underused. Teachers mark pupils work carefully and they make good use of end of lesson discussions to find out how much pupils have learned. However, teachers do not consistently use this information in the planning of the next lesson. On these occasions it is the higher achieving pupils whose learning is disadvantaged.

21 Learning support assistants almost always make a valuable contribution to pupils' learning. They often work with pupils who have special educational needs, helping them to understand the tasks and guide their thinking. The special educational needs co-ordinator withdraws pupils from lessons and helps them to reach the targets specified in their individual learning plans. In these sessions the pupils make good progress. However, although teachers are aware that pupils with special educational needs require additional support, this is not provided in all lessons. On balance, pupils with special needs are helped to make satisfactory progress. There are examples of good setting of homework, such as home/school reading in Years 1, 2 and 3, and some very good research topics, but consistency between all classes has yet to be achieved.

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

22 The quality and range of the curriculum provided are satisfactory. All subjects are taught and literacy and numeracy are rightly prioritised but the provision of information and communication technology does not comply with regulations. Parts of the information and communication technology curriculum, monitoring, control and data handling, are severally limited and result in the low attainment. There are weaknesses in the provision for science. The lack of opportunities for investigations and insufficiently challenging work for higher achieving pupils leads to standards being lower than they should be. The National Literacy Strategy and the National Numeracy strategy have been effectively implemented in most classes and pupils reach standards above the national average by the age of 11. Particularly good features of English are the teaching of phonics and basic writing skills for younger pupils in Reception and Year 1 and group reading in Year 6 when pupils read a variety of plays together. In mathematics, lessons start with a brisk mental and oral session and this leads to quick and accurate mental calculation.

23 Pupils' learning is improved by a clear curriculum plan that spells out what each class will learn each term. Further detail is provided by teachers' own well-developed medium term plans. These describe which objectives will be taught and often include details of how and when pupils will be assessed. Good progress has been made with regard to planning which was a key issue to be addressed from the last inspection.

24 Provision for the children in the Reception class is good, including those with special educational needs. Every area of learning is very carefully planned. For example to encourage the development of social skills a café has been developed in the classroom. However lack of outdoor play provision limits children's physical development.

25 There is satisfactory provision for pupils' personal and social education. A sex education policy has been agreed and is awaiting parental approval. Healthy living is taught as part of the science and physical education curriculum, and a drugs awareness programme helps pupils to learn how to look after themselves. This is taught in a lively and interesting way by a visiting police officer. Personal development is an integral part of the religious education curriculum. As they get older pupils start to take some responsibility for their own learning. For example, they discuss their achievements with the teachers and set themselves goals to reach. Older pupils with special educational needs contribute their opinions to the annual reviews and are invited to attend.

26 The provision for extra-curricular activities is satisfactory and, although limited mainly to sport,

provides opportunities to play team games and take part in tournaments. An art club has recently started and there is a recorder club. A residential visit takes place annually and is open to older pupils.

27 Equal opportunities are satisfactory. Pupils entering the school from the nearby army garrison receive good support from the services education service. They are introduced sensitively into the classes and pupils are asked to help them to settle in. All pupils are assessed and tracked throughout school making it possible for the progress of any pupil to be investigated and acted upon.

28 The provision for pupils with special educational needs is satisfactory and they receive the same curriculum as other pupils. Individual education programmes have clear targets for pupils to reach against which progress is reviewed regularly. These are used well by some teachers to provide suitable work, especially in English and mathematics. However work is not always adapted suitably for them so that they can succeed. The provision specified in statements of special educational need is fully implemented.

29 The school maintains satisfactory links with the local community and neighbouring schools that contribute to pupils' learning. There are strong connections with the Parish, pupils visit the church and local clergy visit the school. The locality is used well in geography and history and a local artist helps to inspire pupils in art and design. There are good links between the reception class and local play groups and nurseries and the teacher visits them all to get information on the pupils. There are good links with the local Catholic high school where Year 6 pupils attend once a fortnight to use the information and communication technology facility.

30 Overall, pupils' spiritual, moral, social and cultural development is good as it was at the time of the last inspection. There is good provision for pupils' spiritual development. The quality of collective worship is good and plays a large part in promoting pupils' spiritual awareness. Many opportunities are taken to reflect on special occasions and special moments. For instance, in a Key Stage 1 assembly pupils were invited to share the Year 3 teacher's joy in becoming a grandmother and were encouraged to reflect for a moment on their own families. Within the curriculum spiritual development is promoted well; for example in science, Year 1 pupils are watching a crocus grow and gaining a respect and wonder for new life.

31 The provision for moral development is very good. The school makes a point of stressing and promoting pupils' own moral choices. The Year 3 teacher asked a fidgeting pupil "Should you be doing that?" giving the pupil pause to think about his responsibility for his own behaviour. Rules are explained and shared with pupils. By the time pupils reach Year 6 they have a strong sense of justice and are able to assess their own characters in terms of, for example, being a flower and a shape. Pupils have opportunities in circle time to discuss moral issues such as bullying. In geography, care for the environment is promoted well.

32 Social development is good. Class teachers provide good opportunities for working in groups. Social play is very well promoted in Reception, for instance children were collaborating well on making models with construction blocks. Pupils are regularly involved in collecting for charities.

33 Cultural development is satisfactory. Pupils learn about their own local culture and locality in history and geography. They discover other cultures through music and art and design, studying African artefacts. They study life in other places such as in a village in India and they have a growing awareness of diversity within their own society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34 The school takes good care of its pupils and since the last inspection a number of health and safety issues have been successfully remedied. Child protection procedures are now good. The school has a clear

policy, which is shared with all staff. Health and safety procedures are now satisfactory and the school follows safe routines in its daily organisation.

35 Overall the school gives good educational and personal support and guidance. Almost all class teachers promote pupils' self-esteem and confidence very well, ensuring very good relationships, which support pupils' progress. However these very good relationships are not always evident in Years 2 and 5 where they can sometimes be strained, affecting the progress of some pupils.

36 The school has good procedures for monitoring and supporting pupils' personal development. Pupils are encouraged to decide and set their own targets, for example Year 6 targets include to improve times tables and manners. The focus of the weekly celebration assembly is attainment and effort in academic or social skills such as spellings or helpfulness.

37 The procedures for monitoring and promoting good behaviour are also good. Pupils are encouraged to follow a moral code. Most class teachers have high expectations of behaviour to which pupils respond well. The head teacher monitors attendance thoroughly, checking the registers weekly and liaising with the education welfare service when necessary.

38 The arrangements for assessing pupils' learning are satisfactory overall. Procedures for assessment in English and mathematics are good. In Key Stage 2, achievements are highlighted at the back of pupils' books and targets are set in discussion with pupils. In Year 6, in English pupils' writing is periodically completed in test conditions and assessed by the teacher. The results of national tests and end of year tests in English and mathematics are thoroughly analysed and used to identify strengths and weaknesses in attainment. This information is used well to redress the weaknesses by setting an improvement target for each class. It is also effectively used to track the progress of individuals.

