teaching is often good, pupils' learning in Years 3 to 6 is not as rapid as elsewhere because there have been changes of teachers and work does not always meet pupils' needs well enough.
- Standards are not as good as they should be in science and in speaking.
- Curriculum planning for science, art and design, design and technology, geography, music and physical education, including the use of information and communication technology, has yet to be developed further to ensure that all pupils learn skills progressively and consistently.
- Attendance is below average and restricts some pupils' progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not been inspected previously, therefore no comparisons can be made.

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	N/a	N/a	E	E*
mathematics	N/a	N/a	E	D
science	N/a	N/a	E	E

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

The table shows that Years 6 pupils' results in the 2002 national tests were well below the national averages in English, mathematics and science. Compared with schools in similar contexts, the pupils' performance was in the lowest five per cent in English, below average in mathematics and well below average in science. In 2002, Year 2 pupils' results were below the national averages in reading and writing and well below in writing. In comparison with schools in similar contexts the Year 2 pupils' performance was average in reading and writing, but below average in mathematics.

The Year 6 pupils in 2002 entered the new school in September 2001. One class of pupils was adversely affected by the teaching from a succession of temporary teachers. A few pupils were absent from the tests and a few others did not perform as well as expected. Most other pupils attained standards that were well below those expected for their age nationally, but which reflected their capabilities. The current Year 6 pupils' standards in English and mathematics are below those expected nationally, while the standards in science are well below the national average. Pupils' speaking skills are below national expectations. Standards by the end of Year 6 are in line with national expectations in art and design, history and information and communication technology. They are below national expectations in design and technology and physical education and well below these in music. There was insufficient evidence to make a secure judgement about the standards attained in geography.

Over one half of the current Year 6 pupils has special educational needs and there are very few pupils with above average ability, which impact on the overall standards. However, while pupils with special educational needs make good progress because the provision is good for them, there are other factors that influence the standards attained by other pupils, including the more able, by the end of Year 6. These include the inconsistency of some teaching in Years 3 to 6, where there is sometimes insufficient use made of assessment to ensure work matches pupils' needs. These mean that pupils' progress varies and is inconsistent and contrasts with the good progress the younger pupils make by the end of Year 2, where standards are in line with those expected for pupils nationally in most subjects, except for science. The pupils, including the more able and those for whom English is not their mother tongue, achieve and respond well because of the consistently good teaching in the nursery and the early years. The children in the Foundation Stage begin nursery with well below average attainment, particularly in their communication and language skills, with many having speech difficulties. Their achievement is good and they make good progress, so that by the time they enter Year 1 they are well on the way along the stepping stones in each area of learning, though their attainment is below that expected for their age nationally.

The targets set in conjunction with the local education authority are too high and the school has set more realistic targets, based on the headteacher's recently established but accurate tracking and monitoring systems. These ensure that pupils with particular needs are identified and supported well from an early stage and that pupils are grouped well for English and mathematics. They have yet to be effective in science, where the Years 3 to 6 programmes particularly, are not yet taught well enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show interest in their work.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and at play.
Personal development and relationships	Good. Most pupils take responsibility and show initiative. Relationships are good.
Attendance	Unsatisfactory and below the national average.

Pupils' attitudes and behaviour are good and they are eager to learn. Pupils are polite and courteous. On some occasions when lessons lack good pace and work is not well matched to their capabilities, pupils lose interest. A significant minority of pupils attend irregularly and there is too much absence due to holiday taking during term time.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. It is consistently good in the nursery and reception classes and good in Years 1 and 2. It is satisfactory overall in Years 3 to 6, though there are variations, with the teaching ranging from poor to good. Nevertheless, the quality of teaching in English and mathematics is good and contributes effectively to pupils' achievements in these subjects. The skills of literacy and numeracy are taught well, though opportunities to reinforce pupils' literacy and numeracy skills are sometimes missed in some lessons. This means that pupils do not always make links between subjects and that their skills are not enhanced. The teaching of science is unsatisfactory overall because pupils do not make enough progress by Year 6. There is very good planning and good management of the children in the Foundation Stage. Here, activities meet their different needs and children make good progress in their learning. Teachers in the Foundation Stage and Years 1 and 2 have good subject knowledge and understanding and use efficient teaching methods, which mean that pupils develop their knowledge and understanding well. While these positive features were also seen in the good Year 3 to 6 lessons, assessment is not used as effectively and consistently as it is in the younger classes to ensure work meets the needs of all pupils. Some teaching methods, such as the overuse of instruction and lack of effective discussions, limit good progress. These restrict pupils' communication skills, their ability to evaluate and improve their work and their full knowledge of their own learning. Pupils with special educational needs and those pupils whose mother tongue is not English make good progress due to the effective support provided.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage. Unsatisfactory in Years 1 to 6, where, although all subjects are taught, the time allocated to some such as art and design, geography and history is limited and restricts good progress. Programmes of work for some subjects have yet to ensure there is good progression of learning throughout the school.
Provision for pupils with special educational needs	Good. The pupils' work is carefully planned and meets their different needs well. Pupils receive effective support and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. There is good provision for pupils' personal, social and health education, including their moral and social development. It is satisfactory in the spiritual and cultural aspects. Pupils do not always have opportunities to reflect during lessons and they do not yet have a good understanding of the diversity of cultures in modern Britain.
How well the school cares for its pupils	Satisfactory overall. There is good care for pupils' welfare and safety. The arrangements for monitoring and improving attendance and behaviour are good. Good assessment and recording methods are used in the Foundation Stage, but these have yet to be as effective in the rest of the school.

There is a good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides good leadership and manages the school well. The recently formed senior management team is very supportive and contributes satisfactorily. Key staff are developing their management roles well.
How well the governors fulfil their responsibilities	Satisfactory. The governors are fully supportive and are developing their roles well. All legal requirements are carried out satisfactorily.
The school's evaluation of its performance	Satisfactory. The headteacher has a very clear knowledge of the strengths and weaknesses and, together with the staff and governors, has started to establish good procedures for improving the quality of education provided and standards. These are already having a good effect on raising pupils' attainment in English and mathematics.
The strategic use of resources	Satisfactory. Some resources, such as large, physical education apparatus are not always used efficiently. While most subjects have adequate resources, there is a shortage of library books for art and design and a limited number of tape recorders and listening centres.

There is adequate staffing and the accommodation is satisfactory. The headteacher has successfully established a good learning environment for staff and pupils, despite the problems associated with staffing and finance when the school first opened. The school applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The teaching is good.• Their children are expected to work hard and to do their best.• The school is well led and managed.• Their children are helped to become mature and responsible.	<ul style="list-style-type: none">• Some parents are unhappy with the amount of homework provided.• A few feel there are not enough activities outside lessons.

The inspection team agrees that the teaching is good in the early years. It is satisfactory overall. They agree that pupils are expected to work hard and are helped to become mature and responsible. The team agrees that the headteacher provides good leadership and is establishing an effective management team. Inspectors agree that homework is inconsistent and could be improved. They disagree with a few parents' views about activities outside lessons, as these are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 tests Year 6 pupils' attainment was well below the national averages in mathematics and science and in the lowest five per cent nationally in English. Compared with pupils' results in similar schools, their attainment was well below average and in the lowest five per cent in English, well below average in science and below expected levels in mathematics. In 2002, Year 2 pupils attained below the national averages in reading and writing and well below the national average in mathematics. Their results were average in reading and writing, but below average in mathematics, in comparison with the standards attained by pupils in similar schools. These were the first tests pupils had taken since the school opened and consequently there is no pattern of attainment over time.
2. The Year 6 pupils joined the new school in September 2001, undertaking the national tests after attending the school for only seven months. There were no details about their attainment and progress when they joined this school, which meant that staff had to carry out assessments and establish pupils' learning needs. In addition, some Year 6 pupils were adversely affected by the lack of continuity of the teaching due to a teacher's long term ill health. The school's analyses of the results show that most pupils attained in line with their capabilities in English and mathematics and that the overall performance was affected by the above average number of pupils with special educational needs. A small number of pupils performed less well than expected in the tests; some were unable to cope with the test situation and a few were absent. However, the headteacher has appropriately judged the pupils' science performance as having been lower than it should have been because the programme of work was not taught as well as possible and there was insufficient progression and continuity.
3. The current Year 6 pupils attain standards below those expected for their age in English and mathematics and their attainment in science is well below average. The standards in English and mathematics are an improvement on those attained in 2002 and are a direct result of the good teaching in lessons in these subjects. The standards in English are mostly still below average but reflect pupils' capabilities and most pupils, including those with special educational needs and the more able, achieve well. However, opportunities are sometimes missed, particularly in some Year 3 to 6 classes, to reinforce and develop further pupils' speaking and listening skills. Sometimes, pupils do not have enough opportunity to talk about their work and to make suggestions for its improvement. In mathematics, though standards are appropriate for most pupils and they generally achieve well, there is sometimes insufficient challenge because tasks are not always matched well enough to meet more able pupils' needs. The well below average standards in science reflect the oldest pupils' limited knowledge and understanding of methods of enquiry, scientific language and ways in which investigations are written, which restrict their achievement. They have not securely acquired important skills and understanding in the earlier stages of their education. The headteacher, who has expertise in the subject, has already identified and instigated a close examination of the curriculum and the effectiveness of the teaching and learning as a start to improving these and raising standards.
4. By Year 6 standards are broadly average in art and design, history and information and communication technology (ICT). They are below average in design and technology and physical education and well below average in music. In design and technology Year 6 pupils do not handle tools well and they have limited skills in designing. In physical education they do not achieve as well as they should for their age in gymnastics, dance and swimming. Pupils have not learned skills progressively in the past in music and their knowledge and understanding of notation and musical terms is weak. Some teachers of the older classes

lack confidence and expertise and some give insufficient time to the teaching of the subject. There was insufficient evidence to make a secure judgement about the standards in geography by Year 6 because much of the previous term's work, which was based on discussions of current affairs, was not written and kept as evidence of pupils' progress. However, discussions with pupils showed that they have made inconsistent progress during the past years of their education in this subject.

