

INSPECTION REPORT

EATON MILL COMBINED SCHOOL
MILTON KEYNES

LEA area : Milton Keynes

Unique Reference Number : 110262

Headteacher : Mrs Mary Pawley

Reporting inspector : Ms Jo Hopkins
T13042

Dates of inspection : 27-30 April 1998

Under OFSTED contract number: 510717

Inspection carried out under Section 10 of the School Inspections Act 1996

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Information about the school

Type of school :	First/Middle
Type of control :	County
Age range of pupils :	4 to 12
Gender of pupils :	Mixed
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Appropriate authority :	Governing body
Name of chair of governors :	Mrs Jane Williams

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William Martin	History Geography Music Physical education	Staffing, accommodation and learning resources Efficiency of the school
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Data and indicators

Main findings

1. The school gives four and five year olds a good start to their education and provides well for pupils with special educational needs. Classroom assistants give good support, especially to lower attaining pupils. The school is a caring community. The quality of art work produced throughout the school is good. There are, however, weaknesses in the teaching in Key Stage 1 and Key Stage 2 and standards, especially in mathematics and science, are not as high as could be expected by the end of Key Stage 2.

2. The level of attainment of pupils entering school at the age of four is broadly average. Provision for their education is good and, by the age of five, their attainment meets and often exceeds national averages.

3. At the end of Key Stage 1, attainment is generally in line with national averages in English, mathematics, science, history, geography, design and technology, music and physical education. For the most part, pupils make satisfactory progress in these subjects. In art, attainment is above average and progress is good. In information technology and religious education attainment is below expected levels and progress is unsatisfactory.

4. By the end of Key Stage 2, attainment is in line with national averages and progress is, overall, satisfactory in English, history, geography, music and physical education. Attainment is better than this in art, where progress is good. Higher-attaining pupils make unsatisfactory progress in English. Attainment is below national averages and progress unsatisfactory in mathematics, science, information technology, design and technology, and religious education.

5. In Year 7, attainment and progress follow the same pattern as in Key Stage 2, except in religious education, design and technology, some aspects of mathematics and science, where progress is satisfactory.

6. In National Curriculum tests for English, at Key Stages 1 and 2, there has been a significant improvement over the last two years in the number of pupils reaching level 2 and level 4, and test results are in line with national averages. The numbers achieving level 3 in reading and level 5 in reading and writing are below the national average. Younger pupils talk with confidence and older ones are able to give their opinions in discussion and listen to another's point of view. Younger pupils are becoming fluent readers, understanding and enjoying the books they read. Most older pupils read accurately, but from a limited range of texts. Throughout the age range, pupils write for different purposes and readers, but they lack opportunities for extended story writing and for developing structure and character. As a result, higher-attaining pupils in both key stages do not make satisfactory progress in the development of their writing skills.

7. Key Stage 1 national test results in mathematics for 1997 show an improvement on the previous year, with those reaching level 2 above national averages. However, in Key Stage 2 test results are below average and those reaching level 5, well below, having declined from the previous year. Seven year olds add and subtract numbers to

100 and apply their knowledge of fractions to telling the time. Eleven year olds' mental arithmetic skills are sound. Some can find the area of irregular shapes and measure angles. Progress in mathematics in Key Stage 1 is satisfactory overall, although higher-attaining pupils make less than satisfactory progress. In Key Stage 2 progress is generally unsatisfactory. Teachers' expectations are not high enough and work does not provide sufficient challenge. In mixed-age classes in Key Stage 2, work planned does not match closely the needs and attainment of pupils and this impedes their rate of progress.

8. Teacher assessment in science in Key Stage 1 shows attainment in line with national averages, having improved since 1996, but with very few pupils reaching level 3. Key Stage 2 results were well below the average in 1996 and fell further in 1997. Younger pupils observe plant germination and growth. They can name the parts of a plant. Older pupils describe the function of plants and internal organs of the human body. Progress is unsatisfactory throughout the school for the higher-attaining pupils. Pupils in Key Stage 2 make insufficient progress because the content of lessons is inappropriately matched to their attainment and some teachers' knowledge of science is weak.

9. In art, pupils make good progress throughout the school in drawing and painting. They mix colours to good effect, emulating the style of a variety of artists. Seven year olds talk confidently about the work of artists and eleven year olds create clay tiles of a high standard.

10. In history, seven year olds have a sense of the past and recount details of historical events. By the end of Key Stage 2, pupils use census data to illustrate how the industrial revolution brought about changes in people's occupations. Pupils' knowledge is further extended in Year 7, through detailed research into medieval castles. In geography, seven year olds describe features of places and make plans. By the age of eleven, pupils are able to explain the effects of physical and human processes on the natural world. Good progress is made in map work. Year 7 pupils talk about the causes and effects of earthquakes and volcanoes.

11. Pupils of all ages enjoy music and make satisfactory progress in singing, composing and using musical instruments. In physical education, ball skills are steadily developed throughout the school. Year 5 and 6 pupils make good progress learning to swim competently. Year 7 pupils conduct simple conversations in French asking for and giving directions. They are building up a useful bank of essential French vocabulary.

12. Younger pupils build models from construction kits in design and technology. By the age of 11, the range of opportunities for pupils is more limited and model making is at too basic a level for them to reach the expected level of attainment. Pupils in Year 7 are making satisfactory progress.

13. Pupils of all ages spend too little time using computers and do not cover sufficiently the full range of the curriculum to reach accepted levels of attainment. In both Key Stages 1 and 2, pupils are not taught in enough detail about religions nor given enough opportunities to explore religious issues. This gives pupils a superficial knowledge and understanding of the subject. Good work on comparative religions in

Year 7 is resulting in better progress.

14. Pupils on the special needs register make good progress. They are well supported by specialist teaching in withdrawal groups in English and mathematics. Classroom assistants or adult helpers work closely with pupils in class. They have detailed education plans which ensure that their individual needs are met. This is a strength of the school.

15. Pupils' attitudes to learning are satisfactory and often good. They generally work with sustained concentration. They are keen to learn and talk with enthusiasm about their work. Standards of behaviour are good for the youngest pupils and satisfactory, overall, throughout the rest of the school. However, behaviour falls short of acceptable standards in a minority of lessons in Key Stage 1, where behaviour management is poor. In a number of lessons observed in Key Stage 2, where the work did not stimulate or challenge pupils, or teachers lacked strategies to gain the attention of pupils, they talked excessively and behaviour was less than satisfactory. Pupils relate well to each other. Older children are responsive to the needs of younger ones, playing with them at break time. Pupils are trustworthy, respecting the school environment and personal property. Older pupils show initiative and take on responsibilities, such as reading to the youngest pupils on a weekly basis. They have organised fund-raising events. However, opportunities to use initiative in independent study are limited. A few cases were noted, during inspection, when pupils showed a lack of respect towards teachers.

16. Attendance is in line with national averages and the rate of unauthorised absence is low. Very few pupils arrive late and lessons start promptly. The school is very thorough in following up the reasons for absences.

17. In Key Stages 1 and 2, although the quality varies considerably, with some good and some very good teaching, a significant proportion of the teaching is unsatisfactory. Overall, in Key Stage 1 over a quarter of the lessons seen fell into this category. In Key Stage 2, the proportion of unsatisfactory lessons rose to over one third. The teaching is best for the youngest children. In this age group, all the teaching seen was good and in one third of lessons it was very good. In the one Key Stage 3 year, Year 7, the teaching was satisfactory and good in just under a third of lessons.

18. For the youngest children, very good teaching is marked by effective questioning, a high level of language development and challenging work. Day-to-day assessment is used very effectively to ensure pupils progress well. Good lessons, throughout the school and in all subjects, include crisp, lively introductions and conclusions, and work is appropriate to the attainment of pupils. Good teaching in subjects like geography, music and physical education results from thorough planning and effective use of questioning and demonstration. Very good subject knowledge in art contributes to high attainment in the subject.

19. Significant factors in unsatisfactory teaching are a lack of pace, unchallenging work or work that is inappropriately matched to the attainment of pupils and unsatisfactory behaviour management. In some subjects, such as history and religious education, the content of the lessons sometimes lacks a clear and direct focus. In mixed-age classes in Key Stage 2, whole class teaching often does not relate closely

enough to the range of attainment in the class. Work set, especially in mathematics, science and English in mixed-age classes, often does not cater sufficiently for higher-attaining pupils.

20. Good examples of short-term planning occur throughout the school, but often in isolation. Short-term planning generally lacks a clear focus for what pupils are to learn and, except for the youngest pupils, assessment is not used sufficiently to indicate to the teacher the next step of learning. Some good examples of marking occur where helpful comments are written or where a teacher uses her marking to alter planning, making teaching more focused and relevant. Generally, the quality of marking is limited in its usefulness. Homework is set for all pupils. In Key Stage 1, this mainly takes the form of reading. It is more formalised in Key Stage 2 and in Years 5, 6 and 7 is linked to the content of lessons. Guidance on homework is set out in the prospectus but is not followed consistently throughout the school.

21. The provision of a broad and balanced curriculum which matches the age, attainment and experience of four and five year olds is a strength of the school. In the school as a whole, the curriculum is generally broad and balanced although there are gaps in the implementation of the programmes of study for information technology and the agreed syllabus for religious education just meets statutory requirements. The curriculum includes a programme of drugs and sex education. Provision for pupils with special educational needs is good.

22. Teachers work hard to develop effective systems for planning the curriculum and assessing pupils. As yet, the schemes of work, which form the medium-term planning, do not have sufficient impact in raising the quality of the curriculum and pupils' attainment. The assessment policy and guidance are not being fully implemented.