39 Assessment in science is not regular or consistent. This is largely why higher achieving pupils are held back. There are no end of year tests and the results of national tests, although analysed are not shared between staff. There is no system in place to assess achievement in investigative science. Assessment in other subjects is at a very basic stage but there is an example of good practice in design and technology. Here samples of work are collected to help with assessment.

40 The assessment of children in the foundation stage is very good. Children are carefully assessed on entry into the reception class. The information is added to each week and detailed records are kept of each child's progress. This enables the teacher to provide work that is very closely matched to individual children's learning needs. The success of these measures is reflected in children's good progress.

41 The assessment of pupils with special educational needs is satisfactory. When a pupil is identified as having difficulties, these are assessed and strategies are put in place to deal with the problem. For pupils who have a greater need an individual programme is written with targets for them to reach. The special educational needs co-ordinator monitors the progress of pupils towards these targets with new targets set each term. Any provision specified in statements of special educational need, including behaviour modification, is implemented, however, these are not consistently interpreted in all classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42 The school has a satisfactory partnership with parents. Most parents are supportive of the school and appreciate its Catholic ethos. They agree that their children enjoy coming to school and feel that they make good progress. They are happy that the school is approachable if they have concerns. However, some parents would like to be invited into school more often such as to assemblies and to have more formal opportunities to discuss their children's progress. In this respect, little has changed since the last inspection.

Some parents are also less happy about the level of homework set and many are not satisfied with the range of extra-curricular activities provided.

43 The inspection team finds that pupils progress well in most classes but that progress slows in Years 2 and 5. The head teacher has acknowledged parents' views on the timing of open evenings and is currently planning to hold the second parents' evening part way through the school year. The amount of homework is satisfactory but because there is no homework policy an opportunity is missed to share the school's intentions with parents. For example, parents are unsure of the school's policy for home reading. The team feels that extra-curricular activities are satisfactory but with a limited range. Sport is well represented and the school is successful in inter-school events but there is little for those pupils who do not enjoy sport.

44 The school provides parents with a satisfactory range of information. Newsletters inform parents of what their children will be learning in the following term. Good induction procedures for children entering the reception class involve parents in pre-school sessions and early in the term parents agree the targets for their child.

45 Parents are informed as soon as a pupil is identified as needing extra help. They are invited to attend review meetings and are often involved in helping the pupils at home. Parents of pupils with statements receive copies of the pupil's individual programmes. Other parents of pupils with special educational needs receive 'target cards' with one of the pupil's goals so they can help at home.

46 A small number of parents and other adults give good help in school. The very successful "Friends" group regularly organises social and fundraising events which have provided extra resources. The school does ask some parents to listen regularly to their children read at home, especially in Key Stage 1 and these parents make useful comments in the home/school reading diary which help their children's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47 The head teacher, governors and senior teachers provide good leadership and management for the school. They have a clear vision for the future and are taking determined steps to achieve new goals. As a result, the school benefits from a sense of clear educational direction and this is beginning to have a positive impact on standards. The head teacher has been in post for just over two years. In that time he has made an accurate assessment of the school's strengths and has correctly identified the areas requiring improvement, such as the quality of teaching in two of the classes. The head teacher leads by example. Through his very good teaching, effective communication with staff and governors and sense of urgency the head teacher makes his intentions clear. Self-evaluation is firmly established and has become part of the school's practice. This gives momentum to bringing in the desired changes, such as the development of the information and communication technology suite, and a means of measuring the success of new initiatives. The head teacher, governors and staff are eager to improve further and the drive to move the school forward is evident.

48 Governors have a good grasp of the strengths of the school and know which areas need to be improved. They work closely with the head teacher and support the school well. The previous inspection issue to ensure that the prospectus and the governors' annual report to parents comply with statutory requirements has been successfully addressed. Similarly, improvements to health and safety procedures have also been made. The aims of the school have been discussed and agreed by staff and governors. As a result, there is a growing sense of shared commitment towards Catholicism, Christianity, high academic standards and pupils' personal development. Although these aims are shared by all, they are not fully met in two classes where relationships between pupils and their teachers are not secure and the clear commitment to high standards is less evident. The head teacher monitors this situation closely and provides strong

support. In all other classes good relationships provide a firm foundation for improving pupils' achievements.

49 Satisfactory progress has been made since the last inspection and most of the key issues have been successfully addressed. The last inspection report noted that curriculum planning was inconsistent. The head teacher made this a priority and took swift action. He has worked together with subject co-ordinators to provide clear structures for planning and organising programmes of work for each year group. As a result, planning has been improved and teachers know what they are expected to teach. The head teacher and some of the subject co-ordinators check teachers' termly and weekly planning to ensure that high standards of planning are maintained.

50 The head teacher monitors and evaluates teaching and learning effectively in every class. He has implemented procedures to measure standards in English and mathematics in every year group by ensuring that pupils are assessed at the end of the year. The results are carefully analysed and the results are used to strengthen the weaker areas and to provide a profile for each pupil's performance as they move through school. At a glance, the head teacher can see which children are not performing as well as they should. The head teacher visits lessons regularly and provides verbal and written feedback to teachers. His comments are supportive, accurate and include areas for improvement. The deputy head teacher and Key Stage 1 team leader also monitor teaching and learning. They offer support and guidance of a similar fair and rigorous quality. As a result, teaching and learning in most classes is mainly good. Where teaching is not good enough, measures are in place to improve it.

51 There are now curriculum co-ordinators for all subjects, including foundation subjects, and this is an improvement since the last inspection. Mathematics and English are well co-ordinated by the head teacher and deputy head teacher. They monitor standards of teaching and learning in each subject effectively and set challenging targets for improvement for each year group. The co-ordination of design and technology and physical education are also good. In physical education for example, there is a strong push to develop extra curricular activities. Co-ordinators of other subjects offer good support for teachers in their planning and gathering of resources. However, they are not having enough impact on monitoring and improving standards. This is particularly true of science. Although the co-ordinator teaches science very well, standards in some classes are too low and this has not been recognised.

52 There is a satisfactory policy for special educational needs in place based on the recommendations of the Code of Practice. There is a suitable action plan in place that intends to increase the expertise of the teachers in writing individual programmes and develop the use of information and communication technology to support pupils with special educational needs.

53 There are effective and supportive procedures that ensure that newly qualified teachers are quickly and smoothly integrated into the work of the school. Performance management procedures are in place and are operating well. Accommodation is satisfactory and playing field facilities are particularly good. Teachers use display areas well in classrooms and common areas to celebrate pupils' work and provide supporting resources for teaching and learning. There are sufficient resources for learning in most subjects apart from the lack of an organised library system. This weakness restricts opportunities for pupils to research their own information. The head teacher is well aware of the deficiencies in provision for information and communication technology and has carefully prepared plans to introduce new equipment and software to overcome this. There is no outdoor play provision for children in the reception class, which limits their physical development.

