

INSPECTION REPORT

BEN RHYDDING PRIMARY SCHOOL

Ilkley

LEA area: Bradford

Unique reference number: 107281

Headteacher: Mrs L Davies

Reporting inspector: Mr G D Timms
21038

Dates of inspection: 5-8 March 2001

Inspection number: 182155

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Bolling Road Ben Rhydding Ilkley
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Cook
Date of previous inspection:	17 March 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21038	G Timms	Registered inspector	Mathematics Art and design Music Physical education	What sort of school is it? What should the school do to improve? The school's results and pupils' standards? How well are pupils taught? How well is the school led and managed? Equal opportunities
9399	R Watts	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? Finance and efficiency
21552	P B McAlpine	Registered inspector	English Science Information and communication technology	How good are the curricular and other opportunities offered to pupils? Pupils under five Special educational needs English as an additional language.
29426	D Grimwood	Team inspector	Design and technology Geography History Religious education	Provision for spiritual, moral, social and cultural development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ben Rhydding Primary School serves the village of Ben Rhydding, near Ilkley. The school has changed its status in the local authority's reorganisation of schools from a first school to a primary. This has meant expanding to take pupils up to the age of eleven, with an accompanying increase in staffing and building requirements. The school is about the same size as the average primary school and has 230 pupils on roll. They are taught in single age group mixed ability classes, although they are often grouped according to their prior attainment within the classes. The Year 5 pupils are organised into two classes due to the size of the cohort. There are 30 children in the reception year and attainment on entry varies but is usually above that expected for children of their age.

There are 38 pupils, 16 per cent, of the pupils on the special educational needs register, and this is below average. The proportion with statements, 1.7 per cent, is about average. The proportion of pupils eligible for free school meals is well below the national average. Three per cent of the pupils are from minority ethnic backgrounds. One pupil speaks English as an additional language. This pupil has progressed well beyond the first stages of learning English and extra support is not needed. The proportion of pupils who leave or join the school is small and does not have a significant effect on standards. The school's priorities for the future are correctly based upon implementing the necessary curricular, teaching and learning changes resulting from the recent change in status.

HOW GOOD THE SCHOOL IS

The headteacher, governing body and staff have managed the recent exceptional changes well and have created a good, effective school that has a good capacity to improve further. Standards are good. The quality of teaching is good and the school has a very clear educational direction. The school provides good value for money.

What the school does well

- Standards of work throughout the school are good; pupils take a real pride in producing good work.
- The quality of teaching is good; it is very good in mathematics; in many lessons teachers have high expectations.
- Pupils' attitudes to school are very good and they are developing good learning habits and forming very good relationships with others.
- Provision for pupils' spiritual development is very good and for their moral, social and cultural development it is good.
- The leadership ensures a very good educational direction to the work of the school and the aims of the school are very clearly reflected in its daily life.
- The parents have a positive view of the work of the school.

What could be improved

- Pupils' skills in writing, especially in developing their basic skills into better independent writing.
- The assessment data collected by the school is not yet analysed in enough detail to enable the detailed tracking of individual pupils' progress.
- The half termly and termly planning is not consistent between all classes and does not always make clear how the time available will be used.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1995. A number of issues were raised and they have all been successfully addressed. The school development plan has improved and includes good success criteria. The monitoring of teaching and learning is more effective and has helped with the induction of teachers new to the school. The pupils' spiritual development is now very good. The youngest pupils have good opportunities for independent learning and this helps develop their learning skills higher up the school. The prospectus now contains all appropriate statutory information. In addition, the school has successfully introduced the National Literacy and Numeracy Strategies, has developed its provision in information and communication technology (ICT) and has successfully changed from a first to a primary school.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	A	A*	A*	A	well above average A above average B Average C below average D well below average E
Writing	C	A	C	D	
Mathematics	B	A	A	B	

In 2000, the results of the national tests for seven-year-olds show that standards in reading were very high, which placed them in the top five per cent of schools nationally. In writing, standards were broadly in line with the national results, while in mathematics standards were well above those of other schools nationally. The reading tests showed that a very high proportion of the pupils reached the higher levels. This was also true in mathematics. In writing, although most pupils reached the expected level and were getting a sound grounding in the basic skills, not enough were attaining the higher levels. The evidence of the inspection, and the analysis of other tests completed by pupils, shows that the achievement of the present Year 6 has been satisfactory; they have made the appropriate gains in knowledge expected in that time and they have maintained the good standards evident in the tests they took at the end of Year 2.

When compared to schools that have pupils from similar backgrounds, the attainment of the seven-year-olds in 2000 was well above average in reading, while in writing it was below average. In mathematics, attainment was above average. These figures confirm the findings of the inspection in pointing to strengths in reading and mathematics and weaknesses in writing. Standards in literacy and numeracy are good.

