

INSPECTION REPORT

<p>St John's CE (Aided) NELSON LEA area : Lancashire Unique Reference Number : 119436 Headteacher : Mr D C Dennis</p>

Reporting Inspector : Jeanette Lees

Dates of inspection : 29.09.97 - 03.10.97

Under OFSTED contract number: 119436

Inspection carried out under Section 10 of the School Inspections Act 1997

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Information about the school

Type of school :	Junior	Infants and
Type of control :		Aided
Age range of pupils :	4-11	
Gender of pupils :		Mixed
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Appropriate authority :	Lancashire	
Name of chair of governors :	Mr G Tunbridge	

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Bill Haykin	Mathematics, Physical Education and Information Technology	Attitudes, behaviour and personal development Pupils; spiritual, moral, social and cultural development Support guidance and pupils' welfare
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Main Findings of the Inspection

1. St John's CE is a happy, caring and well-organised school where pupils attain the national expectation and make satisfactory progress. The aims of the school are reflected in the positive ethos and the good relationships that exist throughout the school. Governors and staff actively support these values, demonstrate confidence in the headteacher and share a pride in the school.

2. Pupils' attainment on entry to the reception class is about average. At this early stage in the school calendar, children under the age of five are attaining levels expected of children of their age and are making satisfactory progress. However, they are not making sufficient progress over time to ensure that they will reach the levels expected of children their age by the time they reach Key Stage 1. At both key stages, the majority of pupils make satisfactory progress in all subjects. By the end of both key stages pupils attain the national averages in the core subjects of English, mathematics and science. In nearly all the foundation subjects pupils make satisfactory progress at both key stages and their attainment is in line with national expectations. There are a small number of exceptions. In geography at Key Stage 2, pupils make good progress and many attain above national expectations by the end of the key stage. In art at Key Stage 1, pupils make less progress than they should and attain below the national expectation by the end of the key stage.

3. During whole class lessons, pupils with special educational needs make generally good progress; however, when they are withdrawn from class for additional support in mathematics and English they make unsatisfactory progress.

4. In English, pupils throughout the school show an above average ability to listen, both to their teachers and to each other. Pupils' speaking and reading skills are at the national average. Standards in handwriting are above average at both key stages and attainment in writing is at least in line with national averages and sometimes better. In mathematics at both key stages pupils have developed their computational skills in line with expectations and are able to use an appropriate mathematical vocabulary. At Key Stage 1 pupils can identify a range of shapes and their properties. At Key Stage 2 pupils understand the need for standard measures and are able to handle data in statistical and chart form. In science at both key stages pupils attain appropriate standards except for the more able pupils at Key Stage 2 where pupils are not achieving their potential. By the end of Key Stage 1 pupils can sort materials accurately and they understand some of their properties. By the end of Key Stage 2 pupils can use the scientific names for organs of the body and they can describe investigations in science they have undertaken. Recent National Curriculum tests broadly support these judgements.

5. Pupils have good attitudes and they like coming to school. Their attendance is good. Pupils generally enjoy lessons and show interest in learning. Pupils are particularly good listeners; they answer questions and most contribute to class discussions. The vast majority are able to concentrate during lessons and they often work quietly on their own. Most pupils are very co-operative learners who enjoy being given the opportunity to work together in groups.

6. A strength of the school is its provision for pupils' social and moral development. Adults in school have shared and clear expectations of pupils' behaviour and conduct which all apply consistently. All staff are responsible for the development of good moral values and teachers take care to explore these issues in their lessons. Pupils clearly know the difference between right and wrong. The provision for pupils' spiritual and cultural development is satisfactory, though teachers do not plan for these aspects systematically as part of the school's curriculum. The school is effective in promoting pupils' well-being. The support and guidance provided contributes to pupils' feelings of security and self-esteem and enables them to play a full part in the life of the school.

7. The majority of pupils behave well in and around the school. Many pupils are mature for their ages and are polite and courteous to each other, to teachers and to visitors. Pupils have good relationships with their teachers and with each other; they show pleasure when others do well and have consideration for their views.

8. Lessons for children under the age of five are mostly satisfactory and sometimes well taught. At Key Stage 1, teaching is mainly satisfactory and much of it is good. There is however, a significant minority of unsatisfactory teaching in the middle of this key stage. At Key Stage 2 teaching is mainly satisfactory and a high proportion is better than this.

9. The strengths of the teaching throughout the school lie in teachers' abilities to create a purposeful working atmosphere in their classrooms based on good relationships with pupils and with support staff. Teachers generally have an encouraging and warm manner with pupils and this enables pupils to approach their work with confidence.

10. There are additional strengths in the quality of teaching which occur most often in the reception class, within Key Stage 1 and at Key Stage 2. Teaching in these areas of the school is usually confident and sometimes lively. Teachers are knowledgeable about the subjects they teach, except in art at Key Stage 1, and are able to give the pupils detailed and accurate information and explanations. Children under the age of five are introduced to more complex language at an appropriate time in their development and good teaching encourages them to use it themselves. In most classes the work provided for pupils is usually imaginative, interesting and sometimes challenging. Pupils remain interested throughout the lesson because the teacher varies the way in which they work; sometimes the whole class listen together and on other occasions pupils work together in groups or on their own. Children under the age of five have opportunities to take an active part in lessons and they are encouraged to experiment and to talk about their feelings. These opportunities are not always available for older pupils. In the best lessons teachers are good at asking pupils questions which encourage them to take part in the lesson and which challenge them to think. Teachers value pupils' answers and the contributions they make. Most teachers are skilful in intervening in the lesson to draw pupils' thoughts together or to help an individual with their work. Teachers use these techniques well to check pupils' understanding and to steer them towards a new or different goal.

11. Many, but not all teachers have a clear view of what they want pupils to achieve and learn in lessons. When clear objectives are not set for the lesson, which most often happens within Key Stage 1, the work set is not very challenging. In these lessons pupils often do not fully understand what they should do and the teacher has not organised the activity in the most effective way. In the foundation subjects some teachers use a limited range of teaching approaches which prevent pupils from taking a full part and learning through activity and involvement. Pupils do not make sufficient progress in these lessons.

12. Teachers are generally effective in identifying which pupils in their class need additional help and in spending more time with them. However, though there is some good practice, teachers do not always plan work which is suitable for pupils with different abilities, particularly for the higher attainers and those with special educational needs. This happens most often when pupils receive extra support beyond the classroom.

13. The school provides a broadly based curriculum. All subjects of the National Curriculum are taught and statutory requirements are met. The planning and teaching of the curriculum for children under five does not address all aspects of the areas of learning in sufficient depth. Current plans do not adequately prepare these children fully for the Key Stage 1 curriculum. Planning for the core subjects of English, mathematics and science is better than in other subjects. However, there is no common approach to planning. Schemes of work are in place for some but not all subjects. Where schemes are not yet established firmly teachers are not receiving sufficient guidance on what pupils should be attaining and at what stage. Planning in these subjects does not build upon pupils' existing skills and knowledge as they move through the school. The curriculum provided for pupils with special educational needs does not always satisfy their needs. Whilst there are Individual Education Plans (IEPs) the targets written in them are not specific enough to help pupils to make real progress or to help teachers to plan for improvements in pupils' work.

14. There are some systems in place for assessing pupils' work but these tend to check what pupils have studied and not what they achieve. The absence of schemes of work for some subjects, along with the lack of clarity of learning objectives, means there is little in place for teachers to check pupils' progress and attainment against. Even without this guidance, however, a few teachers are still able to assess pupils' work effectively and they use this information well to modify their teaching to improve the progress pupils make.

15. The headteacher and the deputy headteacher have a good working relationship and work as an effective team while maintaining their separate roles and identities within the management structure. The governing body supports the senior management team with practical help and advice. Day-to-day management is very good; everyone understands routines and they operate smoothly.

16. There is a commitment by the school to monitoring and evaluation of the curriculum. However the roles of governors, senior managers and co-ordinators are not clearly defined or understood in this area and systems are underdeveloped. Monitoring and evaluation are not undertaken systematically resulting in strengths and weaknesses in the curriculum and teaching not being identified, shared or remedied. Co-ordinators vary in their confidence and understanding of what they need to do to evaluate and improve the teaching in their subjects. The school has made a start on improving this area of the co-ordinators' role through the development of policies and schemes of work. However, there are no structures in place to check that these policies and schemes are being used to plan for pupils to make progress from year to year and thus to raise standards of attainment.