23. Provision for extra-curricular activities is limited. Choir, orchestra, clarinet and recorder clubs take place at lunchtime. Netball takes place after school and athletics during the summer.

24. The school is a caring community which successfully provides for pupils' health and welfare and offers sound guidance. Links with parents are satisfactory. Comprehensive information is given through the termly newsletters. A few parents help in school and their assistance is welcomed. Annual reports detail pupil achievement, but generally do not set targets for further attainment. The school has links with a local old people's home and supports a local charity each year. It does not have any links with commerce or the business community. Visits are used effectively to widen pupils' experience and learning. The annual residential visit to France is a popular event and has a positive impact on attainment in the subject.

25. The school makes satisfactory provision for pupils' moral, social and cultural development, but spiritual development is not well promoted. Pupils have too few opportunities for reflection or participation in acts of collective worship. Pupils are taught the difference between right and wrong, noticeably so with regards the youngest pupils. Too few opportunities exist for pupils to develop self discipline, responsibility or show initiative. A notable exception are the Year 7 pupils who help in the Early Years department. Good behaviour is promoted through the school behaviour policy.

Curriculum planning in history, geography, art and music ensures pupils develop a knowledge of British heritage and culture. Visits by theatre and music groups enrich the curriculum. Opportunities to gain an awareness of other cultures and the ethnic diversity of society today are very limited.

26. The school accommodation is good and very good use is made of corridor space and shared areas for storing resources and small group teaching. Recent refurbishment of areas for music and special educational needs are also well used, and have a positive impact on attainment. Outside, there is sufficient playground space. Grass areas are well used for physical education. Provision for four and five year olds includes a secure fenced area with suitable large and small play equipment, which contribute to pupils' physical development. The school is very clean and some high quality displays, especially in the hall and corridors, enhance the learning environment.

27. Despite contending with difficult staffing issues, the headteacher and staff are working hard to improve standards of attainment and have made progress in English, where National Curriculum test results are improving steadily. Measures are now being taken to improve science.

28. The headteacher and senior management team do not monitor the quality of teaching and learning systematically or frequently enough to identify strengths and areas for development amongst staff. This is having an adverse effect on attainment, especially in Key Stage 2. The headteacher has reorganised the school, separating the key stages making Years 2 and 7 distinct classes. Coordinators have devised schemes of work and monitor planning in their subject, and the science coordinator has been given time to support staff in the classroom.

29. Governors have become more closely involved in the life of the school since becoming linked to a year group and visiting classes. They do not monitor or evaluate sufficiently levels of attainment. The headteacher and staff set priorities for the school development plan, which is approved by the governors.

30. The school's administrative systems work well. There are clear procedures for managing the budget. Governors monitor the budget throughout the year.

31. Accommodation and learning resources are well used and non-teaching staff are effective, especially in their role of supporting pupils with special educational needs. Teachers are effective in the Early Years department, Year 7 and some classes in Key Stage 1. Although levels of attainment are beginning to improve, the school cannot yet be judged to give satisfactory value for money. This is because of the impact of unsatisfactory teaching, especially in Key Stage 2, on pupils' learning, together with the relatively low levels of attainment by the end of Key Stage 2 in mathematics, science and information technology. Pupils' progress in these subjects is unsatisfactory.

32. Although, in the judgement of the inspection team, the school is giving its pupils an acceptable standard of education, it nevertheless has serious weaknesses in the quality of teaching in some classes in Key Stage 1 and related to the teaching of mathematics and science, in particular, in Key Stage 2. There are serious weaknesses

in the levels of attainment in mathematics and science in Key Stage 2.

Key issues for action

33. In order to raise standards, efficiency and the quality of education further, the school must:

improve the quality of teaching in Key Stages 1 and 2 by:

- raising teachers' expectations of what pupils can achieve;
- improving teachers' strategies for securing better standards of pupils' behaviour and attention in lessons;
- using assessment to achieve a better match of task to the attainment of pupils;
- planning lessons with clear objectives for what pupils are to learn;
- adapting methods of classroom organisation so that pupils can be taught at a level which matches their attainment;

develop systems for the regular monitoring of teaching and learning so that guidance, support and training are given where necessary.

improve attainment in mathematics and science in Key Stage 2 by:

- improving teachers' subject knowledge where necessary;
- planning work in mathematics across the key stage, which avoids unnecessary repetition and which has clear learning objectives;
- using assessment more consistently to achieve a better match of task to the attainment of pupils;

improve provision and attainment in information technology and religious education throughout the school by:

- improving teachers' subject knowledge;
- building up appropriate resources so that all aspects of the programmes of study can be taught fully,
- planning for the use of information technology in all other subjects except physical education;
- planning so that all aspects of the curriculum are covered in sufficient depth.

Introduction

Characteristics of the school

34. The school was opened in 1954 and is situated in the southern part of Milton Keynes. The number on roll is 325 full-time pupils and 21 part-time. Pupils enter the school on a part-time basis at the age of four. Their attainment on entry is broadly in line with national expectations. Pupils come from a mixture of owner-occupied and rented accommodation. Many come from outside the "catchment area" and just over a quarter come from a large estate, a recognised area of social deprivation. Although the school is in a multi-ethnic area, the majority of pupils are white and only ten pupils come from homes where English is not the first language spoken. Seventeen pupils have free school meals but the exact number of those eligible for this benefit is not known to the school. There are 79 pupils on the register for special educational needs, of whom one has a statement of special educational needs.

35. The school's aims include a commitment to provide a welcoming environment where pupils are cared for and achieve their academic potential. The school is building up links with parents through termly newsletters and the induction programme for four year olds. The school has targeted English and science as subjects where improvements in attainment need to be made.

Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1997	19	19	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	13	18
	Girls	18	17	18
	Total	32	30	36
Percentage at NC Level 2 or above	School	84	79	95
	National	80	80	83

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	16	17
	Girls	18	18	18
	Total	31	34	35
Percentage at NC Level 2 or above	School	82	89	92
	National	80	83	85

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1997	17	13	30

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	8	3
	Girls	11	7	6
	Total	20	15	9
Percentage at NC Level 4 or above	School	67	50	30
	National	63	62	68

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	8	6
	Girls	11	8	7

above	Total	19	16	13
Percentage at NC Level 4 or above	School	63	53	43
	National	63	64	69

Attendance

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

		%
Authorised Absence	School	7.5
	National comparative data	5.6
Unauthorised Absence	School	0.05
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	7.14
Satisfactory or better	70
Less than satisfactory	30

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

36. The level of attainment of four year olds on entry to school is generally in line with national expectations, although pupils' social skills are often underdeveloped. By the age of five, attainment meets and often exceeds national expectations. Pupils talk with confidence, describing and explaining what they do. They enjoy stories, know print carries meaning, make simple predictions about what will happen next, and some are reading short books. They recognise and write their own name and copy sentences, forming their letters correctly. They can count and order numbers to ten. They make repeating patterns and predict the next colour in a sequence. They are beginning to do addition and subtraction of numbers to five. Some accurately identify halves and quarters. They make jellies and describe the process. They are learning about fruit, observing, describing, drawing and tasting it. Overall, they make satisfactory progress. Because teachers have high expectations and give pupils challenging work, they are making good progress in mathematics and science and use language such as halves, quarters, melt, liquid and solid accurately.

37. By the end of Key Stage 1, attainment is in line with national averages for all subjects except art, where standards are above average, and information technology and religious education where standards are below average. Progress is satisfactory overall in English, although the writing skills of higher-attaining pupils are underdeveloped and their progress is less than satisfactory. In mathematics and science, progress, overall, is satisfactory, but higher-attaining pupils are not challenged sufficiently, and their rate of progress is unsatisfactory. Progress is satisfactory in other subjects. It is good in art and unsatisfactory in religious education and information technology.

38. In English, by the age of seven, pupils speak confidently, read with enjoyment, gaining fluency and accuracy. They retell stories clearly and make sensible predictions. Some express their opinions about stories and authors, referring to a range of books they have read. Writing is punctuated with fullstops and capital letters. Some are beginning to use joined writing. They spell common words accurately.

39. There has been a significant improvement in attainment in English over the past few years and this is reflected in an increase in the number of pupils reaching level 2 in the National Curriculum tests. However, the number reaching level 3 falls below the national average.

40. In mathematics, by the end of Key Stage 1, pupils apply their knowledge of halves and quarters to telling the time. They add and subtract with numbers up to 100 and some know multiplication is equal addition and know the two, five and ten times tables. They are beginning to use non-standard measurements in length. Progress is generally satisfactory. However, in some lessons, where the pace is slow and work does not challenge higher-attaining pupils, progress is unsatisfactory.

41. In science, seven year olds know that plants need light and water to grow. They examine seeds, note their difference, watch them germinate and grow. They know the properties of different materials and group them by common features. They make observations and record the results of experiments.

42. Although teacher assessment for science shows an improvement since 1996, the number of pupils reaching the higher levels is below average. In lessons where teachers' subject knowledge is not strong, or where the focus is not related closely enough to scientific skills and content, the rate of progress is too slow.

43. In art, pupils use a range of media and techniques with confidence. They make good progress in their ability to describe and evaluate works of art and use technical language such as "foreground" and "background". In design and technology, pupils construct models from kits, and make satisfactory progress in joining techniques. In history, pupils recount episodes and stories from the past. They make satisfactory progress and draw conclusions about the lives of historical figures and why they acted as they did. In geography, pupils describe places and use simple geographical terms accurately. They make good progress in making plans and maps.