54 The quality of leadership and management has improved since the last inspection when it was found to be satisfactory. The school development plan is now fully costed and there is good financial planning to address identified priorities. For example, the school has operated a tight budget, saved funds and used these wisely to provide an extra class. This has enabled the school to move to single age year

groups in every class and reduce the complexities of catering for pupils of mixed ages. Governors are now monitoring and supporting these initiatives carefully and this has helped them to have a clear view of recent developments and their impact on standards. The governors are thoughtful and careful about the use of finances and seek the best value for money. The use of modern technology is developing well in the administrative context but is slow to develop in providing support for the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55 The school should now:

(1) Improve the quality of teaching and learning in Years 2 and 5 by:

- Providing training to help the teachers to gain and hold pupils' attention and interest;
- Using assessment more effectively to identify the pupils' starting points for learning;
- Raising expectations of what pupils can achieve and setting challenging work for all pupils.

(Paragraphs 1, 2, 6, 7, 9, 16, 19, 64, 66, 69-72, 83, 85, 87)

(2) Raise standards in science by:

- Assessing pupils' learning and using the results to set sufficiently demanding work for higher achieving pupils;
- Ensuring that pupils' skills of investigation are developed in every class;
- Ensuring that standards, teaching and learning are closely monitored.

(Paragraphs 3, 20, 39, 78, 79, 81, 83)

(3) Raise standards in information and communication technology by:

- Ensuring that skills are taught in a clear sequence and pupils' work is assessed;
- Ensuring that all aspects of the subject are covered;
- Planning opportunities to use information and communication technology in other subjects;
- Ensuring that the improvements are monitored.

(Paragraphs 5, 20, 22, 98, 100, 101)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	12	46	32	10		

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	191
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
National comparative data	0.4

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	15	11	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	13	15
	Girls	10	10	9
	Total	25	23	24
Percentage of pupils at NC level 2 or above	School	96% (87%)	88% (91%)	92% (87%)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	13
	Girls	10	9	10
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	85% (83%)	88% (87%)	88% (91%)
	National	84% (82%)	88% (86%)	88% (87%)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	13	16
	Girls	15	15	15
	Total	30	28	32
Percentage of pupils at NC level 4 or above	School	94% (88%)	88% (91%)	100% (91%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	15	15	15
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	90% (88%)	90% (91%)	90% (94%)
	National	70% (68%)	72% (69%)	80% (75%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	171
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	23.6
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	105

Financial information

Financial year	1999 - 2000

	£
Total income	291,659
Total expenditure	307,093
Expenditure per pupil	1,688
Balance brought forward from previous year	35,844
Balance carried forward to next year	20,410

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	174
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	0	3	0
My child is making good progress in school.	53	40	4	0	3
Behaviour in the school is good.	42	48	6	1	3
My child gets the right amount of work to do at home.	29	50	14	7	0
The teaching is good.	51	43	3	1	1
I am kept well informed about how my child is getting on.	31	44	19	6	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	4	1	0
The school expects my child to work hard and achieve his or her best.	60	37	0	0	3
The school works closely with parents.	26	53	19	0	3
The school is well led and managed.	44	49	3	0	4
The school is helping my child become mature and responsible.	54	39	4	0	3
The school provides an interesting range of activities outside lessons.	19	26	38	4	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56 The provision for children's learning and development in the reception class is good and it has a positive effect on their achievements. Children's attainment on entry differs from year to year but it is usually above average. Baseline assessments show that the current reception group entered school with good attainment but in 1999 children's understanding of letters and numbers was not very different from the national average. Currently, there are 29 children attending full time. None of these children have special educational needs or are gifted and talented. Children make good progress and reach above average standards in all areas of learning by the end of the reception year, except in their physical development, which is average. Physical development is limited by the lack of a safe outdoor play area, therefore children have few opportunities to develop skills and confidence in climbing and balancing. Since the last inspection, children's good progress has been maintained because of the good teaching.

Personal, social and emotional development

57 Most children enter school with good skills in personal, social and emotional development and continue to build on these as a result of the good teaching and the good provision. Their attainment is good by the end of the reception year and they achieve almost all of the early learning goals long before the end of the reception year. The teacher, support assistant and parent helpers work together successfully and are very caring, supportive and encouraging, for instance in praising children's achievements. They are very good role models, they listen with genuine interest to what children have to say and speak with courtesy and consideration. This promotes children's self-esteem and confidence and fosters the development of very good relationships with adults and each other. Adults have high expectations of children's behaviour and resources are organised well to enable children to understand daily routines. Children know the rules and regulate themselves, for example in deciding how many children are allowed to use the construction play equipment. This promotes very good behaviour. Children work quietly; they persevere with their work and levels of concentration are good. Children co-operate well with each other in pairs and groups, take care of and share equipment with one another. They are beginning to take responsibility and develop initiative and independence. For example, three children organised themselves in the class 'café' and agreed who would be the shopkeeper, the waitress and the customer. Children are developing a good awareness that some actions are right and some are wrong and are learning to care for others and the world around them.

Communication, language and literature

58 Good teaching in language and literacy enables children to make good progress in their learning. Initial assessments are used to group children. This makes it easier for teachers to match the work provided to the children's needs. Through conversations with the children, and by means of questioning, adults develop children's understanding and extend their vocabulary well. Most reception children speak in phrases and sentences and their vocabulary is increasing, particularly in imaginative play. Children enjoy stories and their reading skills are extended through structured teaching of the early stages of reading and through effective literacy lessons. There are good opportunities for children to guess what will happen next in the story and to practise blending letters to make simple words, which most children can do. The teacher scatters 'what if' and 'why' questions to involve all children. This keeps them interested and extends their spoken language well. For example the teacher asked, "How can you tell the water is not very deep?". One child replied, "You can see the bottom so it must be safe". Parents and staff use reading diaries very well. Messages are exchanged and parents are informed of ways in which they can help their children to improve. Teachers have high expectations that children will write independently and this has a beneficial

effect on children's learning. Most children write their own names independently. By the beginning of the spring term the more able children write their own simple words and children of average ability correctly copy a sentence. Most of these children form letters correctly. Less able children copy over letters with developing control.

Mathematical development

59 The teaching of mathematics is good and staff show a good understanding of how young children learn by providing interesting activities and using the correct technical vocabulary. Children make good progress and reach good standards by the end of the year. Most children recognise, order and write the numbers to ten and are beginning to use the terms *more than,* and *less than,* with increasing confidence. Teaching methods are very effective and appeal to children's interests. For example, hoops are placed on the floor for children to stand in. They are asked questions such as, "In which hoop are there most children" and "how can we make the groups even?" Children are eager to suggest ideas and those who are unsure play bean bag and hoop games to consolidate their understanding. Mathematics is all around. Even in the class 'café, children use the price list, exchange coins for pretend meals and operate the till. These are valuable opportunities for children to apply and strengthen their learning.