17. The school's mission statement and aims cover all aspects of the life and work of the school and the values expressed are generally reflected in the policies it promotes. The aims do not explicitly mention the achievement of pupils or the standards expected. The school development plan similarly does not focus on what the school needs to do to raise pupils' attainment and to improve the quality of their education. However, there is a commitment to high attainment in practice and the school has set targets for the improvement of attainment in English, mathematics and science at both key stages.

18. The school plans and manages its finances carefully and financial control is very good. The governing body is fully involved in budget setting and has begun to relate spending to the priorities of the school. However there is no monitoring of these decisions to determine whether spending results in improvements in teaching and in pupils' attainment and progress. The school's administrative systems are very efficient.

19. A majority of pupils in the school attain the nationally expected standard and make satisfactory progress. The quality of education is satisfactory overall and pupils' attendance and behaviour are good. The school makes generally good use of its resources for the benefit of pupils. It is, therefore, giving satisfactory value for money.

Key Issues for Action after the Inspection

20. The governing body, headteacher and staff should now take steps to:

- improve curriculum planning by completing the process of writing some schemes of work and implementing others to cover the full range of subjects. These must provide guidance to teachers in setting clear learning objectives against which pupils' attainment can be assessed and in setting work which builds on what pupils have learned previously;
- continue to develop and implement procedures to systematically monitor and evaluate teaching, curriculum developments and pupils' attainment and progress. This must take place at headteacher, senior management, co-ordinator and governing body level. Also provide staff development for co-ordinators to guide them in carrying out their responsibilities;
- raise pupils' attainment in art at Key Stage 1 by developing a scheme of work for the subject which includes the skills and ideas to be taught in all aspects of the subject and thus ensure progression

and continuity;

- implement a suitable curriculum for children under the age of five which ensures that they will have made sufficient progress by the time they move into Key Stage 1;
- improve the curricular provision for pupils with special educational needs by ensuring that targets are more specific to their needs and that teaching addresses them fully.

Introduction

Characteristics of the school

1. St John's Church of England Aided Primary school is situated near the town centre of Nelson in East Lancashire. The school serves the parish of St John the Evangelist in the Diocese of Blackburn. The Infant and Junior schools amalgamated in 1981 and the present school came together on one site in 1992. St John's is an average size infant and junior school with 242 pupils on roll in 7 classes. There are 119 boys and 123 girls in the school. Most pupils live in the Southfield ward of Nelson which is an area of mixed housing, with a higher than average percentage of pupils living in overcrowded households. National census data shows that in the Southfield ward the percentage of adults with higher education qualifications is significantly below the national average. Three pupils come from homes where English is not the first language.

2. The school has a relatively stable number of pupils on roll. All classes contain pupils of one age group. The overall number of pupils with special educational need is below the average for the LEA. Of these, six pupils have statements of special educational need and a further 31 pupils are on the register of special educational needs. The proportion of pupils entitled to free school meals is broadly in line with the national average.

3. The school does not have a nursery but many pupils have some pre-school experience in either playgroups or nurseries. Children enter the school with average levels of attainment.

4. Among its current priorities, the school aims to improve the use of assessment to raise pupils' standards of attainment. The school intends to maintain current staffing levels as long as the budget allows.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1996-7	16	15	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	13	14
	Girls	14	14	14
	Total	27	27	28
Percentage at NC Level 2 or above	School	77 (74)	86 (80)	87 (83)
	National	(78)	(79)	(82)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	12	13
	Girls	14	14	14
	Total	28	26	27
Percentage at NC Level 2 or above	School	90 (86)	87 (4)	90 (100)
	National	(78)	(82)	(84)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1996-7	19	14	33

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	13	11
	Girls	10	11	12
	Total	17	24	23
Percentage at NC Level 4 or above	School	51 (67)	73 (63)	70 (63)
	National	(58)	(54)	(62)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	6	8
	Girls	16	11	11
	Total	12	17	19
Percentage at NC Level 4 or above	School	48 (60)	51 (63)	57 (77)
	National	(60)	(60)	(65)

Attendance

Percentage of half days (sessions) missed
through absence for the latest complete
reporting year :

		%
Authorised Absence	School	5.2
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age)
during the previous year :

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	2.90
Satisfactory or better	85.51
Less than satisfactory	14.49

² Percentages in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

Educational Standards Achieved

Attainment and Progress

1. When children begin school they have average levels of attainment. During the inspection, children in the reception class and to whom the National Curriculum does not yet apply, achieved appropriate and sometimes good standards for their age in all areas of development. They are making sufficient progress in most lessons but the progress children make over time is not satisfactory enough to ensure that they will reach levels expected of them by compulsory school age. This is particularly true of the progress made by the most and least able children.

2. At the end of Key Stage 1 most pupils attain national averages in the core subjects of English, mathematics and science. National Curriculum tests for seven year olds broadly confirm these findings. In English, by the end of Key Stage 1, pupils listen well and are able to use a growing vocabulary to describe their feelings. They read accurately but with a little lack of fluency and expression. Handwriting is well-formed and pupils are able to write interesting sentences punctuated with capital letters and full stops. In science, at the end of Key Stage 1, pupils can sort materials accurately using several rules and they understand some of the properties of these materials. In mathematics, at the end of Key Stage 1, pupils are able to count reliably and have a good understanding of place value. In other subjects of the National Curriculum, except art in which attainment is below average, pupils' attainment is in line with national expectation. Pupils have satisfactory drawing and painting skills by the end of Key Stage 1 but attainment in working with a variety of materials in two and three dimensions is unsatisfactory. Pupils' progress through Key Stage 1 is uneven. In the middle of the key stage pupils are not making the progress they should in English, science, design and technology or art. Attainment in aspects of these subjects is consequently unsatisfactory. This lack of progress is a result of some unsatisfactory teaching. However, by the end of Key Stage 1 most pupils, including those with special educational needs, are making satisfactory progress in all subjects of the curriculum except in art where the curriculum is too narrow for pupils to make sufficient progress.

3. At the end of Key Stage 2 the majority of pupils attain national averages in the core subjects of English, mathematics and science. National Curriculum tests for eleven year olds confirm these findings. In English, at the end of Key Stage 2, pupils read with understanding and have above average listening skills. Pupils write legibly in a cursive style and their sentence structure and punctuation is good. In science, at the end of Key Stage 2, pupils have developed a scientific vocabulary and use it to name organs of the body and describe how a circuit works. In mathematics pupils understand the need to use standard measures and are able to handle data in statistical and chart form. In the other subjects of the National Curriculum, except geography in which attainment is above average, pupils' attainment is in line with national expectation. The progress of most pupils, including those with special educational needs, is satisfactory in all subjects at Key Stage 2 and progress is good in geography.

4. Both attainment and progress of pupils with special educational needs at both key stages are good when pupils receive regular support in the classroom. Sometimes unsatisfactory teaching of these pupils takes place in withdrawal groups where attainment and progress are not satisfactory. Teaching on these occasions does not focus clearly on the individual needs of pupils.

5. The school is using National Curriculum test and assessment results to evaluate standards of attainment and progress. It has set itself a target to improve standards in English, mathematics and science by improving assessment procedures.

Attitudes, Behaviour and Personal Development

6. Pupils have good attitudes to school and to their work. They show a keen interest in what they are doing and pupils of all ages enjoy coming to school. Parents confirm that their children are happy and enjoy school life. Pupils answer questions with enthusiasm and are eager to please. They are particularly good listeners and are able to work quietly on their own. Pupils usually work hard and are able to sustain their concentration over long periods of time. They are co-operative with their teachers and with each other. Pupils' response to lessons is almost always satisfactory and frequently good. Pupils with special educational needs who are taken out of lessons to receive extra help with their work are usually able to concentrate. However they sometimes lack interest because the work they are asked to complete is not always appropriate. Some pupils are used to thinking for themselves and are able to work independently using dictionaries and reference books. However, most pupils are used to relying on the teacher and are not sufficiently encouraged to use their initiative. All pupils are very co-operative learners who enjoy being given opportunities to work in pairs or small groups, for example when working on the computers. Pupils share equipment and resources fairly, are kind to each other and accommodate the needs of others.

7. The majority of pupils are well behaved in and around the school and this has a positive effect on their progress and attainment, and on the quality of life within the school. The school is an orderly community where pupils generally follow the rules and conventions and display evidence of self-discipline. There have been no exclusions. Many pupils are mature for their ages and most are polite and courteous to each other, to teachers and to visitors to school. Even the youngest pupils understand and follow classroom routines and at this early stage in their school careers they are already taking turns and sharing resources without fuss. Parents feel that the school achieves a high standard of good behaviour from pupils and the inspection confirms this view.