The evidence of the inspection shows that there are no significant differences between boys' and girls' attainment. The trends in test results over the last five years show that in reading standards have risen at a faster rate than that found nationally. In mathematics, standards have also risen at a faster rate than is found nationally. This means that the gap between the school's results and the national results has widened in both subjects. However, in writing the picture is erratic with a steep rise in standards in 1999 followed by a fall to the national level in 2000. Overall, results in writing were closer to the national rate in 2000 than they were in 1996 when they were above average. When children enter the school, their overall standards are above average although the extent varies from year to year. Most of the pupils with special educational needs have trouble with literacy and numeracy and are a year or more behind the national expectations for their age. There are no significant variations in attainment or progress between pupils from different backgrounds. The pupil with English as an additional language speaks English fluently and is making the same progress as other pupils in all areas of learning. The school has set appropriate and sufficiently challenging targets for attainment in English and mathematics at the age of eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work and show a pride in it.
Behaviour, in and out of classrooms	Good. The majority of the pupils are well behaved and there is little evidence of any poor behaviour.
Personal development and relationships	Very good. Pupils are helped to mature and develop into good learners. Relationships between adults and pupils and between children are very good.
Attendance	Very good. The attendance is well above the national average. There is little unauthorised absence.

Virtually all pupils enjoy school. During lessons they are attentive, willing to answer questions and often contribute perceptive comments. Pupils have the opportunity to discuss the reasons behind school rules and fully accept their validity. They willingly accept responsibilities offered. Pupils on the School Council have mature attitude towards their responsibilities, which include attempting to resolve minor problems between pupils. No incidents of racism, bullying or social exclusion were seen.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Seventy-four per cent of the teaching is good or better and 17 per cent is very good. There is no unsatisfactory teaching. This is an improvement since the last inspection and is a better picture than that found nationally. The good and very good teaching is found throughout the school, in reception, infant and junior classes. In reception, the quality of the teaching is all at least good and 17 per cent is very good. This reflects in part the very good teamwork between teacher and non-teaching staff. In the infant classes 40 per cent of the teaching is good and 30 per cent very good. In the junior classes, 57 per cent is good and 14 per cent very good.

There is a significant proportion of very good teaching. This occurs chiefly in mathematics and is the result of the successful introduction of the National Numeracy Strategy. Such lessons are very well paced with good questioning, effectively shared learning objectives, and work that is well matched to different learning needs. Teachers new to the school have settled quickly and the induction process has been very good. The teaching of basic skills, including phonics and number, is good throughout the school. Teachers' knowledge of the National Literacy and Numeracy Strategies is good. The deployment of non-teaching staff is good and they provide a high quality level of support to pupils and to teachers during lessons. The pupils with statements of special educational needs receive extra learning support from designated assistants in line with the provision set out in their statements and requirements are met. The setting of homework, however, is inconsistent and practice needs to be reviewed and updated.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The introduction of changes to the curriculum as a result of the addition of Years 5 and 6 has been effective.
Provision for pupils with special educational needs	Good. Resources are appropriate; teachers plan work effectively to match pupils' abilities; learning support staff help ensure appropriate progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' spiritual development is very good. Their personal development and knowledge about their own and others' cultures are good.
How well the school cares for its pupils	Good. The school has a caring ethos with good procedures for monitoring and promoting good behaviour and attendance. There are also good procedures for eliminating bullying and other oppressive behaviour.

Links with parents are positive. The curriculum has been extended appropriately and successfully to meet the needs of the older age groups. All National Curriculum subjects and religious education are taught, plus French. Pupils in the Foundation Stage follow an appropriate curriculum based on the nationally agreed areas of learning. Long-term curricular plans are of very good quality. None of the medium term planning is unsatisfactory but it is not always clear how the long-term plans fit into the time available each half-term. The school provides satisfactory support and guidance in raising pupils' achievement. Assessments are made regularly and targets set, but the wealth of data is not yet collated in an efficient way. The school has started to record individual pupils' progress but this does not yet contain sufficient data. The further development of the analysis of assessment data is included in the school's improvement plan.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership of the headteacher and key staff through the recent changes has ensured a very clear educational direction for the work of the school.
How well the governors fulfil their responsibilities	Good. All statutory requirements are met and the governors provide good support and challenge for the work of the school. They have overseen the change in status effectively.
The school's evaluation of	Good. The school has remained aware of its strengths and weaknesses through the

its performance	extension of the junior years. The better analysis of this information is clearly planned for.
The strategic use of resources	Satisfactory. Finances are planned appropriately and deployed with due regard to the school improvement plan. The extra staffing available in the short term is being used well.

Throughout the recent changes to the status of the school, the headteacher and key staff have provided very good leadership and the changes have been well managed. The school has a potent vision statement that is correctly focused on high standards and clearly reflected in the school's daily life. The governing body fulfils their statutory duties well. The long-term development plan is appropriate and focuses on relevant issues. A lot of work has been done in English and mathematics to monitor teaching and learning. The monitoring role of subject coordinators is less well developed in subjects other than English and mathematics, largely due to the changes in staffing following reorganisation. Statutory requirements in respect of pupils with statements of special educational needs are met. The school effectively applies the principles of best value when making spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • They feel comfortable approaching the school with questions or problems. • Their children like going to school. • The behaviour of the children is good. • The teaching is good. • The school is helping their children become more mature and responsible. 	<ul style="list-style-type: none"> • They would like more information about how their child is getting on. • Children do not get the right amount of homework. • They would like to see a more interesting range of activities provided outside lessons.