Knowledge and understanding of the world

60 Good teaching and good provision in developing knowledge and understanding of the world helps children to make good progress. Many interesting and very well prepared activities are organised, making the best use of limited space in the reception class. For example, children are encouraged to make models from construction blocks and railway layouts and talk about their creations. They learn a lot from each other by sharing ideas. For instance, on one occasion, children made a railway tunnel because one child informed the others that this was the only way to pass through the mountain. When new experiences are introduced the teacher very thoroughly prepares the children to enable them to reap the maximum benefit. For example, children are taught how to use simple computer graphics by clicking and dragging pictures on the screen. They are shown how to print out their work and then given good opportunities to work independently. This encourages them to think for themselves and make their own observations. For example, whist waiting for his picture to be printed out one child observed, "It is taking a long time, the printer must be tired".

Creative development

61 Good teaching and good provision in creative development helps children to make good progress. They have good opportunities to express their ideas through painting and modelling and playing musical instruments. They reach good standards. For example, after a visit from the cook who explained how she helped them in school, some children painted pictures. The detail emerging from their work was impressive including a perfect representation of the cook's green and white striped apron. Music is used effectively to bring enjoyment but also to enhance learning in other areas. For example, children's singing of action songs, such as 'Tony Chestnut' (Toe-knee-chest-nut) helps them to learn the names of parts of the body and improve their counting to ten. Children have a good repertoire of known songs and can draw a simple musical picture to show a pattern of high and low sounds.

Physical development

62 The provision for physical development is limited to three visits to the school hall each week. During these sessions children make satisfactory progress and reach the standards expected by the end of the reception year. Teaching in this area is satisfactory but with good features. The teacher's sense of humour shines through when she says, "We are being runner beans not talking beans". Skills are taught

well. The teacher clearly explains what she wants the children to learn and uses demonstration to help them to understand. As a result, children show increasing control and co-ordination when they travel along, over or under different pieces of apparatus. However, there are few opportunities for imaginative physical play and some time is lost when children have to stop and move to the next piece of apparatus. Children use pencils, paintbrushes and scissors for drawing, writing, and painting safely and with good control. They handle construction apparatus competently.

ENGLISH

63 The standards reached in English are well above the national average and higher than those in similar schools by the age of 11. Pupils achieve well in Key Stage 2. Standards have been consistently high over recent years but standards in the current Year 6 class are not as high as usual. A quarter of the pupils have special educational needs and these pupils are not on course to reach the standards expected, despite making steady progress. The targets set by the school for 2001 are lower and realistically reflect the number of pupils who have special educational needs. The above average standards from the previous inspection have been maintained. This is because the National Literacy Strategy has been effectively implemented, teaching is good in most classes in Key Stage 2 and the pupil tracking system identifies pupils who need extra coaching in the booster groups. The co-ordinator makes good use of assessment results to find out where there are weaknesses and to do something about them. For example each class is given a class target for improvement based on the results of the tests.

64 At the age of seven standards of writing, although well above the national average, are only average compared to similar schools. Standards of reading and speaking and listening, although average, are below those of similar schools. Standards have deteriorated from the previous inspection when they were judged to be above average. Teaching is good in Year 1 and pupils are given a thorough grounding in the basic skills needed to read and write. They enjoy their work, try hard and make good progress. However, as they move into Year 2 teaching is unsatisfactory and the work given is repetitive and lacks challenge. Pupils lose interest in their work and do not try as hard. Pupils are underachieving in Year 2.

65 Pupils with special educational needs make satisfactory progress throughout the school. Their difficulties are assessed and clear targets are set. When they work with the special educational needs co-ordinator they progress well. The progress they make in class depends upon how well their work is adapted to meet their needs and whether they receive extra support from the learning support assistants. This is good in at least three classes where they make good progress. For example, in Year 4, a group of lower achieving pupils are well supported by a learning support assistant, who encourages them to use colourful phrases such as 'fire-blasting breath' to describe a dragon. However, when this support is not as well used and work is not adapted their progress suffers. For example in Year 5 all pupils write an account of the story of 'Beauty and the Beast'. They all complete the same work and lower achieving pupils find the work too hard and do not complete it.

66 Standards of speaking and listening are average by the end of Key Stage 1. Pupils are making unsatisfactory progress because they start with above average skills. In Year 1 pupils achieve well. They listen carefully both to the teacher and to each other and are keen to answer questions. Pupils' vocabulary is successfully increased through class discussions. Pupils speak clearly and audibly. Games motivate the pupils and they appreciate the humour of the question "Can an elephant fly?", answering confidently "No, it is much too heavy". Pupils' speaking and listening skills are not extended sufficiently in Year 2. The teacher does not manage behaviour well and pupils do not listen carefully to the teacher or to each other. Opportunities are missed to encourage pupils to discuss words and their meanings. For example, during a class reading session there was no discussion of the words used in the story.

67 Pupils develop as competent speakers in Key Stage 2 and achieve well, reaching above average

standards by the age of 11. Their answers show that they listen carefully to the teachers and to each other and take their views into consideration. They discuss their work using a wide vocabulary and speak clearly and confidently in properly constructed sentences. The drama lessons in Year 6 help pupils to gain confidence in performing for an audience. For example, they plan and practice how to speak the witches' scene from Macbeth. This is spoken imaginatively and helps them to understand the meaning of words such as 'hallucinate'. Before writing, discussions help pupils to use a more interesting and varied vocabulary.

68 Standards of reading are average at the end of Key Stage 1. Pupils make unsatisfactory progress because they start with above average skills. In Year 1 pupils achieve well. Work is planned that is based on assessment and is challenging to pupils of all abilities. Pupils enjoy reading and they read accurately and smoothly. They have the skills to tackle unfamiliar words. Phonics and other reading skills are developed throughout the literacy lessons. For example, the teacher writes simple questions on a white board such as 'Is it raining today?'. Pupils each have a 'yes' card and a 'no' card which they hold up. In Year 2 pupils underachieve and reading skills are not systematically developed. For example, not all pupils join in the shared reading session. Words, how they are spelt and sound, are not discussed. Higher achieving pupils read a variety of texts fluently, however their skills are not being extended. For example, they are not taught alphabetical order or how to locate information in non-fiction books. In Key Stage 1, home reading helps pupils to make progress because their progress is recorded.

69 In Key Stage 2, most pupils become fluent and accurate readers who read for pleasure. In Year 4, the obvious enthusiasm of the teacher is communicated to the pupils as they read 'The Hobbit'. In Year 6 pupils read with expression, tackle unfamiliar words well and understand what they are reading. Book reviews, they write, show an understanding of the ideas and the characters. They discuss favourite authors and explain why they like their work. Pupils read Macbeth with good emphasis to convey emotion and show a good understanding of the structure of plays. Although pupils say they read at home there is no formal system for monitoring this. The books in the library are not classified and this is limiting the development of independent research skills.

70 Standards of writing are well above the national average at the end of Key Stage 1, although average compared to similar schools. In Year 1 pupils achieve well. They complete an interesting range of writing activities such as instructions for making a cup of tea. Higher achieving pupils are beginning to organise their work into sentences and use capitals and full stops. Lower achieving pupils are writing simple phrases and are given help to improve their writing. Handwriting is generally accurate and legible and, for most pupils, is beginning to be joined. Pupils underachieve in Year 2. All but the lower achieving pupils complete the same worksheets. This is not challenging for higher achievers. Written work is not well presented, much is untidy, undated and untitled, and there is a lack of imaginative vocabulary. Lessons to teach handwriting are uninteresting, pupils copying writing from the board. Pupils who start to join writing in Year 1 are now printing and they resent this saying they want to do joined up writing but are not allowed to. They soon begin to lose interest and concentration, stop working and start to talk. Lower achieving pupils do not achieve as well as they should because the learning support assistant spends too much time managing the behaviour of two pupils and has little time to work with others.