8. Pupils have good relationships with each other and are pleased when others do well. The personal development of pupils is effectively encouraged by all connected with the school. Pupils regularly support local charities and invite local neighbours of the school to productions and school activities. Pupils are generally caring and show respect for other people's feelings and beliefs. The school provides a secure framework within which pupils display responsibility for their own actions and are co-operative, trustworthy and courteous.

Attendance

9. Attendance at the school is good. The overall attendance rate of 94.8% for 1996/97 is above the national average for primary schools whilst authorised and unauthorised absences are below the national average.

10. There is very little lateness; pupils are happy to come to school and are encouraged to attend regularly and on time. The vast majority of parents are supportive of the school's approach to attendance and their co-operation enables the school to maintain the good standards achieved. The good rate of regular attendance contributes positively to pupils' overall attainment and progress.

Quality of Education Provided

Teaching

11. The teaching of the lessons for pupils under the age of five is mostly satisfactory and some of it is good. Although pupils are given a wide range of learning experiences in lessons, the curriculum is not based on the national requirements for the under fives and it is this which causes these children to make unsatisfactory progress over time. At Key Stage 1, teaching is mainly satisfactory and much of it is good but there is a significant minority of unsatisfactory teaching in the middle of this key stage and the progress made by some pupils in some lessons is restricted by this. At Key Stage 2, teaching is mainly satisfactory and a high proportion is good. This results in the pupils making progress which is satisfactory in the majority of lessons. The quality of teaching is satisfactory and often good in

English, mathematics, music and geography. It is satisfactory in all other subjects except for art at Key Stage 1 where it is unsatisfactory. A significant minority of teaching of pupils in special educational needs withdrawal groups is unsatisfactory.

12. Teachers display good levels of subject expertise in most areas of the curriculum except for art and some aspects of design and technology. They are therefore able to give the pupils detailed and accurate information and explain things clearly. Much of the teaching is confident and lively. Teachers present suitable challenges for average attaining pupils in imaginative and interesting ways but in some classes, work is set at the same level for all and this sometimes results in some of the high attaining pupils being insufficiently challenged. Low attaining pupils are usually well supported within the classes but do not make sufficient progress when they are withdrawn for their lessons, because the teaching does not take sufficient account of their individual needs.

13. The quality of planning varies from class to class. In the under fives class plans are not based upon the areas of learning for the under fives and do not identify clearly learning objectives. Some teachers in the rest of the school have a clear view of what they want the pupils to learn and they set out these learning objectives in their planning. They identify the needs of different ability groups and the resources which each group will need to enable them to learn effectively. Other teachers plan very differently without the necessary attention to detail and there is a need to bring the quality of planning in line with the best. Planning of work for pupils with Individual Education Plans often does not take account of the targets which have been set for those pupils.

14. The teaching methods used in English and mathematics are effective. In other subjects, whilst some teachers show skill in adapting their teaching style to the particular needs of the lesson; others find this more difficult. Some teachers teach in a way which is too structured and which does not allow pupils to investigate and learn for themselves. Sometimes teachers adopt a more investigative approach when they are not confident of how to manage it. In these lessons pupils undertake practical activities without any clear learning objectives and they are not sure what they are meant to be achieving. There is a need for these teachers to start their planning by thinking about what the pupils must learn and then go on to think about how they should teach to bring this about.

15. The management of pupils within the classrooms is effective and standards of discipline are high. Most teachers have an encouraging and warm manner with pupils which helps to build their confidence. The quality of questioning is often high so that pupils are encouraged to think and take a full part in oral work. Their contributions are valued and relationships within the classrooms are good. Standards of discipline are high. Resources are used effectively by teachers although in some lessons the organisation required to make resources available speedily is lacking and time is wasted on over-elaborate administrative tasks.

16. Work is marked thoroughly and consistently though the quality of written comments is variable. Some comments are detailed and helpful to the pupils. However, some teachers mark work either with very few comments, or with comments which do not help the pupil know what to do to make his or her work better. Most oral assessment is supportive and helpful. Assessment is used diligently by some teachers to help them to decide what to teach next, but for others, assessment in some subjects is often a record of what the class have covered and it does not track the development of an individual's skills. This process is not helped by schemes of work which do not identify skill development, for the teachers then have no yardstick against which to measure progress.

17. Homework is set in English and mathematics, where it is used to reinforce what pupils have learned in lessons.

Curriculum and Assessment

18. The curriculum provided by the school for Key Stages 1 and 2 pupils meets statutory requirements. The curriculum for pupils under the age of five, however, is not based upon the national requirements for these pupils. Whilst it reflects many of the features of an appropriate early years curriculum and much of the teaching is at least satisfactory, it does not address all aspects of the recommended areas of learning in sufficient depth and does not adequately prepare the pupils for the Key Stage 1 curriculum. At both key stages curriculum planning for the core subjects is better than in other subjects. Mathematics and English are covered well in the planning though some aspects of investigative science have still to become firmly established. The curriculum offered is broad and balanced in all other subjects except in art, and design and technology and where the curriculum offered is narrow in some classes.

19. The curriculum successfully promotes the physical and personal development of pupils and the intellectual development of most pupils. However, some lessons do not extend the high attaining pupils and the lowest attaining pupils are not always sufficiently challenged by the work they are given. Overall, the curriculum prepares pupils successfully for the next stage of education, particularly in the core subjects.

20. Health education is taught as one of the cross curricular aspects which successfully contribute to the school's curricular provision. Sex education is not taught as yet but the school meets statutory requirements by publishing their policy on sex education in the school brochure. Personal and social education is taught when the opportunity arises but it is not written into any of the schemes of work and whilst many aspects are covered effectively, there is a need to ensure that it is approached more systematically. The school is effective in ensuring that equal opportunities exist for pupils to have full access to the curriculum irrespective of age, capability, gender, ethnicity and background. The school's curriculum is enriched by extra-curricular provision in music and sport. Though the range is limited and is offered largely to the oldest children, the quality of the activities is good and provides valuable support to the school curriculum.

21. The curriculum provided by the school does not fully meet the needs of pupils on the special educational needs register. Individual Education Plans for these pupils are written with very broad targets so that they are not always helpful in guiding teachers towards planning appropriate learning activities for the pupils who need them. In spite of that, most class teachers meet the needs of these pupils well in the mainstream classrooms so that they make satisfactory progress. The progress of these pupils when taught away from the class, however, is often unsatisfactory. They are given similar work, but at an easier level, to that which they might receive in their classroom rather than being taught learning strategies which they can use to help themselves. Moreover, the whole group are often given the same work to do when their learning difficulties are very different so that their individual needs are not being met.

22. Planning at the whole school level is not yet well-established. In English, science, design and technology, geography and history, there are schemes of work which detail the content of the curriculum which the teachers must cover but there is no guidance for teachers on how the skills within these subjects will be developed from year to year. Schemes of work to guide and support teachers are not available in physical education or art. This affects planning in these subjects. There is an urgent need for monitoring arrangements to be put in place to ensure that there is progression and continuity from year to year. At the key stage and year group level, there is no common approach to planning. Some teachers clearly identify the learning objectives of their lessons, the needs of the various ability groups within their class and the resources and strategies they will use to help them learn. Other teachers plan in too little detail and there is a need to establish consistency of approach in planning which will in turn lead to more consistent provision.

23. Assessment at the whole school level is well established. There has been detailed analysis of school and national assessment results and the information has been used to make appropriate changes to the curriculum. However, at class level, there is too little consistency of assessment across teachers or subjects. Some teachers carry out detailed day-to-day assessment methodically. This is used to

plan future work and to help pupils of all abilities to make progress. Others, however, record coverage of work rather than attempting to track how well individual pupil's skills are being developed and they do not use the results of assessment to adjust the level of work to the abilities of individual pupils. Initial assessment of pupils with special educational needs is sometimes based solely upon teacher perception and there is a need for more systematic baseline assessment. Assessment of pupils on the special educational needs register is generally satisfactory although assessment of these pupils would be easier if the individual education plans were written with clearer targets. Information which teachers have gathered on individual pupils is transferred from one teacher to the next as the pupils move through the school and is used appropriately. Curriculum links with the high school where a majority of pupils transfer, do not currently ensure that the curriculum offered to pupils builds on the work of the primary school.

Pupils' Spiritual, Moral, Social and Cultural Development

24.The provision for pupils' social and moral education is a strength of the school.