5. By Year 2 pupils attain standards expected nationally in reading and writing and mathematics. Their listening skills are satisfactory. Pupils' speaking skills are broadly average and are supported well by teachers' strong focus on improving the range of vocabulary that is used in many different lessons. Most Year 1 and 2 lessons include good opportunities for pupils to answer and ask questions, contribute to discussions and evaluate their work. There is a good emphasis on reading and writing, including handwriting and presentation, which means that pupils learn progressively and effectively in English lessons. In mathematics, Year 2 pupils have a secure knowledge and understanding of number and measurement and are beginning to solve mathematical word problems. However, they require and receive effective support in understanding mathematical problems, particularly in understanding vocabulary with which they are unfamiliar. Standards are below average in science because, while pupils make good progress in their knowledge and understanding, they are not learning effectively enough how to carry out and record investigations using appropriate scientific vocabulary. Standards in all other subjects are broadly average by Year 2 and pupils generally achieve well. The standards in religious education meet the requirements of the local agreed syllabus in Years 2 and 6. While standards in ICT are satisfactory by Years 2 and 6, there are not always enough opportunities provided for pupils to use the computers to support their work in other subjects. In some cases the organisation of the use of the computer suite restricts good progress, for example, when there is insufficient room and time for a whole class of pupils to access computers independently.
6. There are some limitations to the pupils' achievement. The older pupils have attended other schools and have followed different programmes of work. Their progress was not assessed and recorded, making it difficult for the staff in this school to know what they had previously learned and achieved. Some teachers make insufficient use of assessment to make sure that work always matches pupils' needs. When this occurs, the more able pupils and older pupils in some mixed age classes are not challenged well enough and do not attain the standards of which they are capable. Several subject programmes, such as those for science, art and design and geography, have yet to be refined further to ensure there is good progression and continuity throughout the school, which means that some work is not well matched to pupils' ages and pupils do not make enough progress. Nevertheless, pupils with special educational needs achieve well because their needs are efficiently identified from an early age and good provision and support are made for them. Pupils with other particular needs, including those who require special care, receive effective personal support and guidance and also make good progress. Absences also affect some pupils' achievement.
7. The youngest children in the school, in the Foundation Stage, come to the school with well below average attainment and make good progress. They do not yet meet the early learning goals for their age in most areas of learning by the end of the reception year, though they meet these in their personal, social and emotional development. There are very effective methods for monitoring the children's progress and for subsequent planning and teaching, which ensure that all children receive appropriate and effective learning experiences.

Pupils' attitudes, values and personal development

8. The school places considerable emphasis on developing a strong social and moral code. Much has been achieved in a relatively short time and as a consequence pupils' attitudes are good.

9. The parents' questionnaire indicated that the vast majority of pupils like school. This view was confirmed by observations during the inspection and through conversations with pupils. Pupils are given every opportunity to make a positive start to school life. In the Foundation Stage, children are busily engaged in their activities and show interest and enthusiasm for the learning opportunities that are made available to them. Older pupils say that their teachers are kind and they appreciate the way that behaviour is managed. When teaching is well paced and stimulating pupils show high levels of enthusiasm. Conversely, when it lacks pace and challenge, pupils soon lose concentration and become restless. They talk when the class teacher is speaking, particularly when the behaviour code is not consistently applied.
10. Overall, behaviour is good. In the vast majority of lessons observed it was good or better. When moving along corridors, entering the dining room and the hall for assembly, pupils hold doors for one another and respond with a polite 'Thank you'. They wait patiently in line to be served and sit quietly. No incidents of bullying were observed during the inspection and the school has successfully dealt with problems that have arisen in the past. There have been one permanent and four fixed term exclusions. These arose as part of the school's earlier focus on improving pupils' behaviour and establishing a clear code of behaviour. There are currently no exclusions.
11. Pupils' personal development is good. In the early years children are given the opportunity to make choices and to share responsibility for putting out and clearing away equipment. Occasionally, however, there is too much teacher control and insufficient free play which tends to inhibit opportunities to develop pupils' independence.
12. As pupils move through the school they begin to demonstrate an appreciation of other people's feelings and beliefs. A meeting of the School Council encapsulated this, with pupils demonstrating how seriously they take their responsibilities when they discussed installing a bicycle rack. There are other contexts in which pupils show good initiative and responsibility. In the dining room, for example, they volunteer to clear away trays without being asked and one pupil has initiated her own award system by giving out stickers to younger children who behave particularly well. There are others who help to diffuse incidents at playtimes in their role as members of the Playground Squad. Relationships are good. In the Foundation Stage, good management enables hesitant children to begin to explore their ideas and grow in confidence and control. Throughout the school pupils work well together in lessons and in the awards assembly they generously applaud the efforts of others.
13. Attendance for the last academic year was unsatisfactory. The level was adversely affected by holidays taken in term time, much to the frustration of the school. In addition there is a significant minority of parents who do not ensure that their children attend regularly. It is also a cause of the higher than average number of unauthorised absences.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. Since the opening of the school in September 2001 there have been considerable difficulties in forming an established staff and developing their effectiveness, both in terms of the curriculum and subject responsibilities. The frequent changes of staff during the first year meant that roles and responsibilities had to be reviewed and reorganised and have delayed the development of the school's well identified priorities. The headteacher has worked well to establish a team of teachers who now have clear roles and responsibilities, share her vision for the school's development and who have developed good working relationships.
15. The quality of teaching is satisfactory overall, though unsatisfactory in the teaching of science because pupils do not make enough progress by the end of Year 6. There were many good lessons observed during the inspection throughout the school and the teaching contains many strong features. There are good relationships and pupils have positive attitudes to learning, which parents feel is a good improvement since the school opened. Teachers show care and consideration for pupils and so they feel valued. Resources are used well to stimulate pupils'

interest, which means that they concentrate and try to do their best in most lessons. Overall, teachers work closely with all pupils, including those with special educational needs and provide good encouragement when they carry out group work and individual tasks.

16. The most consistently good teaching is in the Foundation Stage, where most activities are planned and developed well and where assessment is being used effectively to ensure children make good progress. In the school as a whole, English and mathematics are taught well. The staff have focused on ensuring that the programmes of work and the teaching of these subjects promote effective learning, to improve standards. The school has also successfully reviewed and developed the provision for the above average numbers of pupils with special educational needs, making sure that these pupils are identified and supported well from the earliest stages. Teachers and support staff are effective in helping these pupils to make good progress because work is matched well to their different needs.
17. In Years 1 and 2 teachers have good subject knowledge and they use effective teaching methods to engage pupils' interest. Pupils are managed well and they respond accordingly. There is a more consistent approach to teaching here than in Years 3 to 6, which means, for example, that most lessons follow consistent patterns and ensure that pupils learn well from the range of good strategies used by teachers. For example, most lesson aims are introduced clearly, there is a good mixture of explanation, demonstration and instruction and work progresses at a suitable pace. These factors mean that pupils make good progress. Good lessons in Years 3 to 6 also included these features, enabling similar success. Most other lessons are taught satisfactorily. However, there is more variation in the teaching here, which included three unsatisfactory lessons and one poor lesson.
18. The main weaknesses in the teaching include the insufficient use of assessment to guide planning and teaching for the mixed age groups and different abilities of the pupils, particularly in science and subjects such as art and design and geography. The work is not always matched well enough to pupils' capabilities, meaning that not all made good enough progress in their learning in some lessons. Teachers do not yet benefit from the guidance of well devised programmes of work for some subjects, and where their subject knowledge is less than secure, they do not always plan work at the correct level. This was seen in a Year 3 and 4 art and design lesson and in a Year 5 and 6 science lesson, when pupils persevered with the tasks set for them but the work was repetition of previously learned skills, limiting progress. In Years 3 to 6 in some lessons, there was insufficient time provided for pupils to answer and ask questions and to evaluate what they had achieved and as a result, pupils were insufficiently involved in their own learning. Marking is satisfactory and usually contains helpful comments.
19. In the best lessons, teachers ensured that pupils knew the aims, were fully involved in discussions and worked at a good pace. Pupils were encouraged to make suggestions and offer opinions and as a result they were enthusiastic about the work. Some lessons were characterised by too much instruction from the teacher and insufficient monitoring of pupils' progress. These lessons did not contribute well to the school's aims of helping pupils to develop and improve their speaking skills and their ability to become independent learners. In some instances pupils lost interest as a result and there was some minor disruption to the lessons. Most teachers managed pupils effectively and discipline was good. In very few cases, teachers tolerated too much inappropriate behaviour and did not manage pupils well enough to ensure that good progress was made. Homework is set appropriately by some teachers, in line with the school policy, but this is not always consistently done, which means that some pupils do not have regular opportunities to practise and reinforce their learning.

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

20. The curriculum includes all the subjects of the National Curriculum and religious education. The headteacher, as curriculum leader, has a vision of a curriculum that is closely adapted to the learning needs and interests of all pupils. The beginning of this process is evident in the curriculum for Years 1 and 2. The long term planning is appropriately based on nationally recommended schemes of work for individual subjects. These are adapted during medium term planning to make links between subjects to strengthen the overall learning effect. In consultation with the local Education Authority the teachers construct their short term plans appropriately to meet the needs of groups of pupils moving from the Foundation Stage into classes at three different points in the year. However, there are weaknesses in the curriculum planning, which is unsatisfactory.
21. Most classes are made up of mixed age groups of pupils. The curriculum is not as effective as it might be in meeting the needs of the different ages and abilities of pupils. Planning the subjects on a two year basis ensures that the content covered is not repeated from year to year. Teachers work together closely for the medium term planning, but do not benefit from an overall map that charts the order of learning steps. This particularly affects the progression of skills' development in subjects. Therefore pupils arrive in Year 5 without the expected level of skills necessary, for example in geography, art and physical education, to reach the required standards by the end of Year 6. In some subjects like science and mathematics the medium term planning does not give an appropriate balance to the strands within the subject. For instance the teachers do not plan enough opportunities for pupils to experience the investigative and experimental aspects of these subjects. The teacher's short term planning does not always show the variation in activities to take account of the different age and abilities in classes.
22. The school rightly emphasises the planning for teaching basic skills in English and mathematics. The national strategies for literacy and numeracy are successfully implemented and are beginning to raise standards. The amount of time allocated for these, however, reduces the time available for several other subjects. History, geography and art and design receive unequal allocations of time and so affect continuity and progression. Teachers create links between subjects so that art and design, for instance, is used for illustration of English work, but there is no secure method for tracking the amount or effectiveness of this planning. The use of literacy, numeracy and information technology within other subjects is not rigorously monitored, which means that there is variation in the quality of the planning.
23. The school puts considerable thought into including all pupils fully in the curriculum to give equal access to all. There are numerous examples of the good care taken to support pupils with a range of special educational needs such as by using specialist equipment or trained staff. For example, appropriate space is ensured in classrooms for disabled pupils to work as members of a group and there are laptop computers for those who have difficulty in writing. Support staff are fully involved in planning the best possible provision for the pupils with special educational needs. The pupils with emotional and behavioural difficulties receive sensitive support and encouragement to take part in all activities and they make good progress.
24. The teachers plan a good programme for personal, social and health education and citizenship to meet the school's aim to develop well-rounded and confident pupils. The school prepares its pupils well for the next stage of education. It provides a sound enrichment of the curriculum through a satisfactory range of extra-curricular activities for its pupils. This feeds valuable skills and knowledge into the classroom curriculum for sports, music and the arts. The staff make good links with the community to contribute well to pupils' learning, such as by encouraging parents to join their children in reading at the start of the day.