71 In Key Stage 2 pupils achieve well in writing overall. Most teachers select interesting material and encourage pupils to improve their writing by analysing and re-writing their work. For example, Year 3 pupils write a story based on a myth. The teacher provides interesting ideas cards that prompt pupils' thinking. They use a story planner to plan their story in pairs, with much discussion of how they can make their work more interesting by using adjectives such as 'old and wrinkled' for the Gorgon. In Year 5, pupils make unsatisfactory progress. The work set does not interest them and they chatter instead of concentrating on their work. All pupils have the same work to do and strategies are not used to challenge higher or lower achievers. Pupils work individually and do not benefit from discussion or adult intervention in group work. The Year 6 pupils' writing is carefully planned and lively and thoughtful. They write enthusiastically and can

use words imaginatively. For example a Year 6 pupil writes 'What is green? Envy is green, boiling and burning at the pit of your soul'. They structure their work to capture the reader's interest, for example, a pupils starts her writing with 'It is dark, suffocatingly dark. I wonder where I am'. Lower attaining pupils are given extra help and provided with word lists to help them succeed. Spelling and punctuation is usually accurate and handwriting is joined-up, clear and fluent.

72 Teaching is unsatisfactory overall in Key Stage 1, although teaching is good in Year 1. In Key Stage 2, teaching is good overall, although unsatisfactory in Year 5. Most lessons take place in an atmosphere that encourages pupils to speak out confidently, to be prepared to try new things and to want to work hard. Most teachers manage pupils well and behaviour is good, sometimes very good, in response to the best lessons. However, unsatisfactory behaviour management in Year 2 and Year 5 result in less enthusiastic and sometimes negative attitudes to learning. Teachers plan thoroughly for their lessons, evaluate their lessons and usually provide tasks that build on what pupils already know and challenge pupils of all abilities to progress. In Year 2 and Year 5, although planning is satisfactory, these plans are not always followed. Throughout the school, the setting of homework is inconsistent. It can be a useful extension of learning as in Year 6 where pupils complete a topic in detail. However in Year 5 work not completed in class is set for homework. This is not appropriate for all the pupils as the work set is not adapted for ability and is sometimes too hard for lower achieving pupils. Despite the inconsistencies co-ordination of the subject is good. The weaknesses are well understood and strategies are in place to make improvements. Literacy skills are supported satisfactorily in other areas of the curriculum. Factual writing is well-supported in science and design and technology lessons. However there are too few opportunities provided for independent research.

MATHEMATICS

73 By the end of Key Stage 1, standards are close to the national average. By the end of Key Stage 2 standards are above the national average. At the time of the last inspection standards were above average throughout the school so this represents a slight downturn in performance at Key Stage 1. In the National Curriculum tests in 2000, pupils' attainment in Key Stage 1 was average against national standards and below that of similar schools. In tests for pupils aged 11, attainment in Key Stage 2 was well above the national average and average when compared with similar schools. At Key Stage 1 results have fallen since the last inspection but they rose again in 2000. At Key Stage 2 results have been consistently high until this year. The current Year 6 pupils are reaching above average standards but not well above as is usually the case. The apparent fall in attainment reflects an unusually high proportion of pupils with special educational needs. Standards in other Key Stage 2 classes are good, for example, over 40 per cent of pupils are working at higher levels.

74 Teachers work hard to learn from pupils' test performance that will help them to focus on areas for development and particular groups of pupils whose performance needs to be improved. Assessments are analysed carefully to see which areas need developing and to set target levels for each class. For example, the school has discovered that Year 6 pupils are weaker in applying their basic skills when solving written and practical problems. For example they do not find it easy to multiply or divide when faced with a problem such as, 'If a car travels 120 km in 3 hours, how far will it travel in 1 hour?'. The introduction of the National Numeracy Strategy is beginning to strengthen this area as more emphasis is placed on problem solving. This is beginning to pay dividends. Pupils are gradually developing the confidence to try different approaches to solve mathematical problems. This is because most teachers encourage pupils to try out and discuss different strategies to help them to understand that there are several routes to solving problems. For example, the Year 4 teacher asks pupils to explain how they have worked out how many humbugs there are in nine packets of six. One pupil explains, "I Know there are 54 because there would be 60 in 10 packs". The results of assessments are also used to target resources to specific groups to raise attainment. For example, the support of a full-time non-teaching assistant in Year 2 is aimed at increasing the proportion of

pupils reaching the higher levels. Specific groups of pupils in Years 5 and 6 are receiving extra help in the form of booster classes to ensure they have the best chance of reaching average levels by the end of the key stage.

75 The quality of teaching is good in Year 1 but barely satisfactory in Year 2. Pupils enter Key Stage 1 with good attainment but slip back and only reach average levels by the end of Year 2. The Year 1 teacher has established good routines and pupils are confident about their learning. Teaching methods are individual and interesting as when the teacher pretends to throw imaginary number problems at pupils which they have to catch and thrown the answer back. This simple routine captures their imagination and stimulates learning so that they concentrate well and strive to improve. In the Year 2 class pupils become tired and restless after a long period spent listening to the teacher and do not settle to their work in the rest of the lesson. As a result pupils' achievement is not as good as it should be. Teaching in Key Stage 2 is generally good, except for Year 5 where it is weaker. Pupils achieve well overall but in Year 5 pupils take too long to settle down to their work and time is wasted. The National Numeracy Strategy has been effectively implemented in almost all classes. Teachers have a satisfactory knowledge and understanding of the subject and plan their lessons well to ensure key objectives are met. The work provided is carefully linked to pupils' different learning needs and is sufficiently challenging. However, pupils' work completed earlier in the year shows that there are occasions when all pupils receive the same work irrespective of their ability and this holds them back. Pupils in most classes are managed well and motivated to achieve high standards. The teaching of basic skills is good in most classes. For example, pupils in Year 6 rapidly answer questions like, "8+1-3, double it, double it again, +2+40, divide by 3" showing good command of tables and number combinations.

76 Pupils' attitudes are generally good and pupils in most classes listen attentively, work with good concentration and application and enjoy challenging tasks. This is not the case in Years 2 and 5 where pupils' attitudes are sometimes unsatisfactory. In these classes too many pupils are allowed to remain inattentive in spite of the fact that their learning and progress improves markedly when they are challenged and managed well. Pupils with special educational needs make satisfactory progress overall but they make good progress when learning assistants help them, as in Years 1 and 4.

77 The subject is well managed by the head teacher who has the role of mathematics co-ordinator. Planning has been improved and is monitored on a weekly basis to ensure it remains consistently good. There is too little use of information and communication technology to support mathematics in the classroom although many relevant opportunities occur in lessons. The teaching of mathematics is monitored very effectively and teachers get detailed oral and written feedback to help them develop their teaching.