25.The spiritual, moral, social and aspects of the cultural development of pupils are successfully promoted by the school through the curriculum and the general life of the school. Teachers and other adults connected with the school offer appropriate role models for pupils. Parents display a strong sense of commitment to the school. They are happy with the values and attitudes fostered by the school which have a positive effect on pupils.

26.The school promotes spiritual development through school worship where pupils have opportunities to express and explore their feelings and have time for quiet reflection about their lives in relation to others. This is supported by the ethos and community life of the school. The provision for pupils' spiritual development through the curriculum is satisfactory but is not planned systematically. A few opportunities occur in some subjects for pupils to experience awe and wonder for example when studying the solar system in science.

27.Pupils' moral development is part of the whole ethos of the school and it is good. All staff are responsible for the development of good moral values and teachers take care to discuss issues in lessons. Teachers have shared values and reinforce appropriate behaviour with positive reward systems. The school's behaviour policy is implemented consistently across the school and is clearly understood by pupils and parents. Consequently most pupils behave well. Pupils clearly know the difference between right and wrong and are encouraged to display responsibility for their own actions, be co-operative and courteous and to relate well to each other and to adults. Pupils are encouraged to demonstrate respect for their environment and care for the building, books, equipment and grounds.

28.The social development of pupils is a strength of the school. Throughout the school pupils are encouraged to participate co-operatively and productively in the school community. Pupils are encouraged to relate positively to each other. When given the opportunity they enjoy working together in pairs or small groups. All pupils are provided with opportunities to take responsibility and to help with aspects of class or school organisation. Older pupils are given responsibility for looking after the younger pupils, for example during wet play-times or when they first start school. Pupils are helped to understand the need to support people less fortunate through the regular contributions they make in raising money for national and local charities.

29.The school's contribution to some aspects of the cultural development of pupils is satisfactory. Pupils benefit from a range of cultural activities provided through the curriculum such as listening to music and taking part in activities such as assemblies and productions for parents. The school organises visits by professional musicians and actors and a range of educational visits to places of interest. Extra-curricular activities offered to older pupils include sporting and musical activities. There are too few opportunities, however, for pupils to gain an awareness and understanding of life in a culturally diverse society and there is a clear need for the school to address multi-cultural issues in a more systematic way.

Support, Guidance and Pupils' Welfare

30.The school is effective in promoting the well being of pupils and this contributes positively to pupils' standards of attainment and progress. The support and guidance provided to pupils contributes to their feelings of security and self esteem and enables them to play a full part in the life of the school. At the meeting for parents positive views were expressed on the on the caring attitudes promoted by the school. Pupils confidently discuss personal concerns and problems with members of staff.

31.Responsibility for the daily welfare of pupils is firmly established with class teachers who know their pupils well. Pupils' academic progress, personal development, behaviour and attendance are monitored both formally and informally resulting in them receiving some good guidance and advice.

32.The additional in-class support given to pupils with a statement of special educational need is effective in enabling them to make satisfactory and sometimes good progress. Relationships with external support agencies are positive. Class support provided to pupils with non stated special educational needs is satisfactory overall although some individual educational plans are too general and the lack of specific targets sometimes limits progress. Pupils taught in small withdrawal groups do not always make the expected progress.

33.High standards of behaviour are promoted both in classrooms and about the school. Good behaviour, appropriate attitudes, achievement and progress are recognised and rewarded. Effective procedures are in place to encourage good attendance and punctuality. The school considers any form of bullying or harassment unacceptable and deals promptly and firmly with any rare occurrence. Pupils are supervised appropriately during the day and lunchtime arrangements are effective with midday welfare assistants, supported by the headteacher, providing caring supervision of pupils. Measures have been taken to ensure that the school building is secure.

34.A number of appropriate strategies are in place to help new pupils settle into the reception class and the oldest pupils are well informed and prepared for transfer to secondary education.

35.The school maintains good working relationships with a range of agencies and professional support services including welfare, medical and support services, the diocese and the local education authority to the benefit of pupils. Close links are maintained with the local police. Year 6 pupils have been involved in Operation Streetwise a project examining issues such as drugs awareness and personal safety.

36.Child protection procedures are clearly defined and helpful guidance is provided for staff. The headteacher has attended training related to child protection and appropriate, professionally secure, procedures are in place.

37.Several members of staff have undertaken training in first-aid and effective routines are in place to handle accidents and illness. The school takes health and safety responsibilities seriously and this is reflected in both policies and practice. A committee of the governing body oversees this aspect of school life. At the time of the inspection there were no health and safety issues.

Partnership with Parents and the Community

38.The school has established satisfactory channels of communication to keep parents informed of activities and events. Frequent letters and other bulletins together with the school's 'open door' policy ensure that the majority of parents are happy with the information they receive and are able to approach staff with any concerns. The school responds well to questions and requests for information on a daily basis.

39.Whilst the parents' evenings and open afternoon are valued for the opportunity to meet class teachers parents would benefit from more information on their children's progress earlier in the school year. The school should consider holding a parents' evening in the autumn term for all year groups in addition to that already held for reception age pupils to improve communication between home and school.

40. Whilst parents are generally happy with their children's annual reports they do not fully meet statutory requirements. The comments made by teachers tend to emphasise pupils' attitudes to subjects rather than what they achieve in each subject.

41. The school has been successful in involving some parents, governors and other adult helpers from the community in the classroom and out of school. All helpers are welcomed into school and their work is much appreciated by the staff who maintain open friendly relationships with them and support the parents in their fund-raising activities. The help provided in this way has a positive effect on pupils' learning and development. Many parents help with reading and this contributes to pupils' attainment.

42. Parents are responsible for raising considerable funds for the school through an active Parents Association which enjoys good support and successfully provides additional resources for the school and pupils.

43. The school maintains links with the church and involves the local community in school life as visitors, helpers and good neighbours. Clergy and other visitors who take assemblies provide a varied and lively input which is appreciated by parents. Together with a variety of visitors from other walks of life these activities provide a greater breadth of experience for pupils. Effective links with local industry and commerce have been used to provide additional resources and to aid fund-raising whilst the school's efforts to raise money for charities enhances the personal development of all pupils.

44. Medical and social support is welcomed in the school and full co-operation is given to all visitors. The school offers placements for students from a variety of courses to mutual advantage.

45. The variety of experiences and extra resources the school is able to provide for pupils through its partnership with parents and its involvement with the local community and the church has a positive effect on pupils' learning and attainment.

The Management and Efficiency of the School

Leadership and Management

46. The headteacher, supported by the governing body, provides committed and caring leadership and has successfully created a well ordered, happy school where pupils are expected to learn. The school is successful in achieving its aim to provide a secure Christian environment in which pupils can flourish. The governing body supports the school with practical help and advice and the headteacher and staff appreciate this. The school's aims are reflected in the positive ethos and good relationships existing in the school. Governors actively support these values. They demonstrate confidence in the headteacher and share a pride in the school.

47. The school's mission statement and aims cover all aspects of the life and work of the school and the values expressed are generally reflected in the policies it promotes. The aims do not explicitly mention the achievement of pupils or the standards expected. However, there is a commitment to high attainment in practice and the school has set targets with the clear intention of improving attainment in English, mathematics and science at both key stages. The deputy headteacher satisfactorily manages special educational needs and a governor monitors the process within the school. The design and implementation of Individual Education Plans are, however, inconsistent and this limits the progress of some pupils.

48. The headteacher and deputy headteacher have a good working relationship and work as an effective team while maintaining their separate roles and identities within the management structure. Most teachers act as subject co-ordinators and carry out their responsibilities conscientiously. Day-to-day management is good; routines operate smoothly and all concerned understand them. Good relationships exist in the school and teaching and support staff are valued for their commitment and hard work.

49. Governors play an appropriate part in planning and the management of the school. Committees

are responsible for overseeing all major areas of the work of the school. Management of finance is particularly strong. However, governors' responsibility for curriculum oversight is less effective. There is a commitment in the school to monitoring and evaluating the curriculum. However, governors, senior managers and co-ordinators do not clearly understand their roles in this area. Systems for monitoring are underdeveloped. There is no system in the school to monitor or evaluate the quality of teaching systematically; this results in strengths and weaknesses in teaching not being identified, shared or remedied. Co-ordinators do not have an overview of teaching and curricular provision. Most co-ordinators lack confidence and understanding of what they need to do to evaluate and improve the teaching in their subjects. A start has been made to improve this area of the co-ordinators' role through development of policies and schemes of work. Co-ordinators now need time and training to carry out this aspect of their role.