25. The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. The satisfactory provision for pupils' spiritual development includes regular teaching about spiritual matters in religious education lessons and the staff plan assembly themes to develop some ideas further. A Year 5 and 6 class, for instance, developed a particular sensitivity to a range of other faiths in a lesson about the Koran. Staff seize some opportunities that build on pupils' sense of awe and wonder as they arise. The provision for pupils' spiritual development is not planned in the same detail as that for their religious and moral development. Teachers are justifiably anxious to maintain a good pace in their lessons, but this is sometimes at the expense of time for reflection. The school's acts of collective worship meet the requirements that are laid down, though not all of them have the feeling of being special. The provision for spirituality is not monitored consistently.
26. The provision for pupils' social development is good. The teachers have high expectations of the pupils in terms of behaviour. This gives the school its ethos of tolerance and good manners. The teachers successfully encourage pupils to become more aware of the wider, global community through the support of a variety of charities. The staff value pupils' ideas and the school council is a good forum for airing views. Other opportunities effectively encourage pupils to grow well in responsibility and independence. The many jobs the pupils are given enable them to contribute well to the smooth running of the daily routines. For instance, the Playground Squads help maintain calm and promote friendships during playtimes.
27. The arrangements for pupils' moral development are good. In lessons the pupils are encouraged to develop a willingness to listen to each other's ideas. Pupils are taught the school and class rules and an awareness of the rights of others. Older pupils set a good example of what is right and what is wrong and show this in their care and concern for the younger pupils. Assembly themes effectively introduce pupils to moral issues such as courage and honesty. Lessons, too, cover moral issues, for instance in geography when pupils study pollution and consider ways to save the planet.
28. The arrangements to promote pupils' cultural development are satisfactory. Teachers raise pupils' awareness of culture adequately through the curriculum, in art and design, music, dance, literature, history and geography. For example, there is a suitable range of work to encourage pupils to appreciate different artists and composers and pupils learn about their cultural heritage through local studies in history and geography. However, some aspects of planning for music and art and design do not provide pupils with a broad range of experiences, such as in learning about modern day artists and evaluating their own and others' performances in music. The school introduces pupils to the diversity of cultures in modern Britain, but not to the depth necessary in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. This is a caring school in which pupils are well looked after, supported by a healthy and safe environment. Staff spend considerable time supporting pupils' emotional development and as a consequence they form good relationships. Pupils with special educational needs are very well supported. The systems for monitoring and improving pupils' academic performance are satisfactory but the use of assessment information to guide curricular planning is unsatisfactory, with the exception of its effective use in the Foundation Stage. Overall, there is satisfactory care for pupils.
30. The arrangements for child protection and ensuring pupils' welfare are good. The person responsible has attended recent training on the procedures and is vigilant in dealing with her responsibilities, which are clearly identified in the school's Child Protection Policy. A summary of the policy has appropriately also been sent to all parents. The headteacher is the school's health and safety representative and is supported well by the health and safety governor and the caretaker, who undertakes frequent checks on safety. Three members of staff are

qualified in first aid and further training is in hand. Fire drills are carried out termly and there are good procedures in place to inform parents about accidents such as bumps to the head.

31. The procedures for monitoring and improving attendance are good. Emphasis on the need to attend is made apparent from the time children begin their education in the nursery. The deputy headteacher, supported well by the secretary, monitors registers on a daily basis. The school enjoys a good working relationship with its Education Welfare Office, who carries out home visits where necessary. Incentives in the form of a weekly attendance cup, together with certificates and book vouchers for pupils with full attendance have been recently introduced. These good measures have still to have an impact on increasing the overall level of attendance.
32. The procedures for monitoring and promoting good behaviour are good. The behaviour policy recognises the need to raise pupils' self esteem by emphasising positive approaches. Pupils are involved in drawing up their own class rules and through this they gain a clear appreciation of the rewards and sanctions that are applied. Assemblies and circle time are often used well to reinforce these messages. The consistency with which these systems are applied, however, varies between classes. For example, some pupils in Years 5 and 6 were unable to clearly identify what they needed to do to gain rewards. The procedures for monitoring and eliminating oppressive behaviour are good. The school takes any incidents of bullying very seriously and all are investigated thoroughly.
33. In the Foundation Stage the school has recently introduced a computerised assessment system, which allows teaching staff to quickly see how each child is progressing. It also indicates if there is a particular stepping stone that has not been achieved by a group of children. This means that teaching can be closely directed at particular weaknesses in learning for individuals and groups.
34. The system of target setting has only recently been introduced, which means that pupils have still to fully grasp what their targets mean. Furthermore, they tend to be general and are not yet specific enough for individual pupils. The school has devised a good timetable for assessments, which provides clear information for tracking pupils' progress. There are now half termly assessments in English and mathematics and the subject co-ordinators are closely involved in checking standards. The school also uses optional tests and predicts pupils' likely attainment by the end of each year. However, the information gained from all of these assessments has still to be used effectively and consistently to inform planning.
35. The procedures for monitoring and supporting pupils' personal support and guidance are satisfactory. Much of the monitoring is done informally within each class and teachers generally know their pupils well. Pupils receive merit awards, stickers and certificates, the latter of which are presented at the weekly celebration assembly and these help to give an indication of pupils' growing confidence and maturity.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The partnership with parents is good. This is much to the credit of the headteacher, who took over a school that had been formed against a background of parental opposition. Now twenty months on, not one of the parents interviewed during the week of the inspection raised any objection to what had occurred. Of those parents who returned the questionnaire there was much support for the caring environment, the standard of behaviour, the close relationship that it has with parents and the way in which the school is helping their children to mature. A minor concern was raised about homework and the inspection team upheld parents' views that it should be set more regularly.
37. The links with parents are good. At the start of the day parents are encouraged to bring their children into the classroom. This gives them a good opportunity to meet teachers and to build

relationships. The headteacher invariably meets parents in the playground before school and the opportunity to chat informally successfully helps to diffuse problems before they become significant. Pupils who have behaviour support plans are helped well by having a home/school behaviour support booklet. Newsletters are sent out weekly, which is a good way of enabling parents to know about their children's work and any major events. Parents are encouraged to attend the weekly class assembly at which children display their work.

38. The impact of parents on the work of the school is satisfactory. A few parents regularly provide help with lessons, primarily with cooking and other practical activities. Outside trips are well supported by parents, particularly in the early years. The school is fortunate in having a Parents' Support Group, which organises a variety of fund raising events including discos, Easter Bonnet competitions and a Christmas fair. They also have items for sale at the annual sports day. The money raised has been used well to partly fund the 'kick walls,' where pupils practise kicking a football, to purchase the Golden Jubilee benches and to paint markings on the playground.
39. The quality of information provided for parents, particularly about their children's progress, is satisfactory. There are three parents' evenings each year, with the autumn term meeting being the best supported. Reports to parents on their children's progress are satisfactory. They are appropriate in that they comment on all the subjects studied and they include targets for improvement. Not all reports provide parents with an indication of the level at which their child is working and whether this is appropriate for the child's age.
40. The contribution of parents to their children's learning at school and home is satisfactory. Parents were suitably consulted about the amount of homework that is provided. While the programme has been agreed, homework is not always set as it should be. Furthermore, support from parents in helping their children to undertake the work is very varied. In some classes, it is considered a success if around one half of the pupils return the work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. Overall, the leadership and management are good. The school is effective. The headteacher provides strong leadership and good management. She is an experienced and very knowledgeable professional with a clear vision of how the school will develop. She knows the strengths of the school and those areas it needs to improve well. The headteacher has effectively overcome considerable difficulties in setting up the school, not least of which have been staffing and financial problems. Teachers are well motivated and are developing a good team approach to raising standards. There are good relationships between all members of staff, parents and pupils. The school is successfully carrying out its aims by providing pupils with a happy and calm environment in which everyone is valued and where there is respect for others and their beliefs.
42. So far, most of the checking on the quality of teaching has been undertaken by the headteacher. This has been of high quality and has identified areas in which teachers can improve their performance. Areas for improvement have been identified, the recently appointed senior managers have yet to follow up the progress towards resolving them. The roles and responsibilities of other senior managers have been established and are beginning to have increasing impact on the school's efforts to raise standards. The English and mathematics co-ordinators have observed some lessons and there are plans to spread this practice to other curriculum subjects. At the moment though, there is insufficient checking on teaching and the quality of pupils' work by subject co-ordinators, as they mostly look only at teachers' planning as a means of monitoring. This means that they are not yet contributing effectively to improving standards of teaching and learning.
43. The headteacher was solely responsible last year for setting each teacher targets under the schools' performance management strategies. The management of these procedures has

been suitably changed for next year, with senior managers taking more responsibility and non-teaching staff being included in performance management.