The inspection findings confirm the parents' positive views about the work of the school. The school provides a broadly typical range of information about how children are getting on, and a satisfactory range of extra curricular activities. It may be appropriate for these to be reviewed once the school has settled into its new role as a primary school. The provision of homework is inconsistent between classes although the policy does reflect the national recommendations.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The evidence of the inspection shows that the standards presently being attained by the eleven-year-olds in English, mathematics and science are good. Standards in reading are higher than in writing. Since the previous inspection, standards in all three subjects have been maintained at this good level. The change to the status of the school means that there have not yet been any national tests for eleven-year-olds. Standards in literacy and numeracy are good.

2. In 2000, the results of the national tests for seven-year-olds showed that standards in reading were very high, and in the top five per cent of schools nationally. In writing, standards were broadly in line with the national results, while in mathematics standards were well above those of other schools nationally. The reading tests showed that a very high proportion of the pupils reached the higher levels. This was also true in mathematics. In writing although most pupils reached the expected level and were getting a sound grounding in the basic skills, not enough were attaining the higher levels. As yet there are no figures to show how well pupils achieved compared to their prior attainment. This will become available when this year's Year 6 takes the national tests in May. However, the evidence of the inspection, and the analysis of other tests completed by pupils, shows that their achievement in the core subjects has been satisfactory. Pupils have made the appropriate gains in knowledge expected in that time and they have maintained the good standards evident in the tests they took at the end of Year 2.

3. When compared to schools that have pupils from similar backgrounds, the attainment of the seven-year-olds in 2000 was well above average in reading, while in writing it was below average. In mathematics, attainment was above average. These figures confirm the finding of the inspection in pointing to strengths in reading and mathematics and weaknesses in writing. This picture is evident throughout the school.

4. Over the past three years the test results show that by the age of seven boys outperformed girls in the school in reading, writing and mathematics. Apart from mathematics, this represents a picture different to that found nationally where girls usually outperform boys in reading and writing. The evidence of the inspection shows that there are no significant differences between boys' and girls' attainment at present. The trends in test results over the last five years show that in reading standards have risen at a faster rate than that found nationally. In mathematics, standards have also risen at a faster rate than is found nationally. This means that the gap between the school's results and the national results has widened in both subjects. However, in writing the picture is more erratic with a steep rise in standards in 1999 followed by a fall to the national level in 2000. Overall, results in writing are closer to the national rate now than they were in 1996 when they were above average.

5. When children enter the school, overall standards are above average although this varies from year to year. For example, the present Year 3 has more than 40 per cent of the pupils who were at a high level on entry. Current standards are good in all of the nationally agreed areas of learning and the great majority are likely to have achieved the early learning goals by the time they enter Year 1.

6. Most of the pupils with special educational needs have trouble with literacy and numeracy and are a year or more behind the national expectations for their age. They are making progress but the amount is rarely sufficient for them to catch up on national expectations and very few of them are removed from the special needs register once they are placed on it. A small proportion of the pupils have significant difficulties of various kinds and their progress is satisfactory compared to the difficulties they face. The pupil with English as an additional language speaks English fluently. This pupil does not need extra support with English and is making the same progress as other pupils in all areas of learning.

7. The school's targets for attainment in English and mathematics at the age of eleven have been set following an appropriate process involving the governors and local education authority. The school used information from the pupils' Year 2 tests, other tests done in the junior classes, and the consideration of the unusual gender imbalance in this particular cohort, which has many more boys than girls. The targets set are sufficiently challenging for 2001 and 2002.

8. More than 60 per cent of eleven-year-olds are independent readers who are able to apply their knowledge of phonics, together with clues from the text, to establish the pronunciation and meaning of new and unfamiliar words. Comprehension skills are good and they can refer back to the text when explaining their views. When they entered the juniors, test results showed that the pupils were well launched into reading and were beginning to tackle material that was more difficult but needed, in the main, the security of familiar texts. Over the intervening years, the majority of eleven-year-olds in this group have increased their reading skills appropriately and their achievement in the long-term is satisfactory overall. A further 20 per cent of the eleven-year-olds have high attainment in reading for their age. A small proportion of pupils, however, about ten per cent, currently with typical reading skills, had high attainment in reading when aged seven but have not extended

their reading skills as much as they should have done. This small but important amount of underachievement reflects insufficient emphasis on rigorously extending reading skills beyond the expectations for the age in the teaching of the oldest pupils. About 70 per cent of the pupils are able to write stories, poems, letters, and factual accounts in a lively and interesting manner and sustain their ideas at appropriate length. Sentences are often complex in structure and there is appropriate use of adjectives and adverbs to refine meaning. Spelling of most words, including common long words, is generally accurate and nearly all pupils use a joined handwriting style. The small amount of higher than expected attainment in writing is largely because of the infrequent opportunities that pupils have to write independently, at length, in a specific narrative style or story type, particularly in subjects other than English.

9. In mathematics, seven-year-olds demonstrate a good understanding of basic number and counting skills, and a very good knowledge of number bonds to 10. The higher attaining pupils can calculate accurately mentally in multiples of 5. The lower attaining pupils use 100 squares to support their learning of counting in 5s and 10s. In Year 1 pupils are beginning to work out missing numbers in statements to find out, for example, what you would add to 11 to make 21. They have a good mental knowledge of the numbers pairs to 10. By the time they are eleven, pupils of all abilities have a good knowledge of place value, basic calculation skills and their multiplication tables. Higher attaining pupils understand a variety of complex data handling methods and are beginning to use proportions and percentages accurately, and to represent them on a variety of graphs. They are aware of the different types of graphs and which is appropriate for their specific data. Good links with numeracy in geography work are evident as they produce more graphs based on statistics such as rainfall data. Lower attaining Year 6 pupils are able to create and use conversion graphs. In Year 3, pupils mental skills are good and they can quickly and accurately add and subtract 9 and 19 from two digit numbers. Year 4 pupils are able to develop this work further and they can use effective techniques for multiplying by 9 and 11. Higher attaining pupils are able to extend their knowledge and understanding as they work on multiplying by 21 with support from the teacher. In Year 5, pupils are able to measure and work out perimeter, building on previous work they have done about area.