50.The current school development plan is a useful planning tool that gives details of the school's priorities for development. The senior management team involves staff and governors in setting curriculum priorities and works with governors to produce a detailed plan. The plan includes some costings and identifies people to carry out particular actions. Overall, however, there is a lack of emphasis on how these tasks will raise attainment and improve teaching. Although the school reviews the plan on an annual basis, there is no regular monitoring to judge its success in raising standards.

51.The school complies with all statutory requirements with the exception of publishing absence information in the Parents' Handbook.

Staffing, Accommodation and Learning Resources

52.The school has an appropriate number of suitably qualified teachers for the number of pupils on roll. All staff are experienced and have taught in the school for a long time. All have a teaching responsibility including the headteacher. The school employs a full time teacher for pupils with special educational needs but this is not sufficiently effective. The school links teachers' professional development to the outcomes of their appraisals but in addition needs to match it more closely to the targets in the school development plan. All staff have detailed job descriptions.

53.There is an appropriate number of qualified and experienced educational support staff and the school deploys these effectively. They work closely with teachers, and know exactly what is expected of them and how to be most effective in promoting pupils' learning. The assistance of support staff contributes to the progress made by pupils, especially those who have special educational needs.

54.Pupils benefit from working in a modern well maintained and clean learning environment. The school has raised considerable funds in recent years for the additional new building, supported by parents. The commitment of the site supervisor and cleaner, together with the support and interest shown by the governing body in maintaining the fabric of the school, are also major factors contributing to the quality of accommodation provided.

55.There are enough suitable classrooms for the delivery of the National Curriculum and accommodation is generally good. There is an outside hard play area which teachers use effectively for pupils under the age of five. In Key Stage 1 there are three classrooms. In Key Stage 2 there are four classrooms but large numbers of pupils in these classes sometimes make it difficult for them to move around the class. Teachers do not use the two shared practical areas enough to relieve pressure on classroom space and to develop pupils' ability to learn independently. There is a well-appointed library in the Key Stage 2 area which is accessible to pupils. However, it is not used enough by pupils to develop their independent learning skills.

56.Resources for learning are generally satisfactory to teach all subjects of the National Curriculum except art. A wider range of resources for teaching all aspects of art would extend pupils' opportunities in this subject. The well-stocked school library contains a good range of non-fiction and reference books. Each class has a selection of fiction books which the school should consider extending and upgrading. Resources are generally accessible to pupils and are carefully maintained. The Parents' Association raises additional funds for curriculum resources. This is a valuable source of funding for

the school and has a positive effect on pupils' quality of education.

The Efficiency of the School

57. The school plans and manages its finances carefully and has been successful in providing good quality accommodation and adequate learning resources. Spending on teachers is higher than average due to the lengthy experience of most staff. The decision to retain these teachers is justified given the general quality of teaching and its impact on the standards attained by pupils. The school sees the provision for pupils with special educational needs as a high priority. Funds are allocated so that additional support is provided for these pupils both inside the classroom and elsewhere in the school. However, some of the pupils are not making enough progress. Governors should consider the funding of this provision in the light of these educational outcomes.

58. Governors see the allocation and use of funds for curriculum development to be the responsibility of the school. The governors' curriculum committee retains an overview of curriculum development through the headteacher. However, there is insufficient involvement of governors in monitoring the success of these developments on pupils' attainment across the curriculum and thus ensuring good value for money.

59. Teaching and support staff are appropriately deployed in the school and sound use is made of their skills and expertise. A system of appraisal is in place which is used to identify the training and development needs of individual staff. Governors should ensure that funds for training focus more clearly on the school's identified priorities. Spending on support staff is well targeted and justified given the quality of support they give. Higher than average spending on administrative staff is effective in that it enables the headteacher to teach.

60. Accommodation is good and staff generally use it well. However, teachers in Key Stage 2 could make better use of the resource areas to encourage independent learning and relieve the pressure on large classes.

61. Financial control in the school is very good. The school has well-devised systems for constructing, overseeing and managing the school's budget. The governors' finance committee receives good quality, regular reports from the school which enables it to carry out its responsibilities for monitoring the budget effectively. The governing body is fully involved in budget setting and has begun to relate spending to the educational priorities of the school. Governors have worked within a very tight budget in recent years but they have made prudent use of reserves to maintain a very experienced staff and to support pupils with special educational needs. The Parents' Association raises valuable funds to support the purchase of curriculum resources and these have a positive impact on the quality of education received by pupils.

62. The school's administration systems are very efficient. The school secretary, assisted by a part-time clerk, provides good quality support to the headteacher and to the staff.

63. A majority of pupils in the school attain the nationally expected standard and make satisfactory progress. The quality of education is satisfactory overall and pupils' attendance and behaviour are good. The school makes generally good use of its resources for the benefit of pupils. It is, therefore, giving satisfactory value for money.

PART B : CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

64. When children begin school they have average levels of attainment. During the inspection, children in the reception class and to whom the National Curriculum does not yet apply, achieved appropriate and sometimes good standards for their age in all areas of development. They are making sufficient progress in most lessons but the progress children make over time is not satisfactory enough to ensure that they will reach levels expected of them by compulsory school age. This is particularly true of the progress made by the most and least able children.

65. In lessons seen children's attainment and progress in developing the skills of language and literacy was at least sound and sometimes good. Most children are beginning to develop the skills of literacy through the enjoyment of books and stories. They listen attentively and speak confidently to each other and to their teacher. They are beginning to understand the organisation of a book and that words carry meaning. Many are able to identify letters and to recite the alphabet.

66. In the mathematical area of learning there is an emphasis in lessons and in planning on teaching aspects of number. Children's attainment in number is in line with expectations for their ages and most are making satisfactory progress at this early stage. Many children can recognise numbers to 10 and are beginning to write them. Counting skills are developing satisfactorily.

67. Children are beginning to make progress in developing their knowledge and understanding of the world. In a baking activity children showed how they are developing their thinking through practical activities by discussing the ingredients and anticipating changes as more were added. Children's construction skills are satisfactory, and imaginative and manipulative skills are developing well. However, a lack of freedom to generate their own ideas limits further development. No evidence of children using information technology was seen during the inspection.

68. Children's physical development is satisfactory. Progress is satisfactory when children have the freedom to take part in activities that encourage physical development, for example with the large toys in the outdoor play area. Progress in a physical education lesson, however, was unsatisfactory due to the limited range of activities offered and the poor use of time.

69. The development of children's creative abilities is sound. Initial attainment and progress in art and music lessons is good. In art children make imaginative use of colour in their paintings and positive feedback from the teacher improves the learning experience. In music pupils are familiar with songs and rhymes and are developing a sense of rhythm. However, structured play is not used enough to develop children's creative abilities across a wide range of activities.

70. The teaching of the lessons for pupils under the age of five is mostly satisfactory and some of it is good. Very good relationships exist in the classroom and pupils are secure and well supported. Children's response to learning and to their teacher is good. They listen attentively and respond readily to questions. The teacher plans conscientiously for a broad curriculum. However, these plans do not take into account the areas of learning or on the importance of building on first-hand experience. Consequently the most and least able in particular, are sometimes carrying out tasks which do not meet their needs. Longer term planning is unsatisfactory in that it does not indicate how teaching will build on children's prior attainment. Planning does not link the curriculum provided for under fives to the Key Stage 1 National Curriculum and therefore pupils are being inadequately prepared for compulsory education.

71. The school has recently produced an appropriate policy for under fives in the school. This should now begin to influence planning for these pupils in all areas of learning.

English, mathematics and science

English

72. At the end of both key stages, pupils' standards of attainment are in line with national averages in most aspects of English. The results of National Curriculum tests confirm these findings.

73. Throughout the school pupils show above average ability to listen both to their teachers and to each other. Speaking skills are in line with national averages. At the end of Key Stage 1 pupils are able to describe their feelings in response to a story using their growing vocabulary. At the end of Key Stage 2 pupils demonstrate their speaking and listening ability through formally prepared talks delivered within the class.

74. At the end of both key stages pupils' attainment in reading is at the national average. Many parents hear their children read at home and this contributes to the standards achieved. At the end of Key Stage 1 most pupils read accurately but their reading lacks a little fluency and expression. Pupils generally have a satisfactory sight vocabulary and know the sounds of letters; they are able to read simple texts and to understand what they read. Pupils move through a reading scheme steadily but they do not read enough wider fiction. At the end of Key Stage 2 pupils are able to read with understanding and discuss with interest the plot and characters of a story. However, the progress in developing phonic skills early in the key stage is slow, particularly for those pupils with special educational needs. Pupils are able to find information for themselves in topics and in other subjects but do not have enough opportunity to use these skills in independent study.