44. The school's plans for improvement are good. Subject co-ordinators contribute soundly to drawing up these plans, indicating how their subject will be developed. Very careful consideration has been given to the allocation of funds to the various initiatives identified and the school spends its money wisely. Appropriate systems for finding the best value for purchases are established and followed. The areas identified for priority are good and rightly concentrate on raising pupils' attainment, especially in English and mathematics. The school's efforts have resulted in better standards being achieved in these subjects. Other priorities centre on the establishment of management structure and systems in a new school. Although these plans are for one year only, senior staff are beginning to consider longer-term initiatives now that the initial setting up of the school has been accomplished. The school has successfully established good procedures for the teaching of pupils with special educational needs and these pupils are making good progress throughout the school.
45. The governing body is newly formed and is meeting its statutory obligations and is playing a satisfactory part in shaping the direction of the school. Governors continue to take part in training, which is increasing their knowledge about their roles in management. Relevant committees have been established and are beginning to help the school. For example, governors give their views on the appropriateness of improvement plans. They have discussed policies, helped set budget priorities and kept a careful check on spending. Governors are keen and supportive with several being regular visitors to school, often to help with visits and events or to observe lessons and talk to staff. Governors are beginning to use other information, for example data about the school's results in national tests and reports from staff. These give them an adequate understanding of the strengths and weaknesses of the school. The plans to develop the role of the governing body are well devised and are ensuring it will play a more prominent role in the near future in offering constructive advice to the school.
46. There are adequate procedures to help new staff settle into the school, with appropriate plans to improve them still further. At present it does not participate in the training of new teachers.
47. The school's financial procedures are good and ensure propriety, with the deputy headteacher overseeing the day to day purchasing and management of the different subject budgets. There is adequate use of computers to run its finances. Circumstances beyond its control have so far prevented further computer links between the sites and therefore better access to records and the Internet. Secretarial duties are effectively shared between staff on the two sites. The principles of best value are applied satisfactorily.
48. There are an appropriate number of teachers and support assistants who work well together. All subjects have sufficient resources to support pupils' learning although there are no books on art and design in the libraries and few listening stations or tape recorders. The school's accommodation is adequate although there are problems associated with a split site. For example, there is no covered access between the two buildings and there are problems hindering access to some areas for those in wheelchairs. The grounds are attractive and provide plenty of room for pupils to play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

(1) improve the consistency of the teaching by;

developing rigorous systems for supporting and resolving weaknesses identified in teaching
ensuring that work is planned effectively to meet the needs of pupils of different ages and abilities

(paragraphs: 5,6,18,19,21,34,66,75,81,82,86,90,105,116)

(2) improve standards in science and in speaking by;

ensuring pupils learn how to conduct scientific experiments and record their work
ensuring that all teachers provide opportunity for pupils to develop their speaking skills,
including those centred on the evaluation of their work

(paragraphs: 3,5,61,78,112,115)

(3) review and refine schemes of work for science, mathematics, art and design, design and technology, geography and music by;

including all strands of the subjects to be taught
reviewing the time allocated to teaching each subject to ensure the curriculum is well balanced
increasing the use of ICT to support learning

(paragraphs: 3,5,21,22,28,76,83,87,91,94,96,102,104,106,107,113,114,116)

(4) continue to develop the procedures for promoting good attendance.

(paragraphs: 13,31)

In addition to the key issues above the school should also include the following in its action plan:

Ensure that homework is set consistently. (paragraphs: 19,40)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

55

Number of discussions with staff, governors, other adults and pupils

40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	28	20	3	1	0
Percentage	0	5	51	36	5	2	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 one percentage point.

* Totals may not total 100% due to rounding

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)	25	265
Number of full-time pupils known to be eligible for free school meals	0	84

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	65

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	4.9
National comparative data	5.4

Unauthorised absence	%
School data	1.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	22	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	19	19	18
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	84 (n/a)	84 (n/a)	84 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	13
	Girls	19	18	19
	Total	31	32	32
Percentage of pupils at NC level 2 or above	School	84 (n/a)	86 (n/a)	86 (n/a)
	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	25	19	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	20
	Girls	10	14	14
	Total	22	29	34
Percentage of pupils at NC level 4 or above	School	50 (n/a)	66 (n/a)	77 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	21
	Girls	16	16	17
	Total	31	32	38
Percentage of pupils at NC level 4 or above	School	70 (n/a)	73 (n/a)	86 (n/a)
	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	263	3	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	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)	11
Number of pupils per qualified teacher	24
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	130

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	49
Total number of education support staff	3
Total aggregate hours worked per week	53
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	4
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002
	£
Total income	727648
Total expenditure	760993
Expenditure per pupil	2624
Balance brought forward from previous year	47620
Balance carried forward to next year	14275

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	5	0	0
My child is making good progress in school.	51	43	2	1	2
Behaviour in the school is good.	25	68	2	1	4
My child gets the right amount of work to do at home.	27	49	13	2	8
The teaching is good.	65	33	0	0	1
I am kept well informed about how my child is getting on.	52	43	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	74	23	2	1	0
The school expects my child to work hard and achieve his or her best.	71	27	0	0	1
The school works closely with parents.	49	48	1	2	0
The school is well led and managed.	54	43	1	0	2
The school is helping my child become mature and responsible.	57	42	1	0	0
The school provides an interesting range of activities outside lessons.	55	31	7	1	6

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

50. The quality of education in the Foundation Stage is good. The children enter this stage at three points in the school year. They transfer to the older class term by term. This makes a complex timetable for the staff, who nevertheless plan effectively in close consultation with each other. The strength in the curriculum lies in the clarity of vision, the provision for every level of ability and the close links with the assessment procedures. The staff balance direct teaching with good opportunities for the children to learn by exploring and investigation. All staff stimulate the children's imagination and curiosity. An important and successful part of the curriculum is the continuation and extension of learning activities outdoors in the secure play area.
51. The school's philosophy of enabling children to experience success starts from this earliest stage. The staff are excited at the potential of the new computer based assessment system. This and the detailed observations made by the staff means that the teaching tasks are matched precisely to the children's stage of learning. The quality of teaching is good. Many of the one to one and small group sessions are very good because they enable the children to make very good progress. Children with special needs are identified quickly and get extra support immediately. The information from the first testing procedures, which establish a baseline of data, indicates that children mostly enter with well below average skills and knowledge. They make good progress.
52. The staff are pleased with the success of their efforts to extend contacts with parents. Parents and carers clearly value the chance to come into school at the beginning of a session and talk to one of the staff. A true partnership is growing. The management of the Foundation Stage is very good. The co-ordinator ensures that the complex timetable for the staff runs smoothly. She checks that the resources match the planning and that the children receive the appropriate balance of focused and free choice activities. She has established an ethos of very good teamwork to achieve the high expectations that the staff have for the children. The children consequently have a cheerful and very positive approach to their learning and behave well.

Personal, social and emotional development

53. Many children start the nursery with social skills below average for their age. Well-planned routines train them in how to behave in and out of class and the importance of tidying up after the learning activities. The staff encourage independence. The children have good opportunities to sit quietly and reflect about their experiences. They learn for themselves that it is good to work and play together. The older children are good role models for the youngest ones. They soon get on well together during the shared outdoor play. If any small incidents occur, like the unequal sharing of the sand tray tools, the staff are on hand to settle disputes quickly. The adults are themselves very good models of positive relationships. They are hard-working and good-humoured. The staff keep a detailed record of children's social development to give Year 1 teachers a detailed picture of the children's preferred style of learning. The children themselves enjoy looking at their past successes on the assessment computer. The good teaching brings the children up to the appropriate level of development by the end of reception and some mature beyond that.

Communication, language and literacy

54. Most children start school with weak communication skills. The children first have to learn to listen. They are helped successfully by following the older children, who are now able to concentrate for quite long periods. The staff, who talk to the children during a variety of

activities such as painting or at the water-tray, are a key factor in enabling children to understand and to extend their vocabulary. This is done continuously and unobtrusively, without losing any of the pace of the learning. The teaching of reading and writing is carried out in the same way. It follows the best pace the individual child can manage. The progress in reading and writing is very good in relation to their starting abilities. The mark making done by the nursery children soon becomes 'real writing,' which the reception children love to use in their booklets and letters to parents. The youngest children are proud to have some of their own 'books' in the library corner. The style of teaching makes a deep impression. When the teachers introduce a new book the children listen entranced. By the end of the reception year children do not yet meet the early learning goals for their age but have made very good progress in most aspects of their communication skills. Speaking is not quite as strong, as children are not always encouraged to say the new vocabulary they are taught.

Mathematical development

55. The children start school with below average mathematical skills. The teaching is good and provides a wide range of practical activities that give the children the chance to explore and observe shape, size and number in a play environment. The focus lessons, never dragged out too long, help the children to structure their experiences. The children get many opportunities to practise what they have learned, using equipment on tables indoors, or apparatus on the mats outdoors. Frequent number rhymes and jingles make the learning fun, and help fix the ideas in their minds. The teachers adjust the content well to meet the needs of different age and ability groupings. The children make good progress. By the end of the Foundation Stage most are near the early learning goals, and some above it.

Knowledge and understanding of the world

56. The children's general knowledge is much lower than expected when they start the nursery. The stimulating learning environment is filled with objects to engage their curiosity and interest. The children learn about the world around them by exploring and investigating displays of all kinds. The science display is popular, and children learn that light can make fascinating patterns with different lenses and can even be bent to see round corners. The teachers use regular short sessions to talk to the children about these experiences. The staff are very good at identifying just when to give a few words of explanation, usually by question and answer, to aid understanding. They sensitively add the technical language for the equipment. The children love hearing new words, but are not always asked to use them regularly themselves. The children go out to visit the local area, its shops and facilities. They use the classroom 'Vet's surgery' well in their play. Many small mammals are 'cured' as the children explore the roles of vet, nurse and grumpy receptionist. The frequent play on the computers soon turns into real learning of how to use the mouse and keyboard. The staff effectively help the children to keep a keen sense of curiosity about past and present events. They track the children's progress carefully through the stepping stones to ensure they are making good progress. The good teaching means that most children are near the expected level by the end of the Foundation Stage.