44. Pupils sing in tune and some can play simple accompaniments. They make satisfactory progress in their awareness of musical elements such as "duration" and "tempo" which they use in their compositions. Pupils can throw and catch balls and make satisfactory progress in the development of their coordination and spatial awareness.

45. Opportunities for pupils to use information technology are very limited. They type written work on the computer, developing word processing skills, and some are able to access information from an encyclopaedia database. Progress is unsatisfactory because pupils do not spend enough time on computers to build up their skills and teachers' expertise is underdeveloped. Information technology is under-represented in all subjects across the curriculum, and pupils' progress in applying information technology skills is, therefore, very limited. In religious education, attainment and progress are unsatisfactory because there is insufficient teaching about religions and related religious issues. Pupils know some stories from the Bible but their knowledge of other religions is very limited.

46. By the end of Key Stage 2, attainment is in line with national expectations and progress is satisfactory in all subjects except mathematics, science, information technology, design technology and religious education, where attainment is below average and progress is unsatisfactory. Higher-attaining pupils make unsatisfactory progress in English. Attainment exceeds national expectations in art and pupils make good progress. In Year 7, attainment and progress follow the same pattern as above except in science, some aspects of mathematics, design and technology and religious education where pupils make satisfactory progress.

47. In English, by the age of 11, most pupils' work is competent across a range of writing such as poetry, reports, articles and book reviews. The introduction of reading activities has resulted in better attainment in reading. Limited opportunities for extended

story writing impede attainment and progress, especially for higher-attaining pupils. Although National Curriculum test results have improved greatly for those achieving level 4, attainment is significantly below national averages for higher attaining pupils and their progress is unsatisfactory in reading and writing. In Year 7, pupils respond well to a Shakespeare play, using description effectively, showing good understanding of the text. They make satisfactory progress.

48. In mathematics, the National Curriculum test results for 1997 were below average for those achieving level 4 and well below for those reaching level 5. By the age of 11, most pupils are competent at mental arithmetic. Some find the area of irregular shapes and can measure angles. Although attainment is broadly in line with the national average in number and algebra, it is below in data handling and investigations where pupils lack the skills of testing ideas, estimating and measuring accurately. The rate of progress is too slow with too much reiteration and unnecessary recording of work. Pupils in Year 7 have a lot of ground to make up and with satisfactory teaching are beginning to make progress, but the rate is still too slow. Although lower-attaining pupils are well supported, the grouping of pupils in mixed-age classes does not allow the higher-attaining pupils to make sufficient progress. This is particularly the case for those in Year 6.

49. The school has started to take measures to improve attainment in science and already pupils are making better progress, although attainment is still below national averages as reflected in the 1997 National Curriculum tests.

50. By the age of 11, pupils know the function of the parts of plants and the human body. They make slow progress in several lessons observed where the content is inappropriate to the attainment of the pupils, the scientific knowledge of teachers is weak and the level of challenge too low. In Year 7, pupils make satisfactory progress although attainment is still below the expected level.

51. In art, pupils build on the good attainment in Key Stage 1, extending their knowledge of artists and painting skills. They use clay to very good effect making tiles of houses. Evaluation of their own work is underdeveloped. Year 7 pupils use charcoal to create striking portraits. In history and geography, pupils compare societies in the past with the present day. They find information from primary and secondary sources; they describe and explain the effects of physical and human processes on the natural world. They make good progress in map work. In Year 7, pupils extend their knowledge of medieval castles through research and talk about the causes and effects of earthquakes and volcanoes.

52. In music, 11 year olds sing songs in more than two parts recognising changes in pitch, rhythm and accent. Good work was observed in Year 7. In physical education, pupils extend their skills and through use of the local swimming pool are making good progress in swimming.

53. In information technology, 11 year olds can save and print their work and demonstrate competent use of the mouse and keyboard. However, opportunities are very limited for pupils to develop skills and apply them in other subjects. The information technology curriculum is narrow and they barely cover aspects such as

generating graphs, spreadsheets, graphics and design. Little or no control technology or monitoring takes place. The situation is the same for Year 7 pupils. In design and technology, pupils use a range of materials including textiles and food. They make model bridges and test them for strength. Progress is unsatisfactory as their design and making skills are limited to very basic model making and their use of hand tools is underdeveloped. In Year 7, progress is satisfactory in design and technology. In religious education, the emphasis is more on the social rather than religious content and pupils have a very superficial knowledge of Christianity and other religions. In Year 7, pupils gain knowledge of world religions and progress is satisfactory.

54. Year 7 pupils conduct simple conversations in French and have a solid grasp of basic vocabulary. They make satisfactory progress asking for and giving directions, talking in French about themselves, the weather, and their families.

55. Pupils on the special needs register make good progress. They are well supported by specialist teaching in withdrawal groups in English and mathematics. Classroom assistants or adult helpers work closely with pupils in class. They have detailed education plans which ensure that their individual needs are met. This is a strength of the school.

Attitudes, behaviour and personal development

56. The under fives and reception class children display a high level of confidence when talking about their work. They are gaining independence, selecting activities and materials. They play cooperatively when using puzzles and construction kits or when engaged in imaginative play in the home corner or office. They offer suggestions for solving problems. They are highly motivated and interested in what they are doing and learning. They show independence changing for physical education. Teachers constantly reinforce good behaviour and demonstrate how children should relate to each other.

57. In the rest of the school pupils' attitudes to learning are satisfactory and often good. They are capable of concentration and generally show an interest in their lessons. They are eager to answer questions and prepared to listen to others.

58. Standards of behaviour are good for the youngest pupils and satisfactory, overall, throughout the rest of the school. However, behaviour falls short of acceptable standards in a minority of lessons in Key Stage 1, where behaviour management is poor. In a number of lessons observed in Key Stage 2, where the work did not stimulate or challenge pupils, behaviour was, at times, unsatisfactory. This fall in standards is marked by excessive talking, shuffling of feet, ignoring of teachers' instructions to keep quiet and moving around the class instead of staying on task.

59. Relationships among pupils are sound. Pupils help each other; for example, young children help each other change their shoes for physical education. Groups of children were seen supporting and cooperating with each other in physical education, geography and religious education.

60. Relationships between pupils and staff are normally good, but a few instances

were noted where some pupils did not show respect for teachers. Otherwise, pupils are invariably friendly and courteous to adults.

61. Pupils are trustworthy and show a high degree of respect for the property of others and the school.

62. Parents and pupils agree that bullying is not a problem in the school. There are satisfactory procedures for dealing with it when it occurs.

63. Older pupils show initiative and are willing to take on responsibilities when given the opportunity. There are good relationships between Year 7 and the four and five year old pupils. The shared reading is particularly noteworthy, being valuable to the social development of the older pupils and the learning of the younger ones. Opportunities for independent study are limited.

Attendance

64. Attendance at the school is satisfactory and pupils generally arrive on time at the start of the day. The rate of unauthorised absence is low, but the school is concerned about the small number of pupils who take holidays in term time, especially at the start of the Autumn term. This has an adverse effect on their learning.

Quality of education provided

Teaching

65. In Key Stages 1 and 2, although the quality varies considerably, with some good and some very good teaching, a significant proportion of the teaching is unsatisfactory. Overall, in Key Stage 1 over a quarter of the lessons seen fell into this category. In Key Stage 2, the proportion of unsatisfactory lessons rose to over one third. The teaching is best for the youngest children. In this age group, all the teaching seen was good. In one third of lessons it was very good. In the one Key Stage 3 year, Year 7, the teaching was satisfactory and good in just under a third of the lessons seen.

66. A notable feature of very good teaching for the youngest pupils is the effective use of questioning to extend learning and the high expectations of teachers who introduce pupils to the correct technical language of mathematics, science, English and art at a very early stage. Careful daily assessment is used to plan work that matches the age, attainment and experience of pupils. This approach is continued with the youngest pupils in Year 1.

67. In Key Stage 1, the teaching is good in about one third of lessons and, in two lessons observed, the teaching was very good. Teachers have secure subject knowledge; for example, in English, art, physical education and geography where work is challenging, and questioning and demonstration effectively reinforce or extend learning. Appropriate work is set for lower-attaining pupils and parent or class assistants are used very effectively with these groups. Less than satisfactory lessons lack challenge and opportunities for pupils to attain at higher levels. Often the pace is slow

with overly long introductions and laboured explanations which then do not leave enough time for pupils to complete tasks set. In a minority of sessions, poor behaviour management disrupts the flow of lessons and adversely affects pupils' attainment. Subject knowledge varies, but was insecure in one science and all the religious education lessons observed.

68. In Key Stage 2, teaching is better, overall, in the foundation subjects rather than the core subjects of English, mathematics and science. In good lessons, teachers are secure in their knowledge and give stimulating, well-paced introductions. They use questioning, demonstration and resources effectively. Some lessons observed were good in parts; for example, clear summing up in a mathematics lesson testing pupils' knowledge of angles; and effective use of marking to pitch work at the right level so that pupils could continue their creative writing independently. In a significant number of lessons observed, although teachers had good subject knowledge and ideas, behaviour management was an issue, slowing the pace and adversely affecting pupils' attainment.

69. A recurring factor in a significant number of unsatisfactory lessons, especially in mathematics and science, relates to the wide range of ability in mixed-age classes where the work set does not cater for higher-attaining pupils in particular. In mathematics lessons, in particular, the pitch of the lesson is too low and all start doing the same work, the idea being that the more able will work faster, graduating on to more difficult and challenging work. In practice, however, this does not often occur as pupils themselves set the pace of learning and work comfortably, well within their capabilities. The result is an unsatisfactory rate of progress and attainment below the national average.