10. In science, nearly 90 per cent of the eleven-year-old pupils are on course to attain the expected national standard by the end of the school year and this proportion is above average. About 20 per cent are set to exceed national expectations, a broadly typical proportion. Knowledge of materials and their properties is relatively advanced. Previous work shows a broad general knowledge of life processes and living things, and physical processes. However, knowledge of methods of scientific enquiry are not as well developed as the other aspects of the subject and the proportion at expected levels in this aspect is only just satisfactory. The seven-year-olds achieve standards above those expected for their ages.

11. Standards in ICT and religious education, along with art and design, design and technology, geography, history and music are all above those expected in both key stages. Standards in physical education are good in the infants and satisfactory in the juniors. In French standards are satisfactory. Learning in lessons is currently good in all subjects except mathematics, where it is very good, and physical education and French, where it is satisfactory. The long-term achievement of the pupils in the non-core subjects is satisfactory.

Pupils' attitudes, values and personal development

12. Pupils' have a very good attitude to school and these have been maintained since the last inspection. In the opinion of parents, virtually all pupils enjoy school and this is borne out by conversations with pupils and other evidence from the inspection. In almost all classes, they are keen to get to their places in the morning or after break times. In the reception class, children are keen to learn from the staff and hurry to the activities set out for them. In the rest of the school, teachers can start lessons promptly because pupils are so enthusiastic. During lesson introductions, they are attentive, willing to answer questions and often contribute perceptive comments. They move quickly to start their individual or group work because they enjoy it and are interested. Pupils concentrate well and work hard to solve problems. They are also enthusiastic about doing things outside the classroom, and often volunteer to help when they see things that need doing. A high proportion of the pupils take part in a range of extra-curricular activities.

13. The behaviour of pupils is good. In lessons a quiet word is all that is necessary to keep pupils focused on their activity but generally teachers need to spend very little time on this and can concentrate fully on their teaching. This has a positive impact on the good rate of learning seen in the majority of lessons. Their behaviour as they move around the school and in assemblies is also good, although the very youngest children, and some Year 5 pupils, can sometimes be restless. The dining hall gives pupils good experience of social interaction in a calm and civilised atmosphere. Pupils have the opportunity to discuss the reasons behind school rules and fully accept their validity. There were no exclusions of pupils from the school last year. Pupils treat all the things they work with and the property of others with great care. Books and other resources are valued and treasured.

14. The personal development of pupils and the relationships within the school are very good. Pupils willingly accept responsibilities offered. They often identify what needs to be done and compete to be allowed to help. In classes, the productive rapport between adults and pupils is a noticeable feature of most lessons. Pupils are confident with their teachers, feel secure in their relationships and respond by giving of their best. Within lessons pupils work well to support

each other, discussing problems and making suggestions to each other about improving their work. They recognise that, although theirs is largely a mono-cultural school, there exist many different ways of life and beliefs and they are used to discussing these. They willingly accept the equality of all and the right to choose their own way of life, within the constraints of consideration to others. Pupils on the School Council have mature attitudes towards their responsibilities, which include attempting to resolve minor problems between pupils. In the playground, pupils of all ages play well together and older ones respect the needs of younger pupils. There are very few incidents of conflict, either deliberate or accidental. No incidents of racism, bullying or social exclusion were observed during the inspection. Pupils confirmed that these are rare; minor incidents are handled with sensitivity and rigour by the school.

15. The overall attendance last year was well above the national average for primary schools and there was very little unauthorised absence, although some parents took pupils out of school for odd days for long weekends. Few pupils are late and movement around the school is carried speedily and with little loss to teaching time. Pupils make the most of the good education on offer.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The teaching is good throughout the school. There is no unsatisfactory teaching. Seventy-four per cent of the teaching is good or better and 17 per cent is very good. This is an improvement since the last inspection and is a better picture than that found nationally. The good and very good teaching is found throughout the school, in reception, infant and junior classes. In reception, the quality of the teaching is all at least good, and 17 per cent is very good. This reflects, in part, the very good teamwork between teacher and non-teaching staff. In the infant classes, 40 per cent of the teaching is good and 30 per cent very good. In the junior classes, 57 per cent is good and 14 per cent very good.

17. There is a significant proportion of very good teaching. This occurs chiefly in mathematics and is the result of the successful introduction of the National Numeracy Strategy. Lessons are now very well paced with a lot of direct teacher-pupil interaction. Teachers' own subject expertise and knowledge has improved and the result is lessons that are clearly enjoyed by the pupils taking part and in which very good learning is the outcome.