Physical development

57. The children's physical skills are not far below those expected when they enter school, although some find difficulty in manipulating small items. A strong programme for developing the children's precision in handling small objects and tools contributes well to the children's growing dexterity. The activities indoors are also available as outdoor play. The site lends itself well to expanding the children's experience with larger and more adventurous play apparatus outside. The facilities are not all in place, but a hazardous slope is to be levelled soon. The older children use the school hall for dance, movement and gymnastics in the meantime. This means the children are introduced quite early to elements from the National Curriculum. Their progress in acquiring physical skills through the exploration activities implied by the stepping

stones has not been tracked fully. Some children are not ready for the more formal experiences. Because of the high expectation in the teaching, most of the children are likely to progress to the average level of early learning goals by the end of the Foundation Stage, but some will have missed valuable opportunities of finding their strengths out for themselves.

Creative development

58. The children start school with well below expected creative skills and imagination. The teachers provide a wide range of experiences and situations where the children can develop imaginary play and interaction. Bit by bit they learn by experience and talking through what they feel in painting, playing and exploring. These very good learning conditions extend to their exploration of musical instruments and dance in much the same way. Clay moulding, collage and design materials are regularly available. The outdoor play areas are busy with explorations in tents, the climbing of bridges and building of towers. The indoor role play areas allow children to experience smaller worlds. The teachers of the older children develop their imaginations further by extending language as a means for expression. The teachers stop stories at exciting points to get the children to suggest a range of possible outcomes. The thoughtful teaching begins to expand the children's horizons and children are making good progress, though they do not yet meet the early learning goals in this area of learning by the end of the reception year.

ENGLISH

59. Standards in Year 6 are below those expected nationally. While listening skills are satisfactory, speaking skills are not as expected for pupils' age and their reading and writing skills are below average. By Year 2 however, standards are broadly in line with national expectations in speaking and listening, reading and writing. This is because the pupils have made good progress, achieve well and have benefited from the consistently good teaching of literacy in Years 1 and 2. There is no significant difference in the attainment of boys and girls. The pupils in the school who require additional help, including those with special educational needs and those for whom English is not their mother tongue, receive effective additional literacy support and also make good progress. Pupils throughout the school are fully included in all learning experiences.
60. By Year 2, most pupils listen attentively and speak in simple sentences. They show increasing confidence when presenting their work to others, though a significant few are reluctant to do so, preferring to talk individually to an adult about their work. Most use a limited range of vocabulary in their speech and require considerable support when learning new words. Teachers effectively focus on teaching vocabulary to support pupils' learning in English and other subjects. The more able pupils listen carefully and speak fluently. They follow instructions well and contribute confidently to class discussions because teachers usually ask stimulating questions that require thoughtful responses. For example, pupils retell a story accurately and express their considered views about the characters and the plot successfully. Those with special educational needs, with effective support, contribute answers and ideas satisfactorily.
61. In Year 6, where almost one third of the pupils have special educational needs, speaking skills are often limited to brief responses and the pupils usually receive considerable support and encouragement to answer questions and talk about their ideas at length. However, opportunities for pupils to talk at length are sometimes missed in lessons. For example, in one Year 5 and 6 literacy lesson, insufficient time was provided for pupils to review and evaluate their work on 'Hiawatha's Song.' These missed opportunities were seen in several subject lessons in some Year 3 to Year 6 classes. This means that the pupils' progress in their speaking skills is inconsistent between Years 3 and 6.

62. In reading, Year 2 pupils develop satisfactory understanding of spelling patterns and they read with appropriate accuracy. Many use their knowledge of common spelling patterns successfully to deduce unfamiliar words, though only a small number use the surrounding words and illustrations well to help them to do this. The pupils enjoy shared reading activities, which are used effectively in Years 1 and 2 to promote pupils' enjoyment of different kinds of books, styles and methods of writing. For example, the Year 1 pupils successfully learnt about the punctuation of direct speech by using 'The Gingerbread Man' to match the characters to the words they spoke in the story. The more able pupils read expressively and eagerly 'corrected' the teacher's deliberate 'mistake' of placing the speech bubbles next to the characters' ears rather than their mouths. Those with special educational needs understood the lesson well because they received effective, additional support in reading the words. By Year 2, most pupils know that many non-fiction books contain contents and index pages and that these are used as an aid to finding information. They know the arrangement of the library and find books efficiently.
63. By Year 6, while more able pupils read expressively and fluently, many read hesitantly. Those with average attainment read with reasonable accuracy but do not yet use a range of methods to help them to work out unfamiliar words. For example, many do not read back and forward or use the surrounding words and illustrations, despite the teachers' strong focus on teaching these skills. The pupils successfully locate answers to straightforward questions but have difficulty in answering those that are more complex, such as those that require them to gather information from different parts of the writing and make inferences. In one lesson for example, pupils required and received considerable support to find answers to literal questions and most made good progress by the end of the lesson. However, the pupils were less confident in answering other more complex questions. The pupils' limited vocabulary often restricts their full understanding of stories and other pieces of writing. Pupils are achieving as well as they can in reading but they require considerable support in learning the use of different reading strategies. When reading aloud from their books, pupils often omit words of more than three syllables rather than attempting to read them. Few of those who read to inspectors expressed an interest in reading for pleasure and many choose not to read regularly at home.
64. Pupils develop satisfactory writing skills by Year 2 because teachers effectively combine speaking and listening, reading and writing tasks and build carefully on pupils' learning from one lesson to the next. They ensure that activities are planned well, are stimulating and are matched closely to pupils' different needs. For example, when considering story beginnings, pupils first discuss possibilities with the teacher and classroom assistant, then express their preferences before devising their own versions. Humour is included and is used well to maintain pupils' interest, such as when teachers ask them to provide 'exclamations' and to devise rhyming words. By Year 2, pupils use appropriate sentence constructions, stories have clear beginnings, middles and endings and are suitably punctuated. However, most sentences are simple, using words such as 'and, but' and 'then' to combine ideas. By Year 6, although ideas in stories follow an appropriate sequence, they do not contain a varied vocabulary and few include direct speech. Writing, including spelling and punctuation, is not yet as good as it should be for pupils of their age.
65. A good feature of the school's work is the effective focus on developing pupils' handwriting and presentation skills. By Years 2 and 6 most pupils' handwriting is neat and joined and work is presented well. ICT is used well to enhance the pupils' writing skills. There are many examples of work that are word processed, using different fonts and layouts, for a variety of purposes. For example, pupils have produced stories, posters advertising such things as sports events and school meals, lists and diagrams.
66. The quality of teaching is good. The literacy hour is organised well and work is usually planned well to meet the needs of all pupils. Classroom assistants provide effective support and in Year 1 especially, are involved well in monitoring pupils' progress. For example, they regularly observe and record pupils' responses in various learning activities, including speaking and listening tasks. This information is considered carefully when planning future work.

Introductions usually make clear what is expected from pupils by the end of the lesson and teachers and classroom assistants interact effectively with them. The organisation and use of resources are efficient and most lessons proceed at a good pace, so that pupils concentrate and work well. In a very few cases, the organisation is less successful, as in a Year 3 and 4 lesson where the work was not explained clearly enough, so pupils became confused about the task and their learning was unsatisfactory.

67. The teaching of literacy throughout other subjects is often good. For example in a Year 1 geography lesson, pupils successfully explained their individual preferences for leisure facilities and were given ample time to consider ways in which other people's views can be sought. Year 2 pupils learn to use particular kinds of writing such as 'bullet points' in a historical study of Mary Seacole, while Year 6 pupils wrote a well structured and punctuated account of Zeus as part of their study of Ancient Greece.
68. There is good leadership and management of English. The co-ordinator has worked closely with colleagues to establish a consistent approach to teaching and learning and has been effectively involved in monitoring standards and classroom practice. The upheaval caused by the changes in teachers has had an adverse effect on the progress of the co-ordinator's monitoring role, however. The co-ordinator has yet to resolve the weaker aspects of some of the teaching, such as the inconsistency in the opportunities provided for pupils to discuss, evaluate and improve their work.

MATHEMATICS

69. By the end of Year 2 pupils attain standards that are in line with the national average. At the end of Year 6 standards are below average. The standards in Year 2 have improved since 2002 as a direct result of the good teaching. Pupils with special educational needs make good progress because of the effective adult support they receive in classrooms. Teachers plan activities to ensure all pupils are able to play a full part in lessons and there is no difference in boys' and girls' performance.
70. By Year 2 pupils have a satisfactory understanding of the differences between odd and even numbers and are developing the skills of estimating to help them solve problems. Most are confident in counting in tens up to 100 and some accurately subtract numbers with two digits from 100. They have a secure understanding of the aspects of shape, space and measure, and recognise familiar two-dimensional and three-dimensional shapes - for example, triangle, rectangle, hexagon, cube and cylinder. Pupils are beginning to solve mathematical word problems, but find this difficult without adult support as they often need help to establish what the question is asking them to do. They have a satisfactory understanding of time and most read times accurately on clock faces. Pupils are developing satisfactory skills in data handling and have drawn simple graphs from information they have collected.
71. By Year 6 pupils continue to make satisfactory progress in their understanding of numbers, although their ability to solve mental mathematical problems is a weakness. Most pupils still need help with problems that involve words, mainly because they do not read the question accurately, or fail to recognise the steps they need to take in order to arrive at a solution. Teachers have given increased emphasis to problem solving activities recently. For example, in a good lesson with Years 5 and 6 pupils, the teacher effectively ensured that pupils underlined key words before starting calculations. In this way pupils focused on essential information only, before considering how they would solve the problem. This increased emphasis on word problem solving is beginning to improve pupils' confidence, and evidence from their books indicates satisfactory progress over time.
72. Pupils complete mathematical investigations regularly and this is successfully developing their ability to use and apply mathematical skills in a number of areas. For example, they have completed an investigation called 'Bob the Builder,' which has developed their understanding

of rotation and reflection in their work on space and shape. Pupils' knowledge of ways in which mathematical data can be gathered and represented in the form of charts, tables and graphs is satisfactory. Some pupils' skills in representing data are still at the early stages of development. For example, in a Year 5 and 6 lesson pupils were creating bar graphs to represent attendance at football matches. Several pupils experienced difficulties in devising a scale that would fit on their graph paper because they were unable to see how these very large numbers could be represented.