75. Pupils' standards of handwriting at the end of both key stages are above the national average; the school stresses legible, well-formed writing and pupils make good progress in developing a cursive style. Attainment in spelling and basic punctuation is in line with that found nationally. Pupils' attainment in writing in the middle of Key Stage 1 is unsatisfactory. Copying the teacher's writing from the blackboard limits their ability to write independently. However, good teaching at the end of the key stage ensures that standard of writing is good. Pupils are able to attempt words independently and most are able to write interesting, complete sentences punctuated with capital letters and full stops. At both key stages there is too much emphasis on writing correctly and too little on writing from imagination. At the end of Key Stage 2 most pupils are able to write complex sentences with appropriate punctuation. However, pupils do not use these skills enough to write for a variety of purposes, or to produce longer pieces of expressive or imaginative writing. The use of information technology by pupils in English is satisfactory. By the end of Key Stage 2 pupils understand and are able to use the basic skills of word processing.

76. Pupils' attitudes to English are good. They show interest and pleasure in reading both fiction and non fiction books and there is a high level of commitment to making progress through the reading scheme. At the end of Key Stage 1 many pupils display a lively interest in stories read by the teacher. Throughout Key Stage 2 pupils listen, persevere and concentrate on tasks. However, motivation tends to decline when the task is not stimulating or does not challenge the more able pupils.

77. The quality of teaching in English is mostly satisfactory and often good at both key stages. However, teaching at the end of Key Stage 1 is better than that in the middle. At the end of the key stage the teacher has high expectations of the pupils, for instance in their writing and in their speaking, and supports them well as they work. In some lessons lower in the key stage the tasks set do not challenge pupils to think and where work given is the same for all pupils. At Key Stage 2 teachers plan the content of lessons and the activities of pupils conscientiously. Teachers have established good relationships with pupils and a purposeful classroom atmosphere. Support for pupils with special educational needs within the classroom is good and helps them to make the progress expected of them. Some Key Stage 2 teaching for pupils with special educational needs takes place daily away from the class and is unsatisfactory in that it does not always meet their identified needs. In these circumstances, pupils do not make satisfactory progress.

78. There is a policy and a scheme of work for the subject which meet the needs of the National

Curriculum. The scheme of work serves as a guide on appropriate activities within year groups. However, it does not plan how the key skills in literacy are to be built upon as pupils move between year groups and key stages. Hence teachers' expectations of pupils are sometimes unclear and not always high enough. The subject co-ordinator leads the development of the English curriculum but has little non-contact time to liaise with colleagues to promote consistency of teaching and good standards of attainment. Resources for English are generally adequate although there is little practical equipment or materials for the development of early reading skills. There is a need to improve the quality and range of fiction books within classes to widen the choice of books available. Library accommodation is good and contains a good range of non-fiction books but the school makes too little use of the library to extend pupils' learning. The school has recognised the need to review library use. The support given by volunteer parents helps the efficient running of the library.

Mathematics

79. By the end of both key stages standards of attainment in mathematics are at the national average. Recent National Curriculum assessment results support this view. Standards of numeracy are satisfactory. At the end of Key Stage 1 pupils are able to count reliably and have a good understanding of place value. They can identify a range of shapes and their properties. Pupils at both key stages make satisfactory progress. Appropriate emphasis is placed on the development of number, computation skills and mathematical language. During Key Stage 2 pupils continue to develop their number and computational skills, mathematical language and understanding of shape and area. At the end of the key stage, pupils understand the need for standard measures and develop their ability to handle data in statistical and chart form. Pupils are provided with opportunities to use calculators but still regularly practise mental arithmetic. Pupils are able to communicate their findings both orally and in writing. Standards of presentation are inconsistent between classes but are satisfactory overall.

80. Appropriate provision in mathematics is made for pupils with special educational needs within classes and on these occasions these pupils make satisfactory progress. However, when small groups of Key Stage 2 special educational needs pupils are taken out from classes to receive additional help, they do not make satisfactory progress.

81. Pupils use their knowledge and skills in a variety of practical applications in mathematics lessons but increased prominence should be given to the use and application of mathematics both in lessons and across the whole curriculum.

82. Throughout the school most pupils are well motivated. They work hard in lessons, behave well and have a positive attitude to learning. They listen attentively to teachers and demonstrate a high level of concentration. They willingly apply themselves to activities. Pupils are able to work both independently and collaboratively and persevere industriously even when the set tasks lack interest. The good standard of behaviour in mathematics lessons has a positive effect on pupils' progress and the standards they achieve.

83. Throughout the school the standard of teaching is satisfactory and on occasions can be good particularly at Key Stage 2. Teachers endeavour to make mathematics an interesting and enjoyable subject for pupils. Lessons are generally well prepared and after an introduction pupils are actively involved in learning tasks. Teachers' expectations are appropriate and they monitor and support pupils well. A minority of lessons are controlled too much by the teacher and pupils are provided with few opportunities to learn independently or to undertake practical activities

84. Some assessment takes place within the scheme in use but the outcomes are not consistently used to guide future planning for groups or individual pupils. Plans are in hand to develop a portfolio of samples of assessed work across the school to assist teachers in their assessments. Teachers provide effective and valuable oral feedback to pupils, encouraging them to develop and improve their work. Marking, although undertaken regularly, does not always show pupils how to improve their work.

85. The role of the subject co-ordinator requires further development in order to ensure that he has a clear overview of teaching provision and the standards achieved across the school. Some progress

has been made with the management of this subject. A school scheme of work has been introduced but it is not yet used consistently by teachers to ensure that pupils make continuous progress both within and between classes. The school uses published mathematical resources which are attractive to pupils and in the main meet the requirements of the National Curriculum. Teachers make good use of these materials balancing their use with material prepared by themselves. The use of information technology in this subject area is underdeveloped.

Science

86.By the end of both key stages standards of attainment in science are in line with national averages, other than for more able pupils at Key Stage 2 where pupils are not achieving their potential. Recent National Curriculum assessment results confirm these findings. By the end of Key Stage 1 pupils can sort materials accurately using several rules and they understand some of the properties of these materials; for example, they understand simple technical terms such as "attract" and "repel" in the study of magnetism. Pupils are able to identify simple creatures such as woodlice and spiders and they know how to set up a simple fair test. By the end of Key Stage 2, pupils can use scientific names for the major organs in the body and describe where they are. They are able to describe physical happenings such as how a circuit works using vocabulary such as conductor and resistor. They can describe investigative science they have undertaken and have a good understanding of a fair test. Pupils are accustomed to using information technology to support their learning.

87.In the Key Stage 1 classes, pupils make satisfactory progress overall although this is heavily dependent on the quality of teaching. At Key Stage 2, progress within each class is always satisfactory and sometimes good. Progress from class to class is less satisfactory. The recently produced scheme of work identifies the topics which teachers should teach but does not provide guidance on the development of skills, and no monitoring is yet in place to find out whether progress over time is taking place. Throughout the school, pupils with special educational needs are well supported by both the class teacher and by the support teachers so that they make satisfactory progress.

88.At both key stages, pupils' attitudes and behaviour in science lessons are good. The vast majority of pupils show real interest in their work demonstrating enthusiasm and commitment to the tasks they are set. They share equipment and materials appropriately and they help each other when they are asked to work collaboratively.

89.At Key Stage 1, the quality of teaching overall is satisfactory though it is less satisfactory in the middle of this key stage. Teachers usually challenge pupils to think for themselves by asking them to suggest possible conclusions and to test theories. Not all teachers, however, are able to set clear objectives for the lesson which pupils are able to understand and fulfil. Particularly in practical science lessons, some teachers give pupils imprecise instructions and, because of the need to give further clarification, the pace of the lesson is unnecessarily slow. At Key Stage 2, the quality of teaching is satisfactory and some of the teaching is good. Pupils understand the need for standard measures and are able to handle data in statistical and chart form. Teachers display good subject knowledge and set up thoughtful discussions inviting pupils to come up with ideas for devising fair tests. The objectives of lessons are clear to the pupils and targets are set for the amount of work to be completed in a particular time.

90.The school has clearly made significant recent progress in the development of this subject. There is now a need for its more systematic monitoring which should focus particularly on how pupils make progress in acquiring science skills as they move from class to class. Monitoring should also check the consistency of planning, assessment and teaching methods used by teachers, and the levels of attainment being reached by the most able pupils.