18. A strength in many of the very good and good lessons in all subjects is the sharing of learning objectives with the pupils, so that they clearly understand what is expected of them in that lesson. In addition, teachers return to these at the end of the lesson to check on how far pupils have progressed towards the intended outcome. Lessons are individually evaluated by teachers on a daily basis, and they adjust their future lesson planning to take account of this assessment. The expectations teachers have of what their pupils can achieve are very high, especially in reception and the infant classes.

19. Most teachers demonstrate good questioning skills and they provide clear explanations of new work. The recently appointed staff who have moved from a variety of different schools under the recent reorganisation have settled well into the school and the induction process has been very good. The school has worked hard to support them and to spread ideas of good practice appropriate for the ages of the pupils they now teach, particularly in Years 5 and 6. This has been largely successful although on occasion teachers use methods that are not suitable for the age of the pupils or the subject matter being covered. For example, on two occasions teachers' demonstrations at the start of lessons were too long and too teacher-directed, leaving little opportunity for pupils to become actively involved in the learning. However, the school recognises that there is a need to continue the induction process to ensure that the best primary practice is available for the pupils in the school.

20. The teaching of basic skills, including phonics and number, is good. Teachers' knowledge of the National Literacy and Numeracy Strategies is good and is evident in the lesson planning. In ICT and religious education, and in all other subjects except physical education, teachers show good subject knowledge and understanding. In physical education teachers need further training and guidance to ensure that all pupils are provided with challenging enough tasks. Good use is made of teachers' subject expertise in Year 5 in mathematics and English. This is also true in Year 6 where the extra staff are able to provide work more closely based on pupils' prior attainment. Expertise is used well in ICT, to assist staff with the use of the computer suite; in music where good use is made of specialist teachers of instruments and singing and to play the piano in hymn practices and music lessons; and for French teaching in Year 6.

21. Classroom management skills are good. Lessons are well prepared and resourced. The computer suite is used very effectively in a variety of subjects. The use of computers located in classrooms is less efficient and effective; too often, they are unused for large portions of the day. The coordinator acknowledges this and has identified making greater use of classroom based computers as an area for development. The deployment of non-teaching staff is good and they provide a high quality level of support to pupils and to teachers during lessons. Good communication between the teachers and non-teaching staff ensures that all are aware of what is needed and what the outcomes of a session are to be. This is assisted by the good handbook provided for the non-teaching staff, which outlines their role and what is expected of them, as well as

providing guidelines for their day-to-day work. The setting of homework is inconsistent throughout the school and needs to be reviewed and updated in the light of the changes to the school.

22. The pupils with statements of special educational needs receive extra learning support from designated assistants in line with the provision set out in their statements and requirements are met. The quality of the support they receive from the assistants is good and they place a strong emphasis on promoting learning. An assistant working with a pupil with speech and language difficulties, for example, prompts the child to listen to the sounds in words whenever there is confusion or misconceptions and to say the words carefully. Pupils without statements regularly work in small groups with a teacher or class assistant, often withdrawn from the classroom as members of a wider group receiving, for example, additional literacy support. The teaching in these groups is often of high quality and is generally at least good and this is enabling pupils with special needs to learn, for example, basic phonic skills in appropriate depth. In lessons in subjects other than literacy and numeracy, the specific needs of such pupils are rarely identified in the planning or fully met in the teaching.

23. The teaching is having a good impact on the pupils' learning. Almost all pupils make at least satisfactory and often good progress in most subjects. They are acquiring the necessary basic skills to enable them to become good learners at secondary school. The good teaching results in very productive learning, carried out at a good pace, and resulting in pupils who demonstrate a very good level of interest in their work. The tasks set by teachers encourage a good variety of individual, paired or small group work. This is also helping to develop pupils' social and collaborative skills.

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

24. The curriculum has been extended appropriately and successfully to meet the needs of the older age groups that are now accommodated following reorganisation. All National Curriculum subjects and religious education are taught, plus French. Pupils in the Foundation Stage follow an appropriate curriculum based on the nationally agreed areas of learning and the early learning goals. All relevant statutory requirements are met, including those for sex education and drugs education. Policies for these areas are being reviewed due to the changes in the ages of pupils now attending the school. There is satisfactory implementation of the National Literacy Strategy and good implementation of the National Numeracy Strategy. There is satisfactory equality of access and opportunity in respect of the curriculum and no pupil receives a significantly different curriculum to the others.

25. The breadth and balance of the whole curriculum is satisfactory. Good use is made of national guidance from the Qualifications and Curriculum Authority when planning the content of the curriculum and this is a strong aspect of the provision. Appropriate priority is given to literacy and numeracy and the time allocated to these subjects is consistent with national recommendations. Long-term curricular plans are of very good quality, appropriately allocate curriculum content between year groups, and clearly specify the overall time to be spent on each subject and unit of work. Medium term planning, however, varies in quality. None of the planning is unsatisfactory but it is not always clear how the long-term plans fit into the time available each half-term. There is very good medium term planning in Year 5, for example, where the teaching opportunities for each term are specified week by week, together with the specific objectives for that lesson. In other year groups, the plans identify what is to be taught but do not specify the week or the number of lessons needed to teach the work in appropriate depth. In the five to seven age groups, science, geography and history are taught under a general topic heading and the pupils' work in science, for example, indicates that the learning is not always as deep as it should be. The length of the taught week exceeds national recommendations in the Foundation stage and in the infants and is broadly in line with recommendations in the juniors.