73. The quality of teaching in mathematics is good. Pupils are organised in mixed age classes, which involves teachers in planning work to meet the diverse needs of children in two different year groups. In most classes work is planned carefully to meet pupils' different needs. Lessons are taught at a good pace and include brisk mental mathematics sessions. For example, in one Year 5 and 6 lesson, the pupils learned effectively about addition because work was carefully matched to their needs and there was good challenge and interaction between the teacher and the pupils. However, the quality of teachers' planning varies. In some classes, older pupils and higher attaining ones are not always sufficiently challenged. An example was seen in a Year 1 and 2 lesson, where pupils worked in three groups with adult support and where there were different learning aims for each year group. Most children worked purposefully and made satisfactory progress, but because of the diverse range of ability and the setting of tasks that were essentially different, it was difficult for the teacher to assess and extend pupils' learning in the final part of the lesson. The older pupils and higher attaining pupils were capable of undertaking more demanding tasks but these were not provided.
74. In the good lessons teachers plan well and pupils know what they are expected to learn by the end of the lesson. These lessons begin with mental mathematics sessions where the teaching is brisk and lively. There is a good balance between the time spent on teaching and the time pupils have to complete their tasks. A good Year 5 and 6 lesson included an effective mental mathematics session where pupils divided whole numbers and decimal fractions by 10 and 100. Pupils wrote their answers on personal white boards and held these up. When a pupil made a mistake the teacher probed understanding, occasionally paused to make a teaching point to all, but kept the activity flowing well by maintaining a good pace, ensuring pupils had to think quickly.
75. The quality of marking varies. While most is constructive, some teachers mark a whole page with a single tick, providing insufficient guidance on how pupils might improve. Targets are not always fully understood by the pupils and do not yet have a good impact on raising standards. The school effectively uses the guidance in The National Numeracy Strategy. Teachers use a three-part lesson that includes an oral and mental starter, a main activity and a plenary, or final session. In the plenary teachers check the progress pupils have made during the lesson and share the next steps in learning. Most of these sessions are effective, but in some lessons they are insufficiently developed because too little time is allowed for discussion and valuable learning opportunities are missed. Teachers do not always encourage pupils to share ideas and reason with a partner to contribute to their understanding of mathematical processes.
76. The use of ICT to reinforce learning in mathematics is not yet fully satisfactory. Numeracy skills are developed satisfactorily in other subjects, for example in geography when pupils use co-ordinates to find a location. The assessment of pupils' progress is satisfactory and takes place at the end of units of work. Teachers appropriately assess pupils' attainment against the key aims that are shown in the National Numeracy Strategy. This assessment system is useful in contributing to pupils' annual reports, but does not guide curricular planning on a daily basis. The co-ordinator is taking appropriate steps to improve assessment. For example, she has compiled information about assessment from a staff questionnaire and plans to develop a more sophisticated system of assessing pupils' progress in the future.
77. The leadership and management of the subject are good. The monitoring and evaluation of teaching is developing well and is improving standards of teaching and learning. The co-ordinator has undertaken a small number of lesson observations, has looked carefully at

pupils' work and analysed assessment information to identify pupils' strengths and weaknesses so that teaching may be targeted more effectively in the future, such as in improving pupils' understanding of problem solving, fractions and decimals.

SCIENCE

78. Standards in Year 2 are below those expected nationally and by Year 6 they are well below national expectations. Pupils' achievement is satisfactory by Year 2 and those with special educational needs achieve well and make good progress. All pupils are fully included in the activities provided. However, Year 6 pupils' achievement is unsatisfactory and they have not made enough progress over time. This largely reflects their limited knowledge and understanding of science topics and scientific investigations in earlier years in different schools. The pupils have not successfully acquired a secure understanding of scientific processes and experiments. However, there are also some weaknesses in curriculum planning that are not effectively supporting pupils' progress.
79. By Year 2, pupils know that animals live in different environments and they construct simple food chains. They know some of the ways in which we might keep fit and what contributes to a 'healthy' diet. Pupils have a limited understanding of the basic methods of scientific enquiry because they have too few opportunities to practise them. This hinders the development of their skills to predict, observe, measure and account for what they have found out. Their recording skills are poor, although teachers are beginning to address this effectively by providing writing frames. These help pupils by organising the way they write, asking them to think if a test was fair or not and write what they did and what they found out. For example, pupils looked at some simple electrical circuit diagrams, decided whether or not they would light a bulb and then gave their reasons. By using the writing frames pupils made sense of their findings and gave clear explanations of why some bulbs would not light.
80. Pupils in Years 3 and 4 are working at levels that are close to those expected of their ages. By Year 6 however, pupils' achievements are unsatisfactory and standards are well below average. Their knowledge and understanding of the scientific concepts they have studied have not progressed enough. For example, pupils study electrical circuits, as would be expected for younger pupils. Few pupils in one Year 5 and 6 class could explain 'friction.' Their skills in carrying out investigations are poor. Pupils enjoy carrying out practical tasks in the ways they are shown by teachers. However, they are unable to independently decide on a relevant method of enquiry to test an idea. For example, a group of older pupils was asked by an inspector to suggest tests for investigating how well different substances dissolved. They were unable to do this and concluded, ' We can't because you haven't given us the instructions.' Pupils' recordings of investigations are poor, which affects their ability to draw conclusions and form a hypothesis. They are often unclear about what they are trying to find out. For example, when pupils in Years 5 and 6 had rolled a toy car down different surfaces some said they were observing how far the car went. Others stated that it was to stop accidents in icy weather and some thought it was to see which surface produced the most friction.
81. Overall the standard of teaching is broadly satisfactory. The best teaching, such as in a Year 3 and 4 lesson, ensured that pupils learned how to carry out a fair test and conduct an experiment effectively. In other lessons tasks were adapted to meet pupils' different needs, but this is inconsistent. The scheme of work provides insufficient guidance to teachers on ensuring a balance between practical investigation and recording work. Expectations are not always high enough and there is sometimes very little difference between the standard of work produced by more able pupils and that of other pupils. Teachers' knowledge of the subject varies and in some lessons this is hindering progress as teachers are unable to deepen pupils' thinking and understanding, for example through the quality of questions they ask. This also means scientific vocabulary is not extended sufficiently.

82. Teachers are not teaching pupils that recording work is an integral part of investigations. Pupils have come to regard this as something always done after investigations and in some instances as something of a chore. In many instances, practical work is begun with no initial recording at all of what the investigation is meant to be finding out. Teachers are beginning to introduce a more methodical approach, especially in the earlier years. At present however, there is no commonly agreed format and there are different expectations from different teachers.
83. The leadership and management of science are not yet satisfactory. The co-ordinator has produced an appropriate plan to improve the subject by providing more resources and checking on teachers' planning and the work pupils do. Resources are now adequate but there has been very little checking on the quality of pupils' work or lessons and so standards have not risen. The assessment of pupils' attainment is at an early stage of development. At present assessment is not being used sufficiently to plan work at the appropriate level, or to identify possible areas of weakness in pupils' understanding. Although some pupils have used microscopes in association with computers there is too little use made of ICT, for example to portray data obtained from investigations or as part of investigations through the use of sensing equipment.

ART AND DESIGN

84. Very little teaching was observed as most classes were undertaking design and technology work during the week of the inspection. The standards of work match those expected nationally for pupils in Years 2 and 6. Pupils, including those with special educational needs, make broadly satisfactory progress in developing observational and creative skills and in learning a range of techniques. All pupils are fully included in the experiences provided for them.
85. By Year 2, pupils have satisfactory observational skills. For example, they have used viewfinders appropriately to concentrate on the details of animals. They have attractively illustrated an African story, 'Why Flies Buzz' by making collages of trees, a rhinoceros and monkey, using paper, foil and fabric. By Year 6, pupils have learnt a satisfactory range of techniques and have successfully used an appropriate variety of materials and tools. They mix colours well and use a variety of brushes for painting, such as when creating their own designs for 'Willow Pattern' plates. The pupils have sound observation skills. For example, they look closely at objects such as a piece of wood and sketch these, paying sound attention to detail. Art is used effectively to reinforce pupils' learning about different topics. For example, pupils have used crayons, paint and felt pens effectively to make soldiers' faces and shield designs as part of the history topic about Ancient Greece. They have satisfactorily illustrated the 'Wooden Horse of Troy,' using crayons and paints. As a link with literacy, they have used felt pens to make satisfactory posters about traditional tales, such as 'Hiawatha's Song.' ICT is used satisfactorily to support pupils' creativity, such as in developing patterns and symmetrical designs. It is used well to create posters, for example for school menus, safety warnings and environmental issues such as recycling. To support topic work, ICT has been used effectively to create good illustrations of, for example, Greek gods and goddesses.
86. There was insufficient evidence to make a secure judgement about the quality of teaching throughout the school. In the very few lessons observed, which were mainly in Years 3 and 4, one lesson was taught well and the other was poor. As a result, pupils' achievement varied considerably. This was because although the lessons were carefully planned, the work given to one class was inappropriate for pupils' ages and provided insufficient challenge. In the best lesson, pupils developed secure sketching and painting skills based on observing daffodils. They were taught effectively to look closely and to improve the techniques they used, resulting in some good quality work. In the other lesson, which was poor and was based on following each step of cutting and sticking flower heads and stems, pupils had insufficient opportunity to take responsibility or to choose their own resources. They merely followed instructions, which

restricted their creative progress. The lesson conclusion lacked opportunities for pupils to evaluate and improve their work, as they were asked to give reasons only for appreciating everyone else's pictures.

87. There is an appropriate policy and teachers use the national guidance for the subject satisfactorily to plan their individual lessons. However, while art and design is generally used effectively to enhance pupils' learning in other subjects, the school has yet to develop a curriculum that ensures the progressive development of art and design skills. Assessment procedures are not yet established so that work can be adapted to meet the needs of different pupils.
88. The leadership and management of the subject are broadly satisfactory. The co-ordinator has begun to collect samples of pupils' work to gain an overview of standards and has carried out a good analysis of the aspects with which teachers require help. These provide a good basis for improving teaching and learning further. The co-ordinator is working hard to improve the provision and has established an extra-curricular art club to enhance pupils' experiences. Resources for lessons are broadly satisfactory, with the exception of those for the appreciation of famous artists. The school library has a limited range of art and design books for pupils of all ages.