SCIENCE

78 Standards have not kept pace with national trends and have not improved enough since the last inspection. Standards are below those in similar schools by the time that pupils reach the age of 11. Although, all Year 6 pupils often reach the level expected, the higher achieving pupils do not reach the more advanced levels in sufficient numbers. This is because teachers provide the same level of work for all pupils, irrespective of their different learning needs, and those who could achieve more are held back. The subject co-ordinator has ensured that teachers have clear guidance in knowing what to teach and she sets a good example of how science should be taught in her own class. However, pupils are not tested at the end of each school year as they are in English and mathematics and the results of the tests for 11 year olds are not analysed and shared with all teachers to ensure that the weaker areas receive more reinforcement. Other teachers' lessons are not observed. Therefore the weaknesses in teaching and learning, particularly in pupils' skills of scientific investigation in some classes, go undetected and standards are not rising as quickly as they should be.

79 Pupils achieve steadily in Key Stage 1 overall. In Year 1, they make good progress. There are good opportunities for pupils to predict what might happen when an experiment is carried out. They are encouraged to observe to see if they are right and then record their findings in diagrams and simple explanations. For example, they think about ice melting and seeds growing. They watch and record what happens over a few hours or weeks and discuss their observations. This helps them to think logically and acquire important scientific ideas, such as how plants grow and how materials change. In Year 2 progress slows down and learning is barely satisfactory. Although pupils continue to experiment to find out, for example, which is the best soap to remove stains, their learning is less well organised and recorded. Pupils are given too many worksheets to fill in. This restricts their learning to answering simple questions rather than writing about and illustrating their own observations. As a result, by the age of seven standards are only average, despite the good start made in reception and in Year 1.

80 Pupils do not achieve as well as they should through Key Stage 2. They make a bright start in Year 3. In this class, the teacher engages pupils in many worthwhile investigations. For example, they test the effect of vinegar on eggshells to find out if the half covered in toothpaste reacts differently. They are guided to consider all factors in the experiments to ensure that the results are reliable. This approach is successful in helping them to understand a fair test. This is built on effectively in Year 4 where pupils are taught to apply the scientific method to their investigating. With help from the teacher, they identify the problem to be solved, predict the most likely outcome, ensure the test is fair, carry out the test, collect information, produce graphs and charts to organise their results and finally draw conclusions. This helps them to find out, for example, which materials make the best heat insulators.

81 In Year 5, pupils' learning slows down. Learning how to investigate is not developed further. The positive attitudes to science that pupils show in most classes begin to change. This is because the teacher is unsure of how to teach the subject. She resorts to narrow approaches, such as telling pupils facts and then expecting them to copy these from the blackboard. All pupils copy out the same work, which does little to extend the higher achieving pupils and does not support the learning of those who need help. The teacher has no way of knowing whether pupils understand any of the facts copied. New learning is not securely built on what has gone before. The picture changes in Year 6. In this class pupils cover all aspects of knowledge and understanding thoroughly. For example, they learn about photosynthesis and how molecules are arranged in solids, liquids and gases. After discussions and demonstrations by the teacher they explain what they have learnt in their own words and draw very artistic diagrams. However, very few opportunities are provided for pupils to plan and carry out their own tests and these skills do not progress. In discussion with Year 6 pupils, it is evident that they do not have a clear understanding or a secure grasp of the skills of investigation; this weakness was also noted at the time of the last inspection. Lack of opportunities to investigate hinders their understanding of scientific ideas.

82 Teaching is satisfactory at Key Stage 1 but unsatisfactory overall in Key Stage 2. Teaching is good in Years 1, 3 and 4 because pupils' scientific knowledge and understanding is strengthened through the good opportunities to handle materials, observe, collect evidence and reason out their conclusions. This makes their learning secure and enhances their interest in the subject. In Year 3, the teacher thoroughly probes pupils' understanding by writing out very challenging questions, such as 'Does the sun really move across the sky?'. Pupils have to think hard and most respond by pointing out correctly that the earth is spinning rather than the sun moving. The Year 3 teacher has introduced very effective planning sheets and a similarly effective approach is used in Year 4. The planning sheets contain a series of questions for pupils to ask themselves and provide good step by step guidance on how to plan and carry out an investigation. However, there is little evidence of their use in Years 2, 5 or 6.

83 Teaching in Year 2 is barely satisfactory and is unsatisfactory in Year 5. In these classes, lesson organisation is weak and the management of pupils' learning is not secure. Consequently pupils are given undemanding activities such as filling in worksheets or searching for information in science books without

any clear guidance on what to look for. Although investigations are planned for in Year 2, the organisation of the lesson is confused and pupils confront unnecessary difficulties. In one lesson for example, the teacher set up a potentially valuable investigation for one group of pupils to try out different ways to muffle the sound of a ticking clock. Unfortunately, they needed quietness to do this but their work was spoilt by other groups of pupils who had been set the task of investigating all the sounds they could make by tapping and shaking musical instruments. Although higher achieving pupils are not given sufficiently challenging work, pupils with lower attainment, including special educational needs, receive good support in Years 1 and 4 where learning assistants guide their learning. In most other classes, these pupils receive adequate support from their teachers. Overall, they make satisfactory progress. A good feature of science lessons is the collection of data from experiments, even if the pupils have not always collected it themselves. This enhances their understanding of the data handling aspects of mathematics.

ART AND DESIGN

84 Standards reached are average. The high standards reported at the last inspection have not been maintained. All pupils, including those with special educational needs, achieve steadily. Teaching is variable and good teaching and learning in Year 1 does not continue into Year 2. In Key Stage 2 teaching is satisfactory with some good teaching of skills such as using clay, in Year 4 and perspective, in Year 6. There is a useful overview of the work to be completed in each year. This enables teachers to know what to teach over the year and helps pupils to build up their skills as they move through school. The visits of a local artist provide a stimulus for pupils and they learn how to use watercolour pencils to produce their own landscapes. In most classes work is very well displayed and this is motivating for pupils.

85 In Year 1 pupils achieve well. They draw birds of prey using a pencil with good levels of observed details such as a hooked beak. Although not accurate in size or shape they use some shading and produce pieces of work with a lot of character. They learn to use a range of materials in imaginative ways. However, these skills are not extended in Year 2. The lack of challenge in the work provided and the limited range of materials used limits pupils' achievement. In Key Stage 2 pupils improve their observational drawings by using more detail and shading and they learn to assess their own and others work and suggest improvements. They show increasing sophistication in their use of line, tone and colour, so that pupils in Year 6 are able to make accurate observational drawings of plants and flowers showing details of the stigma and stamen.