26. Extra-curricular provision is satisfactory. A small range of clubs such as football, netball, and chess, are available and accessible to older pupils. The pupils speak well of these clubs and those that participate enjoy them. The range of educational visits, including residential visits, is typical of most schools, as is the range of visitors to the school. A visit from a poet last term left a strong impression on the pupils, demonstrating the effectiveness of such occasions.

27. The provision for pupils with special educational needs is good. They do not follow a curriculum that is different from the other pupils, although they do spend more time on basic skills and this is appropriate. The pupils with special needs are always included in shared sessions in literacy and numeracy lessons, which is consistent with the Framework for the national strategies in these subjects, and the implementation of the National Literacy and Numeracy Strategy sessions is effective for them. Individual education plans are written for pupils with special needs who are at the second or higher assessment stages, which is consistent with national recommendations. The individual plans contain a manageable number of targets but the quality of the targets for pupils at the second and third assessment stages is variable and too many of them are over-generalised, which makes it difficult to measure success accurately. The targets for pupils with statements are specific and detailed. The curricular needs of the pupil with English as an additional language are appropriately met. No pupil is identified as being gifted or talented and the school does not have a policy for such pupils.

28. The personal development of the pupils, including citizenship, is appropriately provided for in the planning and in the teaching. An appropriate programme of work has been planned for each year group and for each term; and this is good practice. In a lesson in Year 5, for example, the pupils explored interpersonal skills, with a particular emphasis in this lesson on negotiating outcomes when disagreements arise. The programme includes adequate provision for health education, including sex education and drugs education, as well as philosophy, which helps develop understanding of underlying values.

29. The provision for pupils' spiritual, moral, social and cultural development is good. The school has maintained the high standards that were found at the time of the last inspection and in some cases, particularly in spiritual development, these have improved. The school is a caring and happy community, and has high aspirations for its pupils. This has a positive impact on pupils' attitudes and their behaviour. Parents, in their responses to the questionnaire, stated strongly that the school is helping their children to be mature and responsible.

30. Deliberate attempts have been made to improve the spiritual development of pupils. From the school creed, published in the entrance hall, to prayers conducted in some classes at the end of the morning and afternoon sessions, a spiritual element pervades the work of the school. This is helped by the occasional playing of music to aid reflection. The provision is very good. The community enquiry approach to personal and social development has been sensitively introduced. The senior teacher skilfully leads lessons. No pupils' questions or opinions are dismissed. Opportunities are provided for pupils to think deeply and spiritually about topics introduced through selected secular texts. The rules of these lessons, including stating whether you agree or disagree with the previous speaker, offer a structure to the lesson and pupils' thinking. Acts of collective worship, many of which are of good quality, start and finish with appropriate music and offer opportunities for prayer and personal reflection. Writing, across the curriculum, offers opportunities for spirituality.

31. Provision for moral development is good. Teachers use the school's positive behaviour code to initiate dialogue on the rights and wrongs of situations. 'Privilege time' is used as an incentive for good behaviour and its removal can lead to pupils' discussing their behaviour with a senior member of staff. Moral development is supported in acts of collective worship by stories with a moral dimension and discussion on how the dilemma posed in the story relates to the pupils' situation. Adults in school provide good role models. Teachers expect good behaviour and encourage pupils to be appreciative of the efforts of others, particularly stressing the right of everybody to be able to express an opinion that will be considered by all.

32. The school makes good provision for social development. Older pupils are given roles of responsibility around the school. Representatives are elected to serve on the School Council. Pupils are expected to work collaboratively. Year 6 pupils working in groups of four carry out research on mountains, then make a presentation of their findings to the rest of the class. The school puts considerable emphasis on everybody's contributions being important in a successful community and this is demonstrated in a variety of ways. One striking example is the dramatic textile collage hanging in the school hall to which every child contributed. Musical assemblies include contributions from every child who is learning to play a musical instrument. The many educational visits away from the school site provide useful opportunities for pupils to mix together in the wider community. Pupils are encouraged to think of those less fortunate than themselves through their good support for several charities.

33. Provision for cultural development is good. Pupils gain an appropriate understanding of their cultural heritage through their work in history and the visits they make to local museums and places of historical interest. They learn about traditional activities through taking part in May Day celebrations, including the crowning of a May Queen. The school provides a good range of cultural experiences including trips to musical concerts. Visiting theatre groups enact scenes from life in ancient Greece and perform shortened versions of plays like 'A Midsummer Night's Dream'. Visiting artists, writers and poets give illustrated talks and arrange workshops for the children. Pupils gain an understanding of other cultures through performances of Indian music and dance and through their charitable links with a school in Mozambique. They make detailed studies of other faiths in their work in religious education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has good procedures for ensuring that its pupils are well cared for. Some staff are trained in first aid and if pupils are ill or have accidents at school they are well looked after, although the school does not, as yet, have a dedicated medical room. Systematic health and safety risk assessments and equipment checks are carried out appropriately and the school is a safe environment. Staff are aware of precautions to be taken when undertaking school trips. Child protection procedures, which meet local guidelines, are in place and the designated teacher has been trained in their use. Welfare agencies give the school good support in the few cases encountered. Behaviour is generally only informally monitored, but these procedures are, none the less, very effective. The discipline system emphasises praise and the pupils value the system, which allows them to choose their own activities in the 'privilege time' once a week. The absence of bullying is a

consequence of the school's appropriate emphasis on a caring environment, encouragement of discussion amongst pupils in personal and social education lessons and robust action should any incident occur.