DESIGN AND TECHNOLOGY

89. Standards in design and technology are at an appropriate level for the pupils' age in Year 2. The standards in Year 6 are below average. Pupils make good progress through Years 1 and 2. Pupils in Years 3 to 6 make satisfactory progress in lessons, but uneven progress over these years. Most pupils achieve well in relation to their ability on starting school, but many Year 6 pupils do not use design drawings well and do not handle tools safely. Pupils who have special educational needs enjoy technology sessions because the teachers and support assistants help them well and enable them to achieve success. They often produce results as good as, and at times better than their classmates. All pupils in the school are fully included in the learning experiences provided for them.
90. The quality of teaching is satisfactory. The teachers select interesting and appropriate projects and give clear instructions and explanations. Teachers prepare and use resources well, including the computer for designing. Year 1 and 2 pupils, for instance, built on their geography learning by seeing playground features move about on the screen, enabling them to choose the best position. A strong feature of the teaching is the encouragement given to pupils to select their own materials. Year 6 pupils showed considerable concentration as they studied the materials for their musical instruments to decide which was best for the purpose they had in mind. However, teachers do not give enough attention to the use of pupils' English and mathematics skills in preparing designs, evaluating the outcomes and in measurements during construction.
91. The increased emphasis on literacy and numeracy in recent years has reduced the time and attention available for design and technology. The co-ordinator has selected a suitable planning scheme. The pupils have positive attitudes because work is interesting. However, they are so anxious to get started on the making part that they rush the design stages. This reduces the quality of the finished products. The planning scheme indicates that a suitable balance is achieved in the four areas of mechanisms and structures, food and textile technology. However, the pupils' skills are not developed evenly through Years 3 to 6. In Year 6 pupils are not able to draw on a wide range of previous experiences from their earlier learning in other schools. For instance, they attempt to saw pieces of wood while holding them up in the air.
92. The leadership and management of the subject are sound. The co-ordinator's action plan takes account of the limited expertise, to emphasise the increased training of staff. It includes

the development of a more detailed overall plan to map out the order of teaching skills and the links made to other subjects. The basic system of assessing skills is to be enhanced into procedures that allow pupils themselves to observe and understand their progress. This is linked to a stronger portfolio of work where the examples displayed clearly represent the standard of the different levels that pupils reach.

GEOGRAPHY

93. By Year 2 pupils' attainment is in line with that expected of pupils this age. Those with special educational needs make good progress by the end of Year 2 because they are supported effectively. Pupils have an appropriate understanding of their local environment and have their own ideas on how it might be improved. For example they design 'ideal' neighbourhoods with parks, houses and shops. This has been developed well through good use of a computer program that allows pupils to model a variety of scenarios. It has also helped pupils develop their mapping skills, so that they understand the relationship of plans and maps to other views of different areas. Pupils have undertaken a local traffic survey and produced and discussed the information they collected satisfactorily. Pupils are fully included in the experiences provided.
94. No judgement can be made about the attainment of pupils by Year 6, as there is insufficient evidence. Pupils in Year 6 and Year 5 have very little recorded work since last September, as work in the Autumn Term was mostly oral. In discussions with these older pupils it is apparent that many of the skills expected of them at this time are undeveloped. The work undertaken by pupils Year 3 and 4 is enabling them to reach the attainments expected of pupils of these ages. The organisation of the curriculum means that much of the work pupils in the older years are required to cover will take place next term. In Years 3 and 4 pupils have built well on their understanding of how the local environment develops and how life in a British town compares with a village in India. Much of the work however, comprises the learning of facts rather than the ways in which geographers collect and evaluate evidence.
95. Too few lessons were seen to make an overall judgement about teaching. In the lessons seen the teaching was good overall because pupils were fully included in discussions and showed good understanding of their own environment. In the Year 5 and 6 lesson the teacher successfully stimulated a discussion in which pupils showed a good understanding of many of the issues surrounding the operation of open cast mining in the local area. Their teacher had a good knowledge of the subject and so was able to give in-depth support. This enabled pupils to consider the impact of this form of mining in a number of ways and put good arguments for and against it. In the Year 1 lesson a good discussion was developed, so that pupils became very interested in the ways people might spend their leisure time in the local area. Pupils in the older years have the opportunity to participate in the residential visits organised each year. These are well planned by school staff and give pupils the chance to engage in some geographical fieldwork. For example Year 5 pupils visited Norfolk and studied a beach and cliffs environment as part of their work. These visits contribute well to pupils' cultural and social development.
96. The leadership and management of the subject are broadly satisfactory. Appropriate plans have been drawn up to improve standards but have yet to be initiated. They include the monitoring of teachers' planning but do not yet include the checking of pupils' work or the quality of teaching provided. Appropriately, further training is to be provided for the co-ordinator to undertake these effectively. Resources are adequate but the present organisation of the work to be done is not well planned and does not ensure continuity in the development of skills for the older pupils.

HISTORY

97. Standards are in line with national expectations by the end of Years 2 and 6. Pupils make satisfactory progress in history throughout the school, and in recent work on The Second World War and Ancient Greeks, pupils in Years 5 and 6 have made good progress. Pupils with special educational needs make good progress. Teachers ensure that all pupils have opportunities to participate fully in lessons.
98. The school has devised an appropriate long-term plan based on national guidance. By Year 2 pupils have studied toys, transport, Florence Nightingale and the great fire of London. They have good opportunities to develop an understanding of the location of events in time. For example, pupils know that Florence Nightingale worked in the Crimea before the first man walked on the moon. Teachers provide appropriate activities to enable pupils to consider similarities and differences, encouraging the use of 'before' and 'after' when they compare transport then and now, for example. Classroom timelines support pupils' chronological understanding well by illustrating major events from the distant past up to the present day. Pupils are developing a good understanding of change through their study of famous people, for example Alexander Graham Bell, and they understand that his work on the early telephone meant that people would no longer have to write letters to keep in touch. In a good piece of work about Guy Fawkes and the gunpowder plot, pupils are beginning to develop skills in understanding historical consequences. Higher attaining pupils' writing gives a chronological account of events, demonstrating the impact of one set of events on another. In some lessons pupils' learning is less effective because teachers rely too much on the use of worksheets. For example, in work about Neil Armstrong walking on the moon, pupils simply have to match items of clothing to his space suit. They do not have to carry out any research to find the answers, or think deeply about them and this inhibits the development of their skills of historical enquiry.
99. By Year 6 pupils have successfully investigated life in Victorian times, the Tudors, Britain since the 1930s and the Ancient Greeks. In work on the Second World War, pupils use literacy skills well, such as when writing a newspaper account about an unexploded bomb. They use computers to design the front page of the newspaper and use the Internet well for research on the war. In a letter home from the trenches, pupils demonstrate an ability to empathise by imagining they are the soldiers at war. A visit to Eden Camp has given pupils a good opportunity to experience life in a prisoner of war camp. The pupils speak enthusiastically and knowledgeably about this trip, which is reflected in the good quality of their follow up work.
100. There was insufficient evidence to make a secure judgement about the quality of teaching throughout the school. The one lesson observed was taught well. In this, pupils successfully compared school life in Ancient Greek times with the present. The lesson started with a good discussion about schooling, the age at which pupils left school and the subjects they studied. The teacher asked pupils a good range of questions about how they would research this information. Most pupils contributed well to discussions about primary and secondary sources of information and concluded they would be able to use secondary sources only, for example, books, posters, photographs and the Internet. Following group activities, pupils listened to the story of Timon and his life as a scholar in Ancient Greece. This passage enhanced pupils' knowledge and contributed well to their understanding of the similarities and differences of schooling in these times. Pupils made good progress in this lesson because of the teacher's good subject knowledge and planning and because of their positive attitudes to history.
101. The leadership and management of the subject are satisfactory. The co-ordinator has not yet had the opportunity to undertake lesson observations or look closely at pupils' work, though this is planned for the near future. Pupils' work is satisfactorily assessed at the end of each unit of work. However, assessment information is not always used effectively on a daily basis to guide curricular planning and ensure that work meets the needs of pupils with different capabilities. ICT is used well when pupils undertake research. There are good links with other subjects, especially literacy. For example, when learning about Ancient Egypt pupils write well devised instructions for making a 'Mummy'. The subject makes a satisfactory contribution to

pupils' spiritual, social and cultural development. Pupils reflect on times past, learn about people's lives long ago and the contributions made by famous people in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Standards in ICT are in line with national expectations by Year 2 and Year 6. Pupils, including those with special educational needs, make satisfactory progress and all are fully included in the activities provided. However, pupils do not have enough regular opportunities to practise the skills they have acquired in some other subjects of the curriculum.
103. By Year 2 pupils are confident in operating different programs using the mouse and keyboard. They use paint programs to good effect, for example by using repeating patterns and combining the effects created by using different painting tools. Pupils do not make regular use of word processing as a tool for developing their writing. However, when used to enhance 'finished' work, pupils punctuate, change fonts, print size and colour to good effect. Pupils undertook a local traffic survey and used a computer as well as their own graphs, to show the data they had collected. Especially well developed is pupils' knowledge of how to program a screen 'turtle' to trace out a pathway. This knowledge means pupils can navigate round town streets to arrive at a given house or trace out regular geometric shapes. More able pupils successfully use a series of straight lines and right angles to travel round a race circuit.
104. By Year 6 pupils' achievements are satisfactory as they reach standards of attainment in line with expectations of pupils this age. Their word processing skills have developed satisfactorily and they employ basic desktop publishing techniques appropriately. For example, pupils created their own newspaper pages as part of their history studies of the Second World War and produced advertisements extolling the benefits of school meals. Pupils in Years 5 and 6 are proud of the work they have done using 'Power Point', for example, to produce slide shows of their studies on Greek gods and goddesses. Pupils routinely download information from the Internet and use CD-ROMs to help with their studies, especially in history. Some pupils in the older classes have made use of a music program to compose and explore different styles of music. This program has not, however, been used elsewhere in the school. Pupils use spreadsheets at an appropriate level and store and retrieve work with speed and confidence. However, they do not receive enough opportunities to use other technology, such as digital cameras, tape recorders or sensors in science, although they are beginning to use microscopes more frequently.
105. The quality of teaching throughout the school is satisfactory. There is, however, some inconsistency in the ways in which teachers make use of the computer suite and plan for the use of technology in other subjects. The majority of computer skills are taught in the computer suite, which is a small room with twelve computer stations. In the most successful lessons, teachers divided their classes so that most pupils could use a computer on their own. In others, teachers were assisted by classroom assistants, which enabled them to provide a high level of individual support to pupils. This was illustrated well in a Year 1 class where pupils made good progress in constructing an on screen town site. In this lesson the teacher demonstrated skills effectively and as pupils practised, three adults helped them where necessary. By the end of this lesson pupils had mastered some advanced mouse skills and moved the components of a town around the screen confidently to suit their purpose. In some other less successful lessons, pupils shared machines with one or two others, limiting their practical experience and losing much of the individual attention they needed to progress. In other lessons some of the benefits of using the suite were lost as teachers gave too little demonstration to the whole group. Instead individuals were shown the skills one at a time.
106. During the inspection very little use was made of computers or other technology in lessons. Teachers' plans rarely include this as an integral part of what will be learned. This lack of opportunity is preventing pupils from practising the skills they have learned still further. The