70. Teachers work hard to establish good relations with pupils who are eager to learn. However, behaviour deteriorates in some lessons where the work lacks challenge and pace. A number of teachers talk over the chatter of pupils and do not insist on everyone's full attention before giving instructions or making teaching points. Where teachers are constantly interrupted, or have to correct pupil behaviour, the impact of the lesson, or a specific point being made, is lost. This was seen in lessons across the curriculum resulting in unfinished work, for example in mathematics and science.

71. In Year 7, thorough planning, lively presentations, clear introductions and work that is, generally, well matched to the attainment of pupils are enabling them to make satisfactory progress although they are not yet achieving national standards in mathematics, science and design technology.

72. Daily lesson plans are frequently over-ambitious in their content and this results in lessons lacking proper focus and failing to provide opportunities for pupils to make satisfactory progress. Planning for the match of tasks to pupils' attainment is unsatisfactory especially in Key Stage 2. Marking is carried out regularly in most classes and there are good examples of helpful comments, but these are the exception rather than the rule. Insufficient use is made of assessment data to plan the curriculum for individuals or groups of pupils, nor is it satisfactorily used to inform planning on a daily basis except in lower Key Stage 1 and for the under fives.

73. Homework is set throughout the school and guidance given in the school

prospectus and termly newsletters. However, this is not being followed consistently throughout the school. In Key Stage 1, homework takes the form of reading and spelling. The book reviews done by Year 2 pupils are an effective way of developing their responses to literature. In Years 5, 6 and 7, homework is more formalised and is used to extend or consolidate learning. Parents expressed some concerns about homework in the questionnaire.

The curriculum and assessment

74. The curriculum of the school is generally balanced and broadly based. The statutory requirements for the teaching of all National Curriculum subjects, religious education and sex education are being met, although there are gaps in the implementation of the programmes of study for information technology and the agreed syllabus for religious education. Pupils are taught French in Year 7. Pupils are being prepared for the next stage of education when moving from the Early Years department into reception and from one key stage to another.

75. Both boys and girls have equal access to all areas of the curriculum. Pupils with special educational needs have individual education plans which are monitored closely. There is limited provision for extra-curricular activities. Choir, orchestra, clarinet and recorder club take place at lunch time. Netball takes place after school and an athletics club runs in the Summer term.

76. Subject coordinators have been working to produce long and medium-term planning for each subject. Medium-term planning is helpful in identifying curriculum content and giving guidance for activities but these plans are frequently too detailed and do not yet provide a sufficiently clear focus for the teachers' daily lesson planning. Medium-term planning provides the scheme of work in each subject and although systems for the effective planning of the curriculum are evolving, these are not yet having a satisfactory impact on the quality of pupils' curricular experience.

77. Although there is a comprehensive policy for assessment, recording and reporting which gives clear guidance and has been in place for several years, this is not being consistently implemented throughout the school. Recently, useful work has been done on agreeing standards of attainment, especially in English. There are termly assessments of pupils' work in English and mathematics, but too little use is made of the information gathered. The quality of teachers' records varies throughout the school and, generally, does not satisfactorily show pupils' progress or curriculum coverage, especially in Key Stage 2, although there is a good example in a class of Year 5 and 6 pupils. Assessment of the attainment of pupils with special educational needs is good.

Pupils' spiritual, moral, social and cultural development

78. The school makes satisfactory provision for pupils' moral, social and cultural development, but their spiritual development is not well promoted. The school's ethos places an emphasis on care and concern for others and the school's aims and values are clearly documented.

79. The headteacher and staff all participate in leading acts of collective worship

which are held every day. Although school policy for collective acts of worship recognises their contribution to spiritual development, insufficient attention is given to opportunities for reflection. There is insufficient provision for pupils to be fully involved in the acts of worship, except when joining in with singing the song.

80. The pupils have an understanding of the difference between right and wrong and moral values are emphasised in the school's aims. Pupils are usually given guidance on what is acceptable and unacceptable behaviour, but a number of instances in lessons were observed of poor behaviour or inappropriate comments not being satisfactorily corrected.

81. Too few opportunities are given in lessons and around the school for pupils to develop self-discipline, responsibility, and to show initiative. Good relationships are promoted and generally exist between pupils and between teachers and pupils. Provision is made for a programme of visits by local police, contact with a local senior citizens' home and the school adopts a local charity each year to support.

82. Curricular planning in geography, history, art, music and religious education makes provision for cultural development. Local visits make a valuable contribution to cultural awareness, as do visits to the school by theatre companies and music ensembles. Authors and poets visit the school for Book Week. Provision for education in the arts is satisfactory. The promotion of pupils' own art work through displays in school and by being shown in local exhibitions is good. The Year 7 curriculum is culturally enriched with a visit to France. Multi-cultural resources, both in books and artefacts, are inadequate. Opportunities to gain an awareness of other cultures and the ethnic diversity of society today are very limited.

Support, guidance and pupils' welfare

83. The school is a caring community which effectively ensures pupils' health and welfare. Pupils feel happy and secure. The school provides sound guidance and satisfactorily monitors pupils' personal development. Although there are procedures for monitoring pupils' academic progress, these are inconsistently applied throughout the school.

84. There is a behaviour policy with appropriate procedures, but, again, compliance is not consistent and too often this has an adverse effect on pupils' behaviour and learning.

85. Procedures for monitoring attendance are good. Teachers complete registers accurately and on time, enabling a prompt start to lessons. The school is meticulous in following up any absences not explained by a note. Cooperation between the school and the education welfare officer is of a high standard.

86. There are comprehensive child protection procedures in place which are properly observed. The designated teacher with responsibility for child protection has provided the staff with training and all know what to look out for.

87. The school is assiduous in looking after the health and safety of pupils. Regular

assessments are made and records kept. Related issues are discussed regularly at governors' meetings. The accident book did not reveal any particular hazards and the number of staff with first aid training is sufficient.

Partnership with parents and the community

88. Links with parents are satisfactory. The school works hard to keep parents informed by comprehensive newsletters and termly consultation evenings between parents and teachers. There are occasional curriculum evenings. Most parents are happy with the amount of information they receive. The annual reports detail attainment but often do not indicate clearly what pupils need to do next to improve attainment.

89. A few parents help in school, from assisting in class and running the library, to helping on school trips. The school would like more parents to help in school and appreciates greatly what help it does receive.

90. There is an active Parent Teacher Association which has raised substantial sums for the school, including the recently purchased blinds outside some classes.

91. A valuable annual trip to France for the Year 7 pupils extends their learning. There are no other residential visits, but good use is made of local trips, linked to other subjects such as history and geography, to extend learning and widen pupils' experiences.

92. The school has links with a group of elderly people at a residential home who are invited into the school at harvest festival and Christmas time. This contact helps pupils gain respect for the older generation, understand the problems of age and their own development. The school also supports a local charity each year and pupils organise their own fund-raising activities. Apart from these, community links are limited, as is use of the building by the community. There are no links with commerce and the business community.

The management and efficiency of the school

Leadership and management

93. The headteacher and staff are working hard to improve standards of attainment, despite contending with difficult staffing issues. Over the last three years, much attention has been focused on English and this has led to improved attainment. This is a very good example of what can be achieved through the identification of underachieving pupils, target-setting, improved resources and intensive teaching support. Measures are now being taken to improve attainment in science, but this is not yet happening in other subjects where provision and attainment are weak, such as mathematics, information technology and religious education.

94. The headteacher and senior management team do not monitor the quality of teaching and learning systematically or frequently enough to identify strengths and areas for development amongst the staff. As a result, weaknesses, relating to behaviour management, low expectations and the match of work to the attainment of pupils, have

not been addressed sufficiently, nor has appropriate support been given. This is having an adverse effect on attainment, especially in Key Stage 2.

95. The headteacher has addressed the organisation of the school, separating the key stages, making Year 2 and Year 7 distinct classes. However, the present organisation of mixed-age classes in Key Stage 2 does not allow for higher-attaining pupils, particularly in Year 6, to make sufficient progress. The deputy headteacher has built up a very good Early Years department where four and five years olds receive an appropriate curriculum and make good progress.

96. The school fulfils some of its aims and the ethos is positive. Academic aims are not yet being fulfilled as attainment in mathematics and science in Key Stage 2 is still too low. Parents, in their response to the questionnaire, indicate that pupils are happy at school.

97. Subject coordinators have developed schemes of work for their subjects. They look at planning across the school for their subject and teachers fill in evaluation forms which mainly indicate resource requirements. The science coordinator has been given time to support colleagues in class, as a start to improving provision and standards in the subject. However, except in English, coordinators are not focusing sharply enough on how standards are to be improved in their subject.

98. Since last September, governors have been linked to a year group and have visited classes, increasing their involvement in the life of the school. They monitor the implementation of policy through the headteacher's reports and approve curriculum policies which staff present to them. They do not monitor or evaluate sufficiently levels of attainment in the school or how improvements are to be made. The governor with responsibility for special educational needs is knowledgeable and very aware of provision in the school. She works closely with the deputy headteacher. The governing body generally fulfils its role and carries out its responsibilities.

99. The headteacher involves staff in drawing up the school development plan. Through staff development interviews and staff meetings, priorities are set. The governing body approves the plan. The main focus is on curriculum development over one year. Action plans are detailed with some costings and a time frame. However, success criteria, except for English, are often too general and do not focus on target-setting to raise attainment. Coordinators monitor progress in their subjects against targets in the school development plan.