35. Registers are completed at the start of each school session and teachers monitor attendance effectively and obtain reasons for absence when these are missing. Pupil comings and goings during a session are recorded but the school does not yet always contact parents on the first day of unexplained absence. This is a departure from official guidance and is more important now that the school has older pupils who are not always accompanied to school.

36. The monitoring of pupils' academic and personal development is satisfactory, and has some good features. Teachers' lesson planning prompts assessment at the end and this is often used well to modify the teaching for the next lesson. This ensures that pupils build effectively on what they have learnt. Record keeping is in a state of development, partly because of changes with the introduction of the National Literacy and Numeracy Strategies, and partly because of the extension of the school age range. When children start in the reception class, they are assessed across a wide range of their abilities and then again at the end of the year. This allows good evaluation of learning in that year and provides confirmation of the need for additional support for some pupils. In the rest of the school, the progress of the classes is monitored in English and mathematics at the end of topics, so that the next teacher can plan to continue at the appropriate level. Pupils also complete end-of-year tests in these subjects. Staff have compiled some portfolios of moderated work to assist assessment in some subjects. Staff use their good knowledge and relationships with their pupils to monitor their personal development, which is then recorded in the pupil's report. In addition, pupils who have behaviour difficulties are specifically monitored and their success in improvement, or otherwise, recorded.

37. The arrangements used to identify pupils with special educational needs are satisfactory and supported by data from tests that all pupils complete, which makes them rigorous. Systems for tracking progress, apart from those linked to individual education plans, are not different to other pupils and are underdeveloped. The value of individual education plans as a tool for measuring progress is weakened by the over-generalised nature of some of the targets in the plans.

38. The school provides satisfactory support and guidance in raising pupils' achievement throughout the school but does not yet collate all the assessment information available in an efficient way. The school has started to record, on a single sheet, individual pupils' progress as they move through the school but this does not yet contain sufficient historic data. However, the use of a computerised system for doing this is underway and some training has already been received by the headteacher, assessment co-ordinator and ICT co-ordinator. The further development of the analysis of assessment data is included in the school's improvement plan. They have set appropriate targets for performance at the end of Year 6, based on prior attainment. In lessons, pupils are often grouped according to the teacher's assessment of their prior attainment, and set work accordingly. Higher attaining pupils are not always sufficiently stretched, however, and pupils identified as having special educational need do not always have sufficiently well focused education plans. The systems for identifying how individuals and groups of pupils' attainment can be raised require further development to make them more effective, particularly for the more able pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents are generally well satisfied with what the school provides and achieves. The parents who attended the meeting before inspection were also supportive of the school and had few concerns. About half the parents returned a questionnaire and the views expressed there were very positive. The only significant concerns were the quality of information about progress and the amount of homework. Parents were most positive about the leadership of the school, its approachability and the fact that their children enjoyed attending. The details of the questionnaire responses are given in the table in Part C of this report. The positive views are confirmed by the inspection. As to the concern over information about progress, pupil reports were found to be at least satisfactory and additional information is available in discussion with staff. Homework provision is not consistent.

40. The school works effectively to forge good links with parents. It gives parents good quality information about the life of the school and how they can help their child. Before children start in the reception class, parents have the opportunity with their child to see the school and meet staff and other parents and there are arrangements for home visits, which is good practice. They are shown how their child will be taught and given advice on supporting this at home. Parents find this very useful. They are kept well informed of what is happening in school through regular letters and curricular information is given each term. Pupils' annual reports meet statutory requirements. The best give good information about what the pupil has achieved that year in the main subjects but some are too focused on the child's attitudes to work. All give parents the impression of being written in a personal way about their child, although they sometimes tend to use too much jargon. There are brief comments about the other subjects as well as an insight into the pupil's personal development. However, they do not give a clear view of attainment against expectations except at the end of each Key Stage and there are often no targets to aim for in the following year. Parents have the opportunity to comment in writing. Parents are further able to support their child through extensive discussion with the class teacher.

41. Parents have a good impact on the progress of their children at school and at home. Most parents support their child's learning by hearing them read at home and encouraging them to do homework. The school provides materials such as story sacks, made by parent volunteers, for parents of younger children to borrow. There is a strong parents teacher association that raises very substantial amounts for the school and organises social events. Funds have been used to provide, for example, additional computers. Some parents help within the school, for example, in practical lessons, and parents helped pupils make some very impressive wall-hangings which decorate the hall.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The educational leadership of the school provides a very good, clear direction to its work. Throughout the recent change in the school's status from a lower to a primary school, the headteacher and key staff have provided very good leadership and the changes have been well managed. The school has a potent vision statement that is correctly focused on high standards and achievement as well as creating a positive and sensitive climate. This is clearly reflected in the school's daily life and is supported by the work of all teachers, non-teaching staff and governors.

43. The governing body have been very supportive of the school during the change in status and they are clearly deeply committed to the school. They fulfil their statutory duties well and the committee structure is effective in enabling the governors to carry out their responsibilities appropriately. Their numbers have increased and roles have had to adapt and change. A willingness to attend training has characterised the governors desire to be as effective as possible for the benefit of the school. Due to these changes the governors have had to reassess their roles and responsibilities.