86 The standard of teaching and learning are satisfactory, but ranges from very good to unsatisfactory. Some teachers have good expertise. They select ideas that appeal to pupils and provide visually stimulating materials to motivate pupils to observe closely. For example, in Year 1 the teacher has set up a food table to attract birds. As the birds feed, pupils watch them and later produce very good artwork. Lessons are well prepared to provide good opportunities for pupils to experiment with techniques. At the same time, teachers make a good job of teaching the skills needed. Clear explanations and demonstrations help pupils to learn different techniques and apply these to illustrate their own ideas. As a result, pupils enjoy art and design and work with enthusiasm. For example in the Year 4 class pupils enjoy using clay to make a patterned tile. They learn how to attach pieces of clay securely to a tile and also work carefully to decorate the surface. Pupils with special educational needs are fully integrated into lessons. The teacher uses the work of one pupil with special educational needs as an example of good work, thus increasing his self-esteem. Most take a pride in their work and show an appreciation of others' work.

87 Where teaching is unsatisfactory, in the Year 2 class, the tasks given to the class are not stimulating and lack challenge. For example some pupils draw around a template of an elephant and colour it in. Pupils drawing artefacts are not helped to improve their skills. They begin to lose interest and some finish quickly and have nothing else to do. When the teacher is explaining the tasks, pupils become restless. They interrupt and do not listen well. This slows the lesson down and wastes time and pupils are often

unsure about what they are expected to do. Leadership is satisfactory. The co-ordinator offers good support for colleagues but monitoring of standards is not emphasised sufficiently.

DESIGN AND TECHNOLOGY

88 Standards are good, particularly in Years 1, 4 and 6. The co-ordinator sets a good example by teaching the subject well. She is enthusiastic and encourages teachers and pupils to collect samples of work from different classes. As a result, she knows more about how pupils learn throughout the school and is able to influence the teaching. This is largely why standards are higher than at the time of the last inspection.

89 Pupils achieve well in Year 1. They learn to measure, cut and fasten card and wooden dowel wheels to their post office trains and delivery wagons. Pupils are very interested in their work and keen to explain how they can improve their models. For example one pupil asked, "Could I make a slot here for the letters to go in?".

90 Pupils continue to achieve well in Key Stage 2. By Year 4, they have gained a good understanding of the designing and making process. For example, they study commercial pop up books to discover new ways of creating moving parts, such as rotating around a central paper clip. This helps them to produce detailed designs that include labelled diagrams, instructions and lists of the materials needed. By Year 5, pupils' work shows originality, which is evident in their designing of musical instruments. By Year 6, pupils' finished work is of a high standard. The felt hats are attractive and very well made and the umbrellas open and close! Pupils show pride in their work and this is reflected in the detailed designing and in the careful construction of the finished items.

91 Teaching is good and helped by the well-planned curriculum. Only three lessons were seen, but pupils' work in both designing and making reflects the good teaching of skills and the emphasis placed on originality and creativity. In Year 1, teaching is enhanced by the work of a learning support assistant who ensures that pupils do their own cutting of wooden dowels and fixing of the wheels but demonstrates these skills safely and clearly. In Year 4, the teacher introduces pupils to the use of graphic design when making purses. Pupils are frequently asked to think hard about their work and suggest ways in which improvements could be made. In Year 1 and Year 4, pupils who find learning difficult receive close attention and this helps them to make good progress. Teachers select worthwhile tasks and explain exactly what they expect pupils to learn. This results in pupils approaching designing and making tasks with care, understanding and confidence.

GEOGRAPHY

92 Very little geography was taught during the period of the inspection and none in Key Stage 1. Evidence from lesson observations together with analysis of pupils' work and teachers' planning indicates that standards are satisfactory as they were at the time of the last inspection.

93 Pupils achieve steadily in both key stages, including those with special educational needs. In Key Stage 1, pupils collect letters and are helped to use the postmarks to find places on a map of Great Britain. Pupils work together well and share their developing learning and knowledge of geography. For example pupils produce a display entitled "A Memorable Journey" containing quite detailed descriptions of holiday journeys to different places and countries. They identify where they have been and describe what places are like using a growing geographical vocabulary. Pupils recognise how places are linked to others and understand the importance of rapid transport. In Key Stage 2 pupils link their knowledge and learning from a number of subjects to support their work in geography. For example, pupils in a Year 3 class learning about Edinburgh's volcanic rock asked, "Was that in Jurassic times?". They use a widening range of

resources to support their learning for example one Year 3 pupil suggested, "I will go on the internet. There is plenty of information on Edinburgh there". Local studies are a strong feature and the rich local environment is used to successfully support learning in a relevant, interesting way. For example, Year 5 pupils study the effects of people on the environment when embarking on a project aimed at reducing congestion in the Market Place. Pupils develop an understanding of the world and of contrasting locations when they study the village of Chembakolli in India. Year 4 pupils identify different countries in Asia and use world maps well when charting a fictional flight across several countries to reach Chembakolli.

94 Teaching is satisfactory and is supported by a good planning system that is regularly monitored by the subject co-ordinator. Good use is made of visits and field trips to enrich pupils' experiences and add direct relevance. For example, younger pupils use the school environment to develop early mapping skills and older pupils undertake a residential field trip to study geographical features of Linton. Pupils' knowledge of geography in a Christian context is extended by a world map in the hall, which encourages them to consider the plight of severely disadvantaged people such as the Brazilian street children. Occasionally, pupils copy information straight from a book and this does little to improve their skills of interpretation.

HISTORY

95 Pupils reach average standards in history at the end of both key stages. At the time of the last inspection standards of attainment were above average. The slightly lower standards are largely due to the increased emphasis placed on literacy and numeracy during the introduction of the National Strategies for those subjects. Teaching is good overall and pupils generally enjoy the subject. Pupils, including those with special educational needs, make steady progress.

96 At Key Stage 1 teachers plan their lessons carefully. Brief versions of the plans are sent home each term to enable parents to support their children's learning. At Key Stage 2 teaching is good overall. Teachers make effective use of resources to engage pupils' interests. In Year 6, for example, the teacher provides photographs of Victorian housing and asks pupils to comment on them. This successfully assesses what they understand and provides a clear starting point for the lesson. The teacher's good knowledge of the subject shows when she is able to answer pupils' questions correctly, such as 'What is an outhouse?'. Lessons are well prepared. In Year 3, for example, the teacher watched the pupils' video about Anglo Saxons and found out about place names before the lesson. She produced a chart to help pupils to understand the significance of ending to names of places. This enabled pupils to learn successfully, for example, one pupil observed, 'Ham at the end of Nottingham gives us a clue'. Occasionally, the focus of lessons is not always aimed at the development of historical skills and knowledge. For example, pupils are sometimes given tasks that focus more on English or art and design and when this happens pupils' historical skills are not sufficiently extended. Wherever possible teaching is based on pupils' own experiences and their own locality. For example, Year 4 pupils used simple observations of pictures of the Bayeux Tapestry to learn about transport, clothing, weapons, food, buildings and materials at the time of the battle of Hastings. This was linked to the History of Richmond Castle. This lesson stimulated and interested pupils so that they developed their learning well.