Staffing, accommodation and learning resources

100. The school's thirteen full-time teachers including the headteacher have a sufficient range of knowledge and expertise in most subjects to meet the requirements of the school's curriculum. However, the lack of expertise in information technology, religious education and aspects of science, mathematics and design and technology is contributing to low attainment in these subjects. The majority of teachers have responsibility for one or more areas of the curriculum and most of these are matched to their initial qualifications. However, the school has had difficulty recruiting staff with subject expertise in areas to be developed, for example, mathematics. Appraisal has

taken place for three teachers, but its full implementation has been complicated by changes of staff. The headteacher does, however, hold professional interviews with all members of staff as part of the school development planning process. Teachers attend training courses to improve their knowledge and expertise. Emphasis has been given to science and English as priorities within the school's development plan. The administrative and support staff are deployed effectively and have a positive effect on learning within the school. Classroom assistants attend appropriate training including counselling and first aid to improve their knowledge and understanding and they make a valuable contribution for pupils with special educational needs. They have taken the City and Guild's Certificate in Learning Support.

101. The school accommodation is good and very good use is made of corridor space and shared areas. Recent refurbishment of specialist teaching areas for music and special educational needs are also well used. Four and five year olds have a separate, securely fenced area with a range of large and small play equipment which supports their physical development. Externally, there is sufficient playground space. Grass areas are well used for physical education and the whole site is used by pupils to support their learning in science and geography. Internally the school is very clean and some high quality displays of work in corridors, shared areas and some classrooms further enhance the learning environment.

102. Resources for the National Curriculum core subjects of English, mathematics and science are satisfactory and are accessible to both teachers and children. There is good equipment for the teaching of games activities and there are good artefacts to support some aspects of history and geography. The school library supplements the school reading scheme and offers a range of additional reference books. The number and range of reading books in some classrooms are limited. Computers are accessible in every classroom, but they are under-used. A limited range of software, most of which is incompatible across the three different types of computer being used in the school, restricts the full implementation of the National Curriculum for information technology.

The efficiency of the school

103. The school's administrative systems work well. There are clear procedures for managing the budget, with effective support given by the school secretary who is also the school's finance officer. The governing body has a number of committees, including a finance sub-committee. An updated financial statement is presented at every full governing body meeting, which enables it to maintain suitable oversight of the school's income and expenditure. A local authority audit report received in April 1998 found the financial procedures in the school to be satisfactory. A number of minor queries raised have subsequently been answered.

104. The school's development plan sets out targets and timescales for different curriculum subjects and other aspects of the school's organisation and most of these are appropriately costed. Subject coordinators do not put in a bid for their subject but do manage a budget. The school staff and the governing body identified science as a priority for development in 1997/98 and additional equipment and books were purchased which have raised the profile of the subject within the school.

105. Accommodation and learning resources, including those allocated to special educational needs, are used effectively to enhance the overall quality of learning. Parents support the school through fund raising which has recently been used to purchase awnings which have been most effective in reducing the amount of glare in some classrooms. Teaching and support staff are very effective in the Early Years and in Year 7 and are well deployed at Key Stage 1. Although levels of attainment are beginning to improve, the school cannot yet be judged to give satisfactory value for money. This is because of the impact of unsatisfactory teaching, especially in Key Stage 2, on pupils' learning, together with the relatively low levels of attainment, by the end of Key Stage 2, in mathematics, science and information technology. Pupils' progress in these subjects is unsatisfactory.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

106. Provision for the under fives is good with some very good features: for example, the organisation of the curriculum, ensuring that children receive their full entitlement to learning and the use of day to day assessment. By the age of five, pupils' attainment is at least in line with national expectations and often exceeds them. The use of support teachers is very good and contributes to the attainment of the pupils.

Language and literacy

107. Pupils are encouraged to speak and listen in a variety of contexts. Children can answer questions and describe what they are doing; for example, children talked confidently about the stories they had made up playing pirates with toy boats and figures in the water tray. Children talk in complete sentences and some have an extensive vocabulary. Children readily pick up new vocabulary and use it accurately; for example, whilst observing fruit, they talked about the flesh and seeds or pips. Most pupils can recognise and write their own names. They enjoy stories, listening attentively. They know that print carries meaning, identify some common words, tell the story from pictures, making simple predictions about what will happen next, or how the characters will respond and react. Higher attaining pupils are beginning to read simple books with a degree of confidence and enjoyment. They are learning the difference between fiction and non-fiction books. Children were observed making non-fiction books about mice, using pictures to describe their habits and characteristics. They use pictures, symbols and letters to communicate on paper. Some copy-write sentences, forming their letters accurately.

Mathematics

108. The youngest children can recognise numbers and count to five. They make sets of five objects. Older pupils can count to ten and are beginning to add and subtract. Children made jam sandwiches and cut them into halves and quarters. Older children were able to identify these fractions with confidence. Children devise repeating patterns with two and three colours and can predict how the pattern will continue.

Knowledge and understanding of the world

109. Children identify, taste and closely observe a range of fruit. They use hand lenses appropriately and their observational drawings show clearly the flesh, skin and seeds of fruit. They can name and describe the fruit. They make jellies and one four year old described to the whole class the process, using words such as solid, liquid, melt and set with total accuracy and confidence. Pupils make non-fiction books about animals and use plasticine to make model mice. They use junk materials to make a house for a mouse. They select their own materials and can cut and join them using tape. No work on the computer was observed, as the machine was being repaired. However, children use the cassette player independently, listening to story tapes.

Physical Development

110. Only one physical education lesson was observed. Children are able to run, jump, skip and hop, responding to commands. Their movements are becoming controlled. They use outdoor climbing apparatus safely. Outdoor play activities enable pupils to gain coordination and spacial awareness.

Creative Development

111. Children are able to express themselves in a variety of ways through art, craft and imaginative play. Children blended pastels when drawing fruit. Art work of a very high standard was inspired by Georgia O'Keeffe paintings and children were able to name this artist. Children handle paint with control making red and green caterpillars.

112. The quality of teaching is good. No unsatisfactory teaching was observed and the quality of teaching was very good in a third of lessons. Both Early Years teachers, helped by the support assistants, have a very good relationship with children, which enables them to settle into school life well, feeling happy and secure. A noteworthy feature of very good teaching is the effective use of questioning and the introduction of language associated with science, English or art, which the children are encouraged to use, and often do, with accuracy - for example, talking about liquids and solids, fractions, fiction and non-fiction. Teachers have high but realistic expectations and children are challenged and extended. Planning is very thorough and activities match the age, experience and ability of pupils. The use of simple but effective day-to-day assessment ensures that children are doing appropriate work that extends learning. Teachers have a thorough knowledge of each child based on observations and assessment. Good use of assessment is made in the early identification of and appropriate provision for pupils with special educational needs.

113. There is a policy for the under fives and a scheme of work in place. Long and medium-term planning clearly identifies what the children are to learn. Medium-term planning identifies the cross-over from the Desirable Outcomes to the National Curriculum programmes of study. Effective classroom organisation and the grouping of children ensure that they have full access to the appropriate curriculum.

114. The Early Years department is spacious and well planned so that children can move freely from one area to the next. Resources are satisfactory and in reasonable condition. There is a separate, fenced area for the youngest children where they can use a range of large and small equipment in safety. Toilet and washing facilities are suitable for this age range. More could be made of display and the labelling of work areas and resources to create a richer language environment for the children.

English, mathematics and science

English

115. There has been significant improvement in the levels of attainment in English during the last three years. By the end of Key Stage 1, attainment is in line with national expectations, although too few higher-attaining pupils make satisfactory progress in writing. In both reading and writing, boys are underachieving. At the end of Key Stage 2, attainment is broadly in line with national expectations and progress is mainly satisfactory, except for higher-attaining pupils whose progress and attainment are significantly below the level of expectation. A higher proportion of girls failed to achieve the level of national expectation and no girls exceeded it. Attainment in reading is better than in writing. Spelling and handwriting are improving. Year 7 pupils are making satisfactory progress in their understanding of texts, for example when reading a Shakespeare play. They use description effectively in their writing. The progress of pupils with special educational needs is good.

116. Standards in speaking and listening are satisfactory in the majority of lessons and pupils are able to discuss points of view and listen to the opinions of other pupils. Good reading habits are developed and group reading activities in Key Stage 2 are enjoyed by pupils and contribute to improvements in reading standards. However, pupils are not heard to read individually, nor do they discuss their reading with teachers frequently enough. Parents are involved in pupils' reading through the home/school reading record, but this needs to be strengthened in Key Stage 2. The recent introduction of a new reading scheme has been a success, although there is an over-reliance on reading scheme books, especially in Key Stage 2 where higher-attaining pupils are still selecting from a limited range of colour-coded books. Some pupils have the feeling that the library is only for good readers.

117. There is a good range of writing in evidence throughout the school which includes poetry, reports, articles, book reviews and writing for other subjects. Good examples of verse writing were seen throughout the school, leading on from the poetry week held earlier in the year. There is insufficient opportunity at the end of Key Stage 1 and throughout Key Stage 2 for pupils to improve extended storyline and character development.

118. Pupils respond well in lessons and behaviour is generally good except when the amount of challenge in the task is insufficient to motivate pupils or the teacher's control of the class is weak. Pupils are able to work collaboratively and share resources when required. The attitudes to learning are sound although the opportunities for pupils to demonstrate initiative and work with sustained concentration are too limited.

119. In Key Stage 1, teaching is generally satisfactory. During the inspection, over a third of lessons observed were good with one very good lesson seen. Where the teaching is good, the pupils are given clear instructions of their tasks and the pace of the lessons is brisk. Where the teaching is weaker the pace is too slow, time is wasted and there is a lack of challenge especially for the higher-attaining pupils.