44. Improvement since the previous inspection has been good. The important key issues have been fully addressed. The response to the inspection was positive. The school improvement plan now contains appropriate success criteria and the monitoring of teaching and learning has improved. The pupils' spiritual development is very good and the development of independent learning opportunities for younger pupils has improved. In addition, the school has successfully introduced the literacy and numeracy strategies, greatly improved ICT provision through the computer suite, and developed the curriculum for the older children now attending the school. In addition, a number of staff from other schools have been successfully introduced into the school. This has been largely successful as is seen, for example, in mathematics where the teaching of the numeracy lessons is very good. During this difficult time, the test results at age seven have been maintained at a high level, and the indications are that the results for eleven-year-old pupils will be equally positive.

45. The changes to the status of the school have required a complete overhaul of the curriculum, schemes of work and planning. This is understandably still in progress. The school's long term development plan which covers three years of priorities is appropriate and focuses correctly on issues such as the analysis of data and the revision of policies. A great deal of the staff and governors' time has been taken up by reorganising the classrooms and planning improvements to the buildings. The planned extension is much needed and its use is being planned appropriately to ensure best value from the improvements.

46. The arrangements for monitoring and evaluating the performance of the school are satisfactory. A lot of work has been done in English and mathematics to monitor teaching and learning, especially by the headteacher, deputy headteacher and mathematics coordinator. This monitoring process has resulted in improvements. However, the role of subject coordinators is less well developed in most subjects, largely due to the changes in staffing resulting in some reorganisation of responsibilities, and they have few opportunities to work alongside and support staff, monitor children's work and analyse standards in sufficient detail. The use of non-statutory tests in English and mathematics throughout the junior classes is providing sufficient data in those subjects and this is being analysed to provide a picture of strengths and weaknesses. Other subjects now require a similar approach, using a variety of available information, to provide teachers with a clear understanding of what constitutes good practice in all subjects and for the age groups they teach. The newly appointed teachers have largely responded well to the demands of moving school and teaching different age groups and their induction has been very good. There are occasions when their teaching methods do not match the requirements of the subject matter or the age of the children and this needs further monitoring to continue the good progress made.

47. Statutory requirements in respect of pupils with statements of special educational needs are met. The special needs policy was written some years ago, before reorganisation, and is now out of date. It sets out in broad terms the school's response to pupils with special educational needs and the roles and responsibilities of key staff. It does not, however, name the special needs coordinator, nor specify arrangements for the junior key stage, nor is the policy written in a form that parents will find easy to understand. Although the document is out of date, the ensuing practice is good. There is an appropriate policy on educational inclusion that was written and implemented within the current school year. A newly appointed member of staff has taken over the role of special needs coordinator but has not yet had time to influence developments. Her maintenance of records and files is satisfactory and she is appropriately involved in the review of individual plans and statutory duties linked to pupils with statements. Strategic planning for special needs is satisfactory.

Governors are appropriately involved in the oversight of special educational needs and the relevant statutory requirement for governors to have regard to the Code of Practice are met.

48. The school makes satisfactory use of its resources and is applying the principles of best value to its decision-making. The overriding priority for the past two years has been to provide resources to support the expansion of the school to accommodate the two additional year groups. The governors and headteacher have striven to maintain a good staff to pupil ratio, at the cost of incurring a small budget deficit last year. This will be corrected in the current year, although the amount left for contingencies is still too small. Although the school development plan is written after the budget is set, the headteacher and governors have a satisfactory view of the priorities for funding, as well as a very broad longer-term view of spending needs. They make appropriate use of longer term forecasting of income. Financial administration is good. Action has been taken to rectify the deficiencies identified in the last local authority audit report. The head and governors keep a very close watch on actual expenditure compared to budget. Information technology is used to support these processes and other areas of administration. Money allocated by the government or the local authority for specific purposes has been properly used.

49. The school obtains competitive tenders for maintenance jobs in order to get value for money, and has made a satisfactory start to look at the wider issues of obtaining best value. The educational services provided by the local education authority have been evaluated. At present, the school is consulting with other schools in the area with a view to making more efficient use of funds by sharing ideas and using their collective strength in areas such as provision of school meals.

50. The accommodation available to the school is satisfactory, although the siting of the reception class is far from ideal, and this is planned to change when the building work is completed. The school benefits from a separate dining room that is also used for before and after school clubs and for dance and music lessons. Resources are largely satisfactory. In ICT the resources are now excellent but the library resources are poor. This is another area the school plans to address when the building improvements permit. The school benefits from extra staffing due to arrangements made to smooth the process of changing to a primary school. The extra staff are efficiently and effectively used and this has a positive impact on the pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The school has worked very hard through the recent change to its status to update policies, develop an appropriate curriculum, increase the staffing and provide them with good guidance, in addition to addressing the issues raised at the last inspection. The school has successfully introduced the National Literacy and Numeracy Strategies and greatly improved the provision in ICT through better resources and training. The school development plan shows that the school is already aware of the weaknesses in the following areas, so to continue the recent developments and consolidate the school's position as a successful primary school, and to raise standards still further, the governing body, headteacher and