97 Leadership of the subject is satisfactory. The co-ordinator examines teachers' planning and checks this against what the year group should be doing but there is no formal check of standards throughout the school. The school makes good use of the local and wider community to support the teaching of history. For example, pupils visit Hartlepool Historic Quay, Holgate Viking Village and the Eden Camp World War II exhibition. Parents support the subject well and some pupils are interested enough in the subject to undertake the study of additional history topics at home.

INFORMATION AND COMMUNICATION TECHNOLOGY

98 Standards in information and communication technology(ICT) are below those expected nationally at the end of both key stages and lower than reported at the time of the last inspection. This is because resources are insufficient, teachers do not have a clear programme of work to follow and not all teachers possess the necessary knowledge and understanding to teach the subject systematically. Very little use of information and communication technology was seen in the classrooms during the inspection, apart from in Year 1. Only one information and communication technology lesson took place during the inspection, for Year 6. This was a good lesson but it took place at the high school and was taught by high school staff. The co-ordinator has started to address the shortcomings in information and communication technology. A computer suite is in the process of being installed, more software has been bought, a training day has been arranged to discuss and adopt a scheme of work and a programme of training for staff has been organised.

99 In Year 1 pupils achieve the levels expected for their age. They learn to use a computer to generate and communicate ideas in text, using a word processor, where they use the space bar and return and can write and edit simple text. They tend to hold the keys down for too long when using the keyboard but use the mouse with some confidence. They record the weather and use this information to produce a simple bar chart. They program a floor robot to move around avoiding obstacles. However these skills are not developed further in Year 2 and consequently pupils make unsatisfactory progress and do not reach the expected levels by the end of Key Stage 1.

100 Throughout Key Stage 2 pupils make unsatisfactory progress and do not cover all areas of the National Curriculum. The limited amount of pupils' work seen consists largely of word-processed text. In Year 6 pupils make fortnightly visits to the neighbouring high school to use the information and communication technology suite. This is a very good facility and all pupils have access to a computer. All appropriate skills in the National Curriculum are taught and pupils make good progress during these lessons. Pupils enjoy these lessons and work hard. However progress is limited and not maintained within school because pupils do not have the opportunity to practice these skills, especially the more technical areas such as spreadsheets and control.

101 The computers in the classrooms are underused in most classes and there is little assessment of pupil's progress. This makes it impossible to make a judgement on the quality of teaching and learning. Although Year 6 pupils explain that they are free to use them at lunch times and for research, this was no evidence of this during the inspection. Information and communication technology is not used sufficiently to support numeracy or literacy. There is little use of information and communication technology in other curriculum areas, apart from a little designing in Year 4 technology. However, there is some effective use of information and communication technology to support pupils with special educational needs.

MUSIC

102 Standards in music are average but not as high as they were at the time of the last inspection. This reflects changes in staff and some loss of expertise. However, two new teachers, both with expertise in music, are currently working in the school and there are signs that standards are rising again. Pupils make satisfactory progress, including those with special educational needs.

103 Pupils achieve steadily through Key Stage 1. They learn to listen to different patterns of sound made by tapping, scraping or shaking percussion instruments and repeat them accurately. A few pupils learn to play the recorder. They play long and short, high and low sounds on their instruments. Other pupils listen and are beginning to understand that tunes can only be played on pitched percussion instruments such as xylophones, but not on the drums and tambourines that they use often. The Year 2 teacher has introduced pupils to notation and they are now familiar with simple notes. This is helpful because pupils appreciate that music can be written down, remembered and re-played.

104 Pupils continue to make steady progress through Key Stage 2. Singing is satisfactory. Pupils sing in tune and pronounce the words clearly but they seldom sing with enthusiasm in assemblies. This is largely because teachers do not draw attention to fundamental singing skills such as adopting a good posture and correct breathing. Singing is better in music lessons, particularly in Year 4. The teacher is very encouraging and leads the singing well. She also introduces pupils to music from different cultures and encourages them to listen to and interpret the rhythms and melodies in their own way. This is done well. Whilst one group of pupils play the rhythms on percussion instruments another group sing the melody. Both groups hold their parts successfully without being put off by the other group. Pupils in Year 5 compose their own versions of music from the Planet Suite. They achieve well in writing their compositions as a simple musical score and then performing for the whole class. A fair number of pupils learn to play orchestral instruments to a good standard. For example, one Year 6 pupil played, 'Salut d' Amour' beautifully on the violin.

105 Teaching is satisfactory but there are good features. At least three teachers have good subject knowledge. This enables all aspects of music, such as singing and playing instruments, listening to and interpreting different pieces and composing their own work to be covered well. In all lessons seen, teachers show a good awareness of the need to involve all pupils. They are all given instruments or a part to perform which maintains their interest. Teachers ensure that pupils are taught to play the instruments and interpret musical symbols correctly. In Year 2, for example, when the teacher asked pupils why she was holding up cards with notes written on them, one pupil replied, "The notes show us how short or how long the music has to be". The co-ordinator is new. She has taken time to find out what is happening through the school and has ideas to make improvements, particularly in the singing, but has not had time to make changes yet.

PHYSICAL EDUCATION

106 Pupils reach average standards in physical education and make satisfactory progress including those with special educational needs. Teaching is satisfactory in both key stages and pupils usually enjoy their lessons, especially when relationships are good and they are controlled well, as in Years 1 and 4. At the time of the last inspection standards in both key stages were judged to be good. Standards are not as high now because less time is spent on the subject to enable more time for literacy and numeracy.

107 Pupils achieve steadily in Key Stage 1. They learn to move in different ways such as running, walking and jumping and to change direction to produce sequences of movements. They show satisfactory basic control and reasonable co-ordination when experimenting with new ways to move. Pupils are helped to understand how to take care of their bodies, for example, a Year 1 pupil was reminded not to balance on his kneecaps because it could cause damage. Pupils' attitudes are generally good. They concentrate on learning and work well in pairs. The Year 2 teacher's class control is not strong enough to ensure pupils settle quickly to their tasks. However, they do respond well when they are challenged to think creatively about their sequences of movements.

108 At Key Stage 2, pupils are taught basic skills well such as forward rolls, balances and springs and some are able to combine these in attractive sequences of movements. They use starting and finishing poses to add polish to their performance. Pupils are sometimes encouraged to say what is good about other pupils' work when teachers ask how it could be improved. For example, in a Year 4 lesson where pupils linked movements to the music "Fingal's Cave", one pupil suggested it would be better to "start low down and get higher". This helps teachers to assess how well pupils are learning. Both boys and girls work well together in small teams and are developing an awareness of tactics when playing ball games. Pupils learn the basic skills of soccer, hockey and tennis and some apply them well in their games lessons. By the end of Key Stage 2 all pupils have learned to swim 25 metres or more and meet the national requirements in water safety.

109 The subject is managed well by an enthusiastic co-ordinator although there are still areas that need

to be addressed. The curriculum is well planned and includes advice on health and safety issues. The co-ordinator regularly teaches pupils in both key stages and is aware of standards in the subject. Provision for extra-curricular sport is satisfactory but the co-ordinator is developing plans to improve and increase this popular element of school life. Parents do not actively help with the teaching of sport after school but there is good parental support for sporting events.