120. In Key Stage 2, teaching quality is variable but generally satisfactory. During the inspection, one good lesson was seen. Where the teaching is unsatisfactory, there is an inability to make a clear explanation of the subject matter, a low expectation of pupils, a slow pace, undemanding activities and a lack of questioning to gather pupils' current level of understanding. Where the teaching is better, the pupils are given clear instructions about the task, the pace of the lesson is more suitable and the focus is better defined. The match of task to attainment is frequently inappropriate in the mixed-age classes, mainly because of the organisation, and this contributes to lower levels of attainment than might otherwise be expected.

121. Good progress has recently been made on assessment and agreeing standards throughout the school. There is a portfolio of assessed work and termly assessments are made of pupils' work. This has yet to have an impact on teachers' planning. Teachers' records do not always show pupils' progress and rarely identify targets for improving achievement. The work which is being carried out is a good basis for improving the use made of assessment data which the school gathers.

122. The range of reading books in each class beyond Year 1 is poor. However, the school is working hard to improve its stock of fiction and non-fiction books. The library contains a reasonable range of non-fiction, but access to these books is limited. Pupils in Years 6 and 7 especially do not use the library sufficiently for independent research. The range and display of labelling in the library are not appropriate or helpful for the full primary age range and better use could be made of picture and written labels along with the Dewey numbers. Parent helpers are well organised and provide invaluable help in the library. Pupils are involved in choosing new stock.

123. Leadership in the subject is good; the co-ordinator is well qualified and has a clear understanding of the need to raise achievement for higher-attaining pupils. A large amount of money has been spent on new resources and there has been much focused work on developing English throughout the school. This is having a significant impact on pupils' attainment. For example, using reading data a small group of underachieving pupils in Year 6 was identified and given intensive help. This succeeded in dramatically improving attainment and confidence. It is an excellent example of what the school can achieve through the focused use of assessment data and target setting, and provides a model for improving attainment for all pupils, especially in the core subjects.

Mathematics

124. By the end of Key Stage 1 attainment, overall, is in line with national averages, although higher-attaining pupils make less than satisfactory progress and do not attain at the expected level. By the age of seven, pupils can recognise and use halves and quarters, for example, dividing shapes drawn on paper, and they can apply this concept to telling the time at half past and quarter past the hour. They can understand addition and subtraction of numbers up to 100 and some know that multiplication is repeated addition. They are beginning to use non-standard measurements of length, such as a pace or a hand span, and can sort objects into groups according to shape and colour.

125. By the end of Key Stage 2, attainment, overall, is below average. Pupils are competent at mental arithmetic using tables and numbers up to 1000. They can

interpret coordinates and use them to locate features on an ordnance survey map. Pupils can calculate perimeter and the area of rectangles by counting one centimetre squares and they know about rotational symmetry. A few can calculate the area of irregular shapes by subdividing them and draw angles accurately. Some can use fractions and percentages. By the end of Year 7, pupils can convert fractions to percentages and work with two decimal places. The majority of pupils in this year group attain levels which remain below average for pupils at the end of Key Stage 2.

126. Overall, attainment in number and algebra is satisfactory, but generally less than satisfactory in data handling and in using and applying mathematics to solve problems. Pupils have insufficient skills in constructing models to gain a good understanding of three dimensional shapes and to practise accuracy in measurement. They are not sufficiently skilled in trying out and checking ideas of their own and making sensible estimates of measurement in everyday situations. They can draw bar charts, pie charts and line graphs, for example, in reporting on a survey of the most popular breakfast cereals. These skills are sometimes used in science and the humanities but require more practice. Information technology skills are insufficiently used in the context of mathematics.

127. Pupils come into Year 1 able to count and recognise numbers up to 10 and higher attainers up to 30. They can divide things into halves and quarters; for example, pieces of fruit and drawn shapes. They generally make satisfactory progress through Key Stage 1, although there is some variation as a result of some weak teaching. Progress through Key Stage 2 is, on the whole, unsatisfactory. There is a great deal of reiteration of work which pupils already understand and their work is insufficiently challenging, particularly for higher-attaining pupils. Use of tests and daily "quick maths" is effective in consolidating understanding, mainly in numeracy and simple algebra, but the practice of making every pupil begin at the same level leads to a poor rate of improvement.

128. Pupils with special educational needs make good progress through well-directed support, detailed target setting and monitoring of their performance. They often work in small groups and sometimes have material specifically designed for their needs.

129. Pupils are well motivated to learn and have a positive attitude towards the learning of mathematics. They want to do well in "quick maths" tests and are competitive in striving for correct answers. Only where teaching is weak do pupils behave badly. Concentration in these lessons is poor and many ignore the teacher's instructions. When the tasks they are set are too long and there is a lack of teacher intervention to refocus them on their work, pupils chatter and waste time. In most lessons pupils work well on their own or, when given the opportunity, in small groups. Pupils look after books and resources and take a pride in good presentation.

130. In Key Stage 1, teaching is sound, overall, and good for the youngest pupils in reception. In Key Stage 2, the teaching is more varied with three out of the eight lessons observed being unsatisfactory. Teaching is satisfactory in Year 7.

131. In the better lessons, teachers use questions well when revising prior learning and involve all pupils in explaining what they know. They praise the efforts of pupils who

find work difficult and use effective strategies to help lower-attaining pupils to gain in confidence, for example, allowing them to explain quietly to the teacher rather than to the full class. Teachers are aware of the different abilities of pupils and provide appropriate work, but the majority of higher-attaining pupils are given work which is too easy for them. In most lessons, every pupil begins at the same place and higher-attaining pupils are expected to work more quickly, progressing on to the more difficult tasks. Whole class teaching which provides the introduction to lessons is often directed toward lower-attaining pupils, particularly in vertically grouped classes in Key Stage 2. Too much time is allocated to pupils working individually but sitting in groups and, without regular teacher intervention, the pace of learning is set by pupils, many of whom prefer a leisurely speed.

132. Test results are insufficiently used to inform the next stage of learning although there is some good practice which is not shared among all staff. Marking of pupils' work is regular but inconsistent in its recording. Assessment against objective criteria is good in only a few classes.

133. The statutory requirements for mathematics are met. Management and coordination of the subject have been a matter of concern for some time and this is not yet satisfactory. The schemes of work for each year group are not consistent and there is no overall view as to the most appropriate scheme to use. There is over-reliance on a plethora of photocopied worksheets. The repetition of areas of learning is far more than is necessary for revision and reinforcement and contributes to poor attainment and progress. Coverage of all areas of mathematical experience is not well balanced and more use of information technology is necessary. The school is aware of the urgent need to review teaching and learning of mathematics and to improve standards of attainment.

Science

134. By the end of Key Stage 1, attainment, overall, is in line with national averages although insufficient numbers of higher-attaining pupils reach the expected level. Pupils know that plants need light and water to grow. They have examined a variety of seeds and noted their differences then watched them germinate and grow. They can describe the properties of different materials and put them into groups which have common features such as texture or colour. They can make observations and simple records of what they see, for example in comparing the growth of seeds kept in different conditions.

135. Although recent assessments of Year 6 pupils indicate improved attainment compared with last year, it is nevertheless below national averages. Pupils know about the structure of a flower and can identify the function of parts of a plant. They know the names of the main organs of the human body and can identify their main role in keeping the body functioning well. They can explain that water exists in three states and they know about the processes which bring about changes of state. Most pupils can explain the planetary movements which bring about night and day and draw relative positions of the earth and sun. Pupils know that sound travels in waves and some can understand how alteration in the pitch or loudness of sounds occurs. By the end of Year 7, attainment is below the expected level, although pupils are making better progress than

in Key Stage 2. Many pupils know about pollination and fertilisation and can name the reproductive organs of a plant.

136. Attainment in science is strongest in life processes and living things and there are weaknesses in the understanding of materials and of physical processes. Skills of investigation, handling apparatus, making accurate measurements and interpreting scientific observations are poor. Pupils are, however, beginning to understand that tests need to be fair and by the end of Key Stage 2 they can say how to ensure this and they can also make predictions about the outcome of investigations.

137. Progress in science is too slow, overall, but where teaching is good and teachers' knowledge is secure, pupils learn quickly. In a Year 1 class, for example, pupils were able to make a summary of what they learned from looking at seeds through a magnifying lens and could use correct words to describe the growing seeds. In Key Stage 2, pupils learned about reversible changes using melting chocolate and fat and older pupils could explain pitch using musical instruments and tuning forks. With these exceptions, pupils' progress is unsatisfactory and they do not have the opportunity to reach higher levels because the work they are given is inappropriate in content or in the level of challenge.

138. Pupils enjoy science and, except where class management is weak, their behaviour and attitudes are satisfactory. When given the opportunity, they readily discuss scientific phenomena and ask searching questions which could lead to meaningful investigations. They have insufficient opportunities for individual research and homework is not well used to encourage skills of research or to raise attainment. When using equipment, pupils are careful of their own safety and that of others. They have a well developed respect for living things and a willingness to learn from each other.

139. The quality of teaching is good in two in ten lessons and satisfactory in a further two in ten. In the remainder it is unsatisfactory. In the good lessons the content is accurate and set at an appropriate level to match the needs of the pupils. Where teaching is satisfactory, in Key Stage 2, pupils have opportunities to investigate concepts and predict the outcome of investigations using their knowledge. In the work on sound for example, they knew that sound is brought about by vibrations and that they hear when sound waves are picked up by the ear drum. They were given a range of materials and predicted which might conduct sound best based on their prior knowledge of wave theory and the structure of materials. Teaching of science is often unsatisfactory because of a lack of knowledge and understanding of the subject by teachers. This is particularly so in work which involves an understanding of chemistry or physics. Knowledge of biology is better. Work on experimental science is often weak when staff are unsure about the concepts behind the investigations and are not able to answer pupils' questions with a degree of confidence and this limits the learning opportunities for pupils.