leadership and management of the subject are satisfactory and there is a good plan to develop ICT further and raise the standards being achieved. There will shortly be a broadband Internet connection and pupils will have the opportunity to use e-mail. There are suitable plans to increase the number of computers in school and to improve the teaching of skills by purchasing a computer projector and white board.

MUSIC

107. Standards are in line with national expectations by Year 2, but well below these by Year 6. Pupils make satisfactory progress as they move through school until Years 5 and 6 when progress slows, leading to very low standards of attainment. This is because pupils have not learned skills progressively in the past, some teachers lack confidence and expertise and some give insufficient time to the teaching of the subject. Pupils with special educational needs make good progress. Teachers ensure that all pupils have opportunities to participate fully in lessons.
108. The school has devised an appropriate long-term plan reflecting national guidance. Music has not been a priority for development in this new school and consequently staff development has been limited. To support teaching by non-specialists the school has purchased a commercial package, including lesson plans and compact discs. These materials ensure continuity and progression in the teaching of musical skills, but pupils' attainment in Years 5 and 6 is well below expectations because there are significant gaps in their knowledge, skills and understanding and the quality of teaching is variable.
109. By Year 2 pupils listening skills are developing well. For example, they listen intently when they play a game called 'Swampy,' where they have to identify notes higher or lower than the original. They compose tunes of high, middle and low notes and write these down on simple scores where parallel lines and dots are used to represent the musical staff and notes. Most pupils play their compositions well on chime bars, but once written down only a few succeed in reading their own score accurately. The quality of pupils' compositions is limited because they have not realised they can use notes in any order. For example, they always start their piece with the high note, followed by the middle and low notes. They maintain this pattern of notes throughout their compositions and consequently limit the possibilities available to them.
110. By Year 6 pupils' compositions have developed little beyond the work in Year 2 because of gaps in their knowledge and underdeveloped musical skills. For example, when composing many pupils confuse pulse and rhythm. When asked about the pulse in their compositions they count all the notes because they do not understand that a single beat or pulse may be made up of several notes. Some pupils are familiar with the terms 'crotchet, quaver' and 'semi quaver, ' but they are unable to identify them when they see them written down or explain their duration. These gaps in knowledge, skills and understanding affect progress over time because activities have to take account of pupils' low starting points.
111. The quality of teaching observed was good. In one Year 5 and 6 lesson, pupils listened well and participated fully. The teacher, who was taking this lesson at short notice, provided good opportunities for pupils to develop compositional skills by asking them to write rhythms reflecting their favourite foods. A good number of pupils progressed from using single items of food to menus with several courses. Most pupils found identifying the rhythms quite easy, but were unsure how to use notation to represent the rhythm on a simple score. When asked to perform, several pupils had difficulties following their own score because it did not reflect the rhythm accurately. The teacher's use of appropriate activities, her very good relationship with pupils and their very good attitudes and behaviour contributed to the effectiveness of this lesson. The pupils' low starting point affected the rate of progress however, and consequently teaching was of a higher quality than the learning.
112. In all music lessons insufficient importance was attached to pupils evaluating their own and others' work. These valuable learning opportunities which promote discussion about what

worked well and what could be improved were either left out altogether, or too brief to contribute to pupils' development.

113. The school has yet to monitor the teaching and learning in music, which has been delayed due to the changes in staffing. Not all staff are confident in teaching the subject and this restricts good progress overall. The assessment of pupils' progress is not yet fully effective as it takes place only at the end of units of work. It does not identify pupils' strengths and weaknesses well enough to guide future planning and teaching. ICT is used satisfactorily. For example, pupils in Years 5 and 6 have used composition software to create tunes and have recorded these to disk. The subject policy has yet to be written. There is a good range of resources, including multicultural instruments, though these are mostly only African. The subject makes a satisfactory contribution to pupils' spiritual, social and cultural development. The leadership and management of the temporary co-ordinator are satisfactory.

PHYSICAL EDUCATION

114. Standards are in line with those expected for the pupils' age in Year 2. Pupils achieve particularly well in movement and dance, and standards in this aspect are above average. Standards in Year 6 are below average. Not all pupils in Year 6 have achieved the 25 metre swimming distance award. The school has made special arrangements for some Year 6 pupils to go with Year 3 and 4 to the swimming baths, which is effectively improving standards, with the number achieving the award increasing. Pupils make sound progress in most lessons, but not all the strands of physical education are covered appropriately. Pupils who have special educational needs are well supported and have good opportunities to gain success. The school ensures that all pupils are fully included in activities.
115. The quality of teaching in Years 1 and 2 is good. Teachers have a particularly good expertise and enthusiasm. They plan well and conduct lessons at a rapid pace. Pupils are given exacting tasks, which are used well by teachers to give them a timely reminder about the importance of exercise for health and circulation. The teachers know the pupils well, match work well and build up the skills in steps throughout the lesson. They expect a high standard from the pupils, who in turn try hard to meet the demands. They love physical education lessons and behave well in them. Some teachers link the lessons to a performance, so that the pupils gain a sense of an audience watching them. They develop their skills by rehearsal. Some of these lessons are very good, and pupils make very good progress in them. Teachers do not, however, always give pupils enough opportunities to voice their impressions and ideas for improvement.
116. Teaching in Years 3 to 6 is usually sound, but on occasion unsatisfactory. Teachers' subject knowledge is not extensive. By Years 5 and 6 pupils have not gained confidence or a good vocabulary to play a central part in evaluating their performance and suggesting improvements. Some teachers do not develop this key strategy in Years 5 and 6. They give pupils ideas, but do not enable pupils to learn by expanding and practising their own ideas, such as in a dance lesson observed. Although the new planning scheme is a sound structure for teachers' planning, gymnastics is not developed sufficiently because the apparatus is used irregularly. The school has not found creative solutions for getting heavy equipment out to be ready for younger pupils to use.
117. The management of the subject is sound in relation to the plans for raising the profile of physical education by introducing a wider range of after school sporting activities. However, it is not sufficiently effective in monitoring standards in lessons, and evaluating the measures needed to raise them, for instance by developing the assessment system to track pupils' attainment and progress more accurately.

RELIGIOUS EDUCATION

118. Pupils' attainment by Year 2 and Year 6 is in line with expectations of the locally agreed syllabus for religious education. All pupils are fully included in lessons. By Year 2 pupils, including those with special educational needs, have an appropriate knowledge of some of the customs and beliefs of the Christian and Jewish religions. For example they know the origins and significance of the Torah, the Ark, Shabbat and Seder meal. They have made Hallah bread and compared the Passover to Easter. Pupils also consider the meanings of some religious beliefs, especially how these link to their own ideas. For example they have discussed and formed ideas about 'belonging', their friends and family and links with the community. Pupils in Year 2 recall well the events surrounding Jesus' entry into Jerusalem and the details of his trial and death.
119. By Year 6 pupils' knowledge of other religions has expanded satisfactorily and they know many of the rituals, beliefs and symbols of the Hindu, Muslim and Sikh faiths. Some of this knowledge has been gained through their geographical studies on India in Years 3 and 4. In Years 5 and 6 pupils' studies in history have included the life of St. Thomas à Becket and pupils have downloaded information about this from the Internet. Pupils' ideas about moral issues associated with belief have also developed appropriately. For example, they give good reasons why people do not always choose to tell the truth and why it is not always easy to say what is right or wrong. Pupils in all classes have a good knowledge of the Christmas story and older ones have written some satisfactory accounts from the point of view of an eye witness.
120. The teaching of religious education is satisfactory throughout the school. Teachers use a good range of activities relevant to what is to be learned and to motivate pupils. This includes the use of drama to act out events in different religions and writing first hand accounts of events and discussions. In all classes teachers encourage pupils to discuss issues and handle their ideas well to help them learn. For example in the infant classes pupils were asked to consider how Mary and others might have felt when watching the Crucifixion or learning that Jesus' body had disappeared from the cave. In Years 3 and 4 pupils re-tell the Christmas story satisfactorily in their own words while those in Years 1 and 2 recount the story of the Passover. Teachers in these lessons showed a good understanding of the events that pupils study and handled discussions sensitively. In one class of Year 6 and 5 pupils, the subject knowledge of the teacher enabled her to deepen pupils' knowledge and understanding of Muslim beliefs and customs. Pupils in this lesson learned how the Koran came to be written and observed the Muslim custom of washing hands before handling the book. Pupils enjoy their work and have a respect for the beliefs and customs of the different religions they have studied.
121. Resources and religious artefacts are used well to supplement work and give pupils first hand experience. For example pupils examine and study Jewish Torah scrolls and candlesticks and make Hallah bread. Pupils in Year 3 and 4 have visited a Hindu mandir and there are plans to extend this to include a visit to a mosque next year. The enthusiastic co-ordinator provides good leadership and management for the subject and has produced good plans to help teachers give pupils work that interests them and enables them to reach the required standards.