Other Subjects or Courses

Art

91.Pupils make unsatisfactory progress at Key Stage 1 and standards of attainment are below

expectation at the end of the key stage but at the national expectation at the end of Key Stage 2. By the end of Key Stage 1 pupils are able to draw, colour and paint and they are competent in the use of scissors. However, the ability of pupils to work with a variety of materials in two and three dimensions is below expectation. By the end of Key Stage 2 standards in art are at the national expectation and good in drawing. However, pupils make uneven progress in developing a range of artistic skills. Younger Key Stage 2 pupils are able to use colour and a range of materials skilfully in their paintings. Older pupils produce good quality observational drawing and they are able to use a range of pencils to record what they see with appropriate detail and shading. At both key stages pupils use their skills appropriately to illustrate and record their work in other subjects. Pupils' understanding and use of the work of other artists are below average at the end of both key stages and progress is poor in this aspect of the subject.

92. Most pupils, including those with special educational needs, make satisfactory progress in painting and in drawing, particularly at Key Stage 2. They make less progress in communicating their feelings through art. Progress in exploring a wide range of media is unsatisfactory. Pupils make too little progress in lessons which only allow them to practise previously learned skills rather than to develop new ones. Progress in understanding the art of other cultures is satisfactory within topics and in other subjects such as history.

93. At both key stages pupils work with interest, enjoy art lessons and sustain concentration. They behave well. Pupils are beginning to review and modify their work and to show appreciation of the work of others.

94. Teaching is unsatisfactory at Key Stage 1 and satisfactory at Key Stage 2. At both key stages teachers often link art appropriately to other subjects. However, teachers' planning does not always record what pupils should learn in art. Where teachers develop skills progressively and their confidence is high, as in drawing, pupils' attainment is good. However, teaching infrequently encourages pupils to make informed choices of media and approaches and use them to make expressive and personal responses. At Key Stage 1 teachers have limited knowledge and understanding of the skills and techniques of art and of the need of the pupils to explore and use a range of materials. Teacher expectations are low. At Key Stage 2 teaching is good in drawing and satisfactory in painting. However, teachers provide few opportunities for pupils to experiment with and use the tools and techniques of modelling, printmaking and sculpture.

95. There is a policy but no scheme of work to guide teachers in their planning. Consequently the subject lacks balance and teachers' plans do not provide for the continuous development of knowledge, skills and techniques. Teachers lack confidence to teach some aspects of the subject. However, where training has been provided, for example in drawing, pupils' attainment is good. An experienced co-ordinator manages art but she has little opportunity to influence development of the subject and the promotion of high standards. Information about pupils' attainment is not available to help raise standards of achievement. The co-ordinator has made a realistic assessment of the subject's development needs.

Design and Technology

96. At the end of Key Stage 1, standards of attainment are in line with national expectations but within a fairly narrow range of activities. Pupils use constructional apparatus with confidence and their manipulative skills are often good but they are given limited opportunities to design their work before making and their skills in this area are less well-developed. At the end of Key Stage 2, standards of attainment within the "making" part of the curriculum are good. Pupils are able to measure, cut out and assemble materials accurately and with care. However, control technology is not yet established within school and aspects of material and components, and products and applications are under-developed. Consequently, standards of attainment in these areas are less good.

97. At both key stages, the progress of pupils within the lessons is satisfactory and in "making" it is often good. Pupils, particularly those with special educational needs, are well supported by class and support teachers. However, the progress pupils make as they move from one year to the next is unsatisfactory.

This is because the recently produced scheme of work does not yet give guidance to teachers on this aspect of their teaching. Pupils' work is not monitored to ensure that skill development is taking place.

98. Pupils' attitudes are almost always good. They enjoy doing practical activities. They are enthusiastic and involved and they work well together in sharing materials and equipment and in helping each other.

99. The quality of teaching is satisfactory overall and often it is good. In a minority of lessons, however, there is an over-emphasis on producing a product than on developing pupils' skills and the style of teaching is not always the most effective or appropriate for the subject. In these lessons the teacher gives detailed instructions to the pupils on the materials and measurements they should use and how they should join them together. A better approach would be to give pupils more freedom to investigate the design, to choose the materials and to decide for themselves how to put them together.

100. The school has made progress recently in the development of design and technology and has already planned some future developments. These plans should include the need to move design and technology forward from the craft activity, which it still is in some classes, to a much wider curriculum. This will require training for staff. The senior management team should also consider developing the role of the co-ordinator to include monitoring how well pupils' skills are developed as they move from one class to the next and sharing the good practice which already exists in school.

Geography

101. Standards in geography are in line with national expectations at the end of Key Stage 1 and by the end of Key Stage 2 many pupils attain above them. Pupils at the end of Key Stage 1 can describe features of places they have studied. They use appropriate language to describe places in their local area and further afield. They demonstrate through their writing, in discussion and by drawing, the different features of places. Pupils can also use simple co-ordinates to locate places and they can make their own maps. By the end of Key Stage 2 pupils have increased their knowledge about physical and human features from a range of places studied. They can recall information about other countries and describe them to others. Pupils understand how people can improve or damage the environment. They can also undertake independent investigations and recognise that different maps and resources are needed for this work. Progress is satisfactory for younger pupils in Key Stage 1 and better at the end of the key stage where the teaching is good. At Key Stage 2 progress is satisfactory and in most cases it is good. Pupils with special educational needs do not always make the progress they should in Key Stage 1 because work is not planned to meet their needs.

102. Pupils are positive and show interest in lessons. Their concentration is good, they are attentive and listen to their teachers and each other. They work well together individually or in groups and are motivated in lessons.

103. Teaching is satisfactory at both key stages though it is often good at Key Stage 2. The best teaching is where the teacher has carefully planned the learning for the pupils and has set the tasks which achieve these goals. The recent production of a scheme of work is helping teachers with their planning. However, for some year groups there is insufficient detail for it to be fully useful to staff. Assessment in geography is through discussion with pupils about their work and this is very effective when used.

104. The co-ordinator is currently leading a review of the present organisation and planning of the subject. Resources are satisfactory and there are plans to review them once the scheme is fully in place.

History

105. At the end of Key Stage 1, standards of attainment are in line with national expectations. Pupils show that they understand some of the differences between living now and living in Victorian times. They understand that pictures depicting life long ago must be paintings rather than photographs. However, some pupils have a limited understanding of chronology and they are unsure where the topics

they are covering fit within a time line. At the end of Key Stage 2, standards of attainment are in line with national expectations. Pupils are able to describe Ancient Egypt in some detail and they can give reasons why particular events in history happened; for example why railways and canals developed in the industrial revolution. However their knowledge and understanding of social history is less well developed than their knowledge of events.

106.Throughout the school pupils make satisfactory progress within most classes. Progress is most marked in the knowledge of historical events and less good in other historical skills. Progress from year to year is hampered by the lack of a scheme of work which should lay out how these skills are to be developed. Pupils with special educational needs are well supported in all classes enabling them to make satisfactory progress.

107.Pupils enjoy history and generally behave well in lessons. They are interested in the topics they study and work well on their own and with each other.

108.At Key Stage 1 the quality of teaching is satisfactory and sometimes good. Teachers are effective at stimulating high quality discussions and asking questions which encourage pupils to think. Lessons have clear objectives and teachers set tasks which require thought and imagination and are appropriate to the different levels of ability in the class. At Key Stage 2, many lessons reflect these same qualities and in the best lessons, pupils are given research tasks to complete and are allowed access to sources of reference material to help them. In a few lessons at both key stages, teachers rely unduly on giving information to pupils. Pupils are often not inspired by these lessons and their retention of the information is poor.

109.The co-ordinator has worked hard to ensure coverage of the areas of study and the study units in history. School visits, displays of artefacts and links with other subjects such as music have had a powerful impact on the quality of history in the school. There is now a need to build upon this to ensure the progressive development of pupils' historical skills. This will provide the teachers with a benchmark against which they can more effectively assess achievement. The staff should also discuss the best approach to the teaching of history in the school. Pupils remembered and understood more about the topics in which they were allowed to conduct their own historical enquiry, consider different interpretations of history and organise information in a wider variety of ways, than simply writing about it in a book.

Information Technology

110.By the end of both key stages standards of attainment in information technology are in line with national expectations and pupils make satisfactory progress. Pupils make some use of information technology to support their learning in other curriculum areas. By the end of Key Stage 1 pupils are able to give instructions using a mouse or keyboard to produce different outcomes. They use a variety of programs to generate and communicate ideas and with some support can print their work. They use a range of programs to support work in other curriculum areas such as mathematics and language development. By the end of Key Stage 2 most pupils use computers confidently with competent use of icons. They use a structured range of programs covering word processing, data handling, control and graphics. Pupils are able to retrieve information from computerised databases to support their learning in other subjects and use interactive programs particularly in history, for example, when learning about the Victorians.