140. Science is led by a newly-appointed coordinator who has already begun to make improvements in the planning and teaching of science in some groups. The scheme of work has just been revised and the coordinator uses a good system of assessing and recording pupils attainment. This needs to be shared with all staff. The coordinator has

also begun to build up a portfolio of pupils' investigations, which staff will be able to use as guidance regarding the levels they should expect from pupils in each year group. There is a recognised need for more in-service training for teachers and this is to begin shortly. The resources available for science are satisfactory having been recently catalogued. There are sensors for data logging but the software for these is not yet available.

Other subjects or courses

Art

141. By the end of both key stages and Year 7, attainment exceeds national averages and progress is good. By the age of seven, pupils use a range of media with confidence; they mix colours and paint with assured brush strokes. Pictures based on the work of L S Lowry combine effective composition with good use of shading with pastels. Good use is made of sketch books where Year 2 pupils experiment with colour and explore ideas for their work. Pupils talk very confidently about artists they have studied, expressing opinions about their paintings. Of particular note is the way pupils use technical language correctly, for example, talking about the foreground and background, brush strokes and techniques of blending and mixing colours.

142. Pupils make good progress building up a range techniques and familiarity with different artists. They develop painting, drawing and three dimensional skills. Reception children produced work of outstanding quality based on the paintings of Georgia O'Keeffe.

143. By the age of eleven, pupils have built on their experiences in Key Stage 1 and have a good grasp of perspective, having studied the work of Escher. They paint with attention to detail and careful brush strokes. Work on the Impressionists shows that pupils are able to mix colours very effectively and create paintings that not only reflect the content of the originals but capture their mood as well. Pupils use clay to very good effect producing high quality tiles, inspired by houses sketched on a school trip. Observational drawings of lilies and the use of charcoal in portraits continue the high standards in Year 7.

144. Pupils make good progress overall, although Year 6 pupils showed less confidence than those in Year 2 in evaluating the work of artists studied. The range of critical language they used was limited. However, Year 3 and Year 4 pupils expressed themselves well, talking about the work of Piet Mondrian.

145. Although a limited number of art lessons was observed, judgements are also based on conversations with pupils and scrutiny of pupils' work. Overall, standards of teaching are good judged by the quality of the work pupils produce. In lessons observed, teachers had good subject knowledge. A class of Year 3 and Year 4 pupils makes effective use of sketch books to try out ideas for their compositions with the teacher using her own book as a model.

146. Planning in Key Stage 1 is more detailed and shows a clear progression of skills. The scheme for Key Stage 2 and Year 7 is being revised. The range of media,

techniques and artists studied is good, giving pupils a rich and varied curriculum. Art is linked with history, where appropriate, and pupils produce Celtic shields and crosses developing their experience of three dimensional work and pattern, respectively. They learn about a number of twentieth century artists including women artists such as Georgia O'Keeffe. Although pupils express their views about the work of artists they study, there is no formal evaluation of their own art.

147. The art co-ordinator has worked hard building up resources, giving support and ideas to colleagues and arranging and providing in-service training. She is building up a useful portfolio of work and promotes the work of the school through the local group of schools' joint art exhibitions. A recent initiative has been the introduction of sketch books from Year 2 to Year 7. The success of this venture needs careful evaluation to ensure all teachers are using the books effectively.

148. The coordinator for display supports colleagues, giving advice on the purpose and impact of display, demonstrating how bold, striking effects can be achieved. Displays in corridors and the hall are of a high standard.

Design Technology

149. Since only a few lessons were seen, evidence for judgements was gathered through scrutiny of planning documents and past work on display.

150. Pupils' attainment in design technology is in line with the national average in Key Stage 1 and just below this level in Key Stage 2 and in Year 7. By the end of Key Stage 1, pupils know how to build models from kits and can make paper models to illustrate practical mathematics when, for example, cutting fruit into halves. They can cut and shape accurately to make simple patterns with seeds, using colour as appropriate.

151. By the end of Key Stage 2, pupils have used materials including food, textiles, paper, card and plasticine to make models. They know how to design and make a shield. They can use card to make mathematical models and build bridges to test the strength of structures. Pupils know how to evaluate food such as bread through judging taste, colour and texture. Design and construction skills, together with the use of hand tools, are not sufficiently developed and opportunities for designing and making are limited to basic craft work. There is insufficient use of information technology to enhance designing or to enable pupils to develop their understanding of control technology. The attainment of pupils in Year 7 is below expected levels and the range of work they cover is too limited to enable attainment at an appropriate level.

152. Pupils come into Year 1 with a range of experiences in handling materials and making things from paper and card. Through Key Stages 1 and 2, they make some progress in the quality of presentation of their work, but there is no means of assessing progress in terms of pupils' gains in knowledge, skills and understanding. In some classes, pupils are beginning to apply their learning from science to underpin work in designing and making. For example, Years 5 and 6 were planning to make a pitched musical instrument and could explain what pitch is and how the sound from their instruments might be amplified. In Years 3 and 4, where pupils were evaluating bread, they were developing language skills and art is closely linked with designing and

making at Key Stage 2. Progress in Year 7 is satisfactory.

153. The teaching observed was satisfactory. Staff who have an expertise in design technology have developed some interesting projects and link the work well with other subjects. There are too few opportunities for pupils to be creative in their designs, to explore how they might make artefacts designed to meet a need or to carry out individual research. There is no scheme of work. There are sufficient small pieces of materials for pupils to use, but insufficient software to enable the control equipment to be used. There is only a small number of hand tools and there are no benches or vices for pupils to use for larger projects.

154. The school has a policy for design technology. This sets out aims and indicates what pupils should know and be able to do in order to fulfill these aims. Ideas for progression are given in a matrix which shows how skills might be developed but there is no structured scheme of work.

155. The newly-appointed coordinator has made a good start by carrying out an audit of resources, and plans to write a scheme of work linked to the National Curriculum, which should give more rigour to teaching and learning. The school has a kitchen which pupils can use for cooking simple dishes. This was not used during the inspection.

Geography

156. The attainment of pupils at the end of both Key Stages 1 and 2 is in line with national averages. At the end of Key Stage 1, pupils are able to describe features of places most relevant to their experience and they are able to make a plan. At the end of Key Stage 2, pupils are able to describe and explain the effects of some physical and human processes upon the natural world and the changes that these cause. They recognise that people both damage and improve the environment and are able to identify some of the issues involved when visiting a local landfill site. Satisfactory progress is made in both Key Stages 1 and 2. Good progress is made in relation to map work, which utilises the school grounds, a local village survey and is further extended in Year 7. Pupils in Year 7 are also able to talk about the causes and effects of earthquakes and volcanoes which they have studied.

157. Displays of pupils' work reflect positive attitudes towards geography. Pupils pay attention to detail in the presentation of their work, with some good observational drawings of houses during the village survey in Years 5 and 6.

158. The quality of teaching in Year 1 is good. A range of different strategies and activities is used to reinforce the names and features of countries in the United Kingdom. The quality of teaching in the lessons seen in Key Stage 2 was good. In a lesson on weather, a well-planned introduction, with clear aims, enabled the children to understand weather symbols and to talk about changes in weather conditions at different times of the year and in different locations.

159. A policy and teachers' handbook support termly planning and the co-ordinator carries out a survey at the end of each term, which helps to evaluate curriculum content and inform resource needs. A detailed inventory of resources, including books, maps,

photographs, videos and artefacts, has recently been compiled. This will soon be made available to all teachers to assist their own planning.

History

160. Attainment in history at the end of both Key Stages 1 and 2 is in line with national averages. In Key Stage 1, pupils have a sense of past and present and are able to recount stories of episodes from the past. They can make simple observations based on artefacts and storybooks. In Key Stage 2, some pupils are able to demonstrate good factual knowledge of historical events and are able to discuss reasons why events happened as they did and the changes that resulted from these events. They are able to discuss the features of those societies that they have studied and compare and contrast differences using a range of sources of information including first-hand evidence, transcripts and artefacts.

161. In Key Stages 1 and 2, pupils make satisfactory progress in drawing conclusions about the lives of people who lived in the past and about the reasons they acted as they did. Most pupils in Key Stage 2 make satisfactory progress in their ability to discuss and recall characteristics and features of the main people and events in the periods studied. During work on Victorians, some children used census data to compare changes in occupations over time brought about by the industrial revolution. Knowledge and understanding are further extended in Year 7 when children visit a historical museum and undertake more detailed research into medieval castles and The War Years.

162. Pupils in Key Stage 1 display interest and curiosity about historical events. In Key Stage 2 most children are generally well motivated and work well in pairs when given the opportunity. As in geography, displays reflect pupils' interest and pride in their work.

163. Very little direct teaching of history was observed. The teaching is, generally, well planned and the aims and intentions are clear. Some of the teaching in Key Stage 2 was less satisfactory when tasks in lessons on census data failed to focus sufficiently on historical understanding and knowledge and lacked challenge for higher-attaining pupils.

164. A policy and teacher's handbook provide an overview of the subject and support termly planning. The coordinator undertakes a simple evaluation at the end of each term, which is used to inform curriculum developments and resource needs. A comprehensive inventory of resources, artefacts, videos and topic boxes has been compiled and is shortly to be distributed to all teachers.