111.Pupils consistently display very positive attitudes and are well behaved and trustworthy when using computers. They show a high level of interest and work well in pairs or small groups, helping each other, taking turns and sharing access time fairly. They take great care of the equipment.

112.Overall the teaching of information technology is satisfactory and sometimes it is good. Appropriate tasks are generally set by teachers and most have a sound understanding of the skills which pupils are required to learn. Other adult helpers make a significant contribution by helping and guiding pupils on the computer. The subject co-ordinator has produced simple manuals of guidance for each computer which enable pupils to solve procedural problems independently. Pupils readily use this information.

It enables them to make the best use of the available time and maintain their progress. Although the work of pupils is effectively monitored there are no systematic procedures in place to effectively record and assess the progress made by pupils to ensure that the tasks set for them extend their skills and abilities.

113.The subject co-ordinator has a high degree of understanding of the range of skills to be learnt and the progression in learning required. The curriculum is well planned for the whole school. The introduction of a comprehensive scheme of work for this subject provides teachers with a systematic approach to developing pupils' information technology skills. The subject co-ordinator gives valuable help and support to colleagues but this role requires further development to ensure that she has a clear overview of the quality of teaching and of the standards achieved by pupils.

114.The school has a satisfactory range of software enhanced by the recent acquisition of equipment and programs to further develop control technology. There is an adequate number of computers although several are old and near the end of their useful life. The range of machines of different types and ages makes their management difficult.

Music

115.Pupils' attainment at the end of Key Stage 1 is in line with national expectations and pupils are making satisfactory progress. At the end of Key Stage 2, the majority of pupils attain the national expectation, but some obtain higher than this. In both key stages most pupils can sing in tune with clear diction. A tape recording of all the school singing has proved to be a great success with parents and further recordings are planned. The quality of singing is further developed through the school choir and pupils are given opportunities to perform in assembly and in concerts. The standard of pupils' work in percussion gets better as they get older. Pupils at the end of Key Stage 1 can select appropriate instruments for desired sounds eg low, medium, high sounds and they show confidence in using percussion. By the end of Key Stage 2 pupils demonstrate a wide range of musical skills and knowledge. For example they can maintain and play a simple ostinato rhythm whilst the piano accompanies them with a "Tudor" dance pattern.

116.Pupils respond to music in a very positive manner. They sing and perform with enthusiasm. Pupils are able to work well together in groups; they take care of the musical instruments and listen attentively to the teacher.

117.Teaching in music is at least satisfactory and usually good. Lessons are well prepared and planned and are matched to pupils' abilities. Lower attaining pupils are well supported by enthusiastic special educational needs support staff.

118.Music is well managed by the headteacher who has considerable experience in the subject. He offers guidance and support to teachers and inspires enthusiasm. There is a scheme of work in place but this, with some justification, is planned to be reviewed to improve its clarity. Resources to support the teaching of music are appropriate and well used. There is a wide range of percussion instruments which are used effectively by the school. There are enough recorders for all pupils who wish to learn. The music curriculum is enhanced by visiting musicians and actors. Music plays an important part in the life of the school and staff work hard to ensure that this musical tradition is maintained.

Physical Education

119.By the end of both key stages pupils' standards of attainment in physical education are in line with national expectations. Pupils at the end of Key Stage 1 are confident and agile when undertaking activities such as gymnastics and are able to link their movements into a sequence. They make satisfactory progress within a range of activities that allow opportunities for them to explore their physical capacities. At the end of Key Stage 2 pupils undertake more frequent sustained vigorous exercise in their lessons and extend their physical skills further for example when learning throwing, catching and fielding skills. They exercise good control over their bodies in gymnastics and show good spatial awareness of space. Pupils at Key 2 also make satisfactory progress. Older pupils have significant success with swimming and compete in the local gala. Pupils with a special educational needs are

encouraged to participate fully, are well supported and make expected progress.

120. Throughout the school pupils are keen to take part and they work with enthusiasm. The attitude and behaviour of pupils is always satisfactory and usually good. In the main pupils are co-operative and demonstrate pleasure in this subject. Pupils are considerate of the needs of others and they work well together in pairs and groups. They take turns fairly and organise themselves quickly and with the minimum of fuss. This maximises the amount of time spent on physical exercise. This subject makes a positive contribution to the social development of pupils.

121. In all classes the quality of teaching is satisfactory and sometimes it is good. Teachers have a satisfactory knowledge of physical education and lessons provide interest and challenge for pupils. Good use is made of both demonstrations done by the teacher and pupils to encourage pupils to improve their work. Due regard is paid to pupils' safety. In many lessons pupils are provided with opportunities to perform, evaluate and refine their work. Teachers provide satisfactory oral feedback to pupils during lessons but there is no systematic assessment of individual needs or abilities to guide future planning.

122. Overall resources for physical education are satisfactory. The school has access to a playing field and the hard play areas are marked for games and activities for younger pupils. There is a good range of gymnastics equipment in the school hall. Extra-curricular activities provide valuable additional opportunities for older pupils to experience team games such as soccer and netball. Pupils take part in competitive sport with other local schools.

123. All the required elements of the National Curriculum are covered although older pupils would benefit from a wider range of opportunities to experience outdoor adventurous activities. The school has recognised the need to produce a scheme of work to ensure progression in the development of pupils' skills.

PART C: INSPECTION DATA

Summary of Inspection Evidence

1.The Inspectors heard 27 pupils read, recording their skills and the strategies they use. Pupils were questioned to determine their knowledge and understanding of their work. Their knowledge in handling number facts and skills in mental calculations was determined. Approximately 53 hours were spent observing lessons, in discussions with pupils and evaluating their work.

2.Planned discussions were held with the headteacher, deputy headteacher, other teachers and members of the non-teaching staff. A formal meeting took place between the Registered Inspector and the Chair of Governors. A number of other governors spoke informally to the inspection team. Discussion took place with the headteacher of the main feeder nursery. Information about liaison was provided by the high school to which most pupils transfer.

3.Samples of pupils' work covering the full ability range for all years were inspected in detail on the first evening of the inspection. Much additional work was examined during lesson observations. Classroom displays, models, artefacts and photographic materials were also inspected. All of the National Curriculum subjects were inspected.

4.The inspection took place from Monday 29 September to Thursday 2 October 1997 over a period of 4 days. Five inspectors spent a total of 14.5 days in school. Discussions were also held with parents who were in school. A large amount of school documentation was analysed. This included policy documents, schemes of work and the school development plan. Attendance registers, the records kept on pupils, assessment results and the teachers' planning files were inspected. Budget information and the minutes of meetings were examined both before and during the inspection. A meeting of parents was held which was attended by parents and questionnaires were returned dealing with the work of the school; some parents provided additional written responses.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	240	6	47	43

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	9
Number of pupils per qualified teacher	27

Education support staff (YR - Y6)

Total number of education support staff	11
Total aggregate hours worked each week	127

[Primary and nursery schools]

Average class size:	34
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FINANCIAL DATA

Financial year:	1996-7
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	£
Total Income	317,413.00
Total Expenditure	322,512.00
Expenditure per pupil	1,343.80
Balance brought forward from previous year	33,086.00
Balance carried forward to next year	27,987.00

PARENTAL SURVEY

Number of questionnaires sent out:

184

Number of questionnaires returned:

109

Responses (percentage of answers in each category)

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	49.1	44.4	4.6	0.9	0.9
I would find it easy to approach the school with questions or problems to do with my child(ren)	60.6	34.9	3.7		0.9
The school handles complaints from parents well	28.2	55.3	13.6	1.9	1.0
The school gives me a clear understanding of what is taught	33.3	50.9	7.4	5.6	2.8
The school keeps me well informed about my child(ren)'s progress	35.5	47.7	3.7	10.3	2.8
The school enables my child(ren) to achieve a good standard of work	44.9	43.9	7.5	1.9	1.9
The school encourages children to get involved in more than just their daily lessons	29.9	49.5	9.3	8.4	2.8
I am satisfied with the work that my child(ren) is/are expected to do at home	34.0	51.9	6.6	4.7	2.8
The school's values and attitudes have a positive effect on my child(ren)	45.4	49.1	1.9	2.8	0.9
The school achieves high standards of good behaviour	52.3	40.4	3.7	3.7	
My child(ren) like(s) school	62.6	34.6	0.9	0.9	0.9