Information Technology

165. Opportunities to observe the teaching and use of information technology during the inspection period were limited. Additional evidence was taken from pupils' work, teachers' plans, displays and discussions with both teachers and pupils. Information technology is, generally, under-represented in the curriculum and not enough time is allowed to ensure that all the requirements of the National Curriculum are met. Standards of attainment are below national averages at the end of Key Stages 1 and 2

and in Year 7. In Key Stage 1, pupils use word processing to type their written work and some are able to access information from an encyclopaedia database. A roamer is also available, but was not observed in use. By the end of Key Stage 2, some pupils are able to save and print out information, demonstrate more competent knowledge and use of both the mouse and keyboard and a few are able to talk about the use of information technology in the wider world. There is, however, no evidence of computer generated designs, spreadsheets or graphs and no use of sensors or other methods of control or investigation. Pupils in Years 6 and 7 are unable to access or use a spell checker. Overall, progress is unsatisfactory.

166. Pupils work with enthusiasm and some are able to support each other well when working in pairs. Some Year 7 pupils can work independently, load different programmes, save and print out work that they have produced and can demonstrate satisfactory knowledge of the different functions of the word processing programme. Computer-generated work is generally under-represented in samples of pupils' work.

167. Each classroom has access to a computer and a printer, and three multi-media machines are available on a rotational basis. However, three different types of computer are in use across the school, which impedes children's learning. The incompatibility of software further restricts access to the limited range of software that is available.

168. No direct teaching of information technology was observed. Some teachers are able to save pupils' work and print it out. Teachers' daily planning does not reflect sufficient entitlement for all to have access to the use of computers. Some teachers record pupils' use of the computer, but not the acquisition of skills or levels of competence that are achieved. A basic scheme of work and some support documentation were produced two years ago, but these are not readily available to all teachers. Access to computers has been improved in some classrooms through the installation of additional electrical sockets. The newly appointed coordinator has recognised the need to undertake an audit of all available software as well as the necessity for staff development. At present, the school does not fulfil its statutory requirement to report children's progress in information technology to parents each year.

Modern Languages

169. French is only taught in Year 7, as part of the Key Stage 3 curriculum. By the age of 12, pupils' attainment is in line with national averages and they make satisfactory progress. Pupils can ask and answer questions. When conducting short conversations, they ask and give directions to each other, talk about the weather and give information about their age, birthdays and families. They are gaining a solid vocabulary of basic words which they speak and write. Some are able to translate simple and straightforward passages accurately.

170. No lessons were observed, but judgements are based on the scrutiny of work, discussion and French conversation with a group of Year 7 pupils. Pupils are making satisfactory progress in their spoken French. They displayed confidence and enthusiasm when attempting short conversations and readily gave accurate translations of vocabulary they had recently been learning.

171. The teacher has devised a scheme of work based on the county guidelines. Planning has clear learning intentions and pupils assess themselves, identifying areas in which they need more practice.

172. The coordinator organises the annual trip to France, a popular event which extends pupils' experience and has a positive impact on attainment in the subject. She liaises with other teachers of French and, although the pupils do not use the same text books as the secondary schools, she ensures they have covered the necessary elements of the curriculum. Resources are satisfactory and text books are supplemented with stories in French, tapes of songs and spoken French, flash cards and posters.

Music

173. Attainment and progress in music are satisfactory and sometimes good throughout the whole school. At the end of Key Stage 1, the standard of singing is satisfactory and the pupils are able to play simple accompaniments. They have an awareness of musical elements such as "duration" and "tempo" and use these in their compositions. They listen and respond to short pieces of music. At the end of Key Stage 2, they can sing songs in more than two parts, and recognise changes in pitch, rhythm and dynamics. They listen to pieces of music with greater concentration and can discuss different musical traditions. Good work was also observed in Year 7.

174. Pupils of all ages enjoy music and are generally well motivated. They are able to work together. They are introduced to the work of composers in assemblies as well as class music lessons and there are opportunities to take part in school concert performances and through the local group of schools' music festival. A music group plays in assembly once a week. There is a published scheme of work in use throughout the school, which ensures continuity and progression. Although the quality of work in music is teacher-dependent, non-specialists have found the scheme helpful. There are extra-curricular opportunities in music and peripatetic music teachers provide good tuition in woodwind, strings and brass.

175. The subject coordinator is well qualified and provides good support for colleagues. Written guidance and assessment advice has also been produced. Resources have recently been improved and the school has a good range and diversity of musical instruments. There is a music room which is well used.

Physical Education

176. Standards of attainment in games and dance at the end of both Key Stages 1 and 2 are in line with national expectations. Appropriate standards are being achieved in gymnastics and games by pupils in Year 7. In Key Stage 1, pupils develop spatial awareness and practise co-ordination in the development of sending and receiving balls. They are able to talk about the effects of exercise and the importance of warming up at the beginning of lessons. Ball skills are extended further in Key Stage 2 in a range of games-related activities and through group work in dance. Pupils in both Years 5 and 6 have opportunities to use a pool at a local secondary school and many make good

progress being able to swim competently by the end of Key Stage 2. Progress in dance, games and gymnastics is satisfactory.

177. Pupils of all ages and levels of attainment enjoy the subject, listen carefully to instructions and participate fully. They display high levels of self-motivation and self-confidence. They work effectively in pairs and small groups and are able to organise themselves within a structured environment.

178. The quality of teaching in both key stages is satisfactory or better in all lessons observed. It is good in two and very good in one of the five lessons seen. Most teachers have secure subject knowledge and are able to help pupils improve by demonstrating and emphasising particular teaching points. The lessons have an appropriate pace and effective use is made of praise. In some lessons, pupils are asked to comment on their own work and that of others and this good practice should be extended to include comments on how pupils could improve their performance. The teaching is less secure when teachers are unable to offer sufficient challenge to higher-attaining pupils. Teachers set a good example by dressing appropriately for the lesson and by being aware of issues relating to the safe use of equipment in games and apparatus in gymnastics.

179. Pupils participate in physical education lessons on a regular basis. A comprehensive scheme of work is supported by additional documentation as well as by the expertise and enthusiasm of the co-ordinator. The provision of resources is good for games and swimming, and satisfactory for dance and gymnastics. The co-ordinator has undertaken additional training to develop the teaching of games and links are being developed with local netball and football clubs in order to extend opportunities for children to participate in after-school activities.

Religious Education

180. Religious education is taught throughout the school and the long-term planning shows how the main elements of the Milton Keynes agreed syllabus are to be covered in all year groups. Overall, the school just meets statutory requirements in respect of religious education. However, in the lessons observed the religious content was insufficient to meet the requirements of the agreed syllabus. Teaching does not cover religious content in sufficient depth. Attainment is below the requirements of the agreed syllabus for both key stages, and progress unsatisfactory. By Year 7, attainment is in line with the national average and progress satisfactory, mainly due to the broader curriculum being offered and the good work being done in comparative religions.

181. Standards in the subject are variable and attainment is generally unsatisfactory. Topics in Key Stage 1 such as 'relationships', 'belonging' and 'the natural world', allow pupils to develop some understanding of religious aspects which are occasionally, but infrequently, enhanced with stories from the Bible. In Key Stage 2, there is a mixture of Christian and social content with an emphasis on the latter aspect, but a lack of clarity about which other world religion is to be taught. Consequently, there is no study in depth of another religious tradition.

182. Pupils' responses are satisfactory but, in both Key Stage 1 and 2, pupils are

given too few opportunities to develop religious understanding and discuss aspects of religious belief. Religious education makes a limited contribution to pupils' spiritual, moral, social and cultural education.

183. The subject coordinator has identified areas for development, such as improving the range of artefacts, the teaching of world religions other than Christianity, and the need for planning which details in greater depth the religious content, attitudes and understanding pupils are to learn, in order to improve the teaching of religious education in the school. Resources are generally satisfactory.

PART C: INSPECTION DATA

Summary of inspection evidence

184. The school was inspected by a team of five inspectors for a total of 19 inspector days. Inspectors spent just over 44 hours in classes; they heard pupils read and also observed activities outside the classroom. In addition, inspectors saw samples of work; they considered a large number of policy and other documents provided by the school; they spoke to staff, governors, pupils and parents. A meeting for parents was held before the inspection and 55 pre-inspection questionnaires were returned and analysed.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y1 - Y7	325	1	79	17

TEACHERS AND CLASSES

Qualified teachers (Y1 - Y7)

Total number of qualified teachers (full-time equivalent)	13.2
Number of pupils per qualified teacher	24.7

Education support staff (Y1 - Y7)

Total number of education support staff	6
Total aggregate hours worked each week	128

Primary and nursery schools

Average class size:	27
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Average teaching group size:	KS1	23.4
	KS2	29.12

FINANCIAL DATA

Financial year:	1997
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Total Income	411,852
Total Expenditure	430,404
Expenditure per pupil	1341
Balance brought forward from previous year	41985
Balance carried forward to next year	23433

PARENTAL SURVEY

Number of questionnaires sent out:

247

Number of questionnaires returned:

55

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	16	64	5	13	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	33	51	7	9	0
The school handles complaints from parents well	11	42	26	16	5
The school gives me a clear understanding of what is taught	35	49	5	9	2
The school keeps me well informed about my child(ren)'s progress	22	54	11	11	2
The school enables my child(ren) to achieve a good standard of work	24	49	14	9	4
The school encourages children to get involved in more than just their daily lessons	16	40	18	20	6
I am satisfied with the work that my child(ren) is/are expected to do at home	14	62	5	15	4
The school's values and attitudes have a positive effect on my child(ren)	15	53	14	14	4
The school achieves high standards of good behaviour	16	49	11	24	0
My child(ren) like(s) school	31	55	5	9	0

Other issues raised by parents

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Summary of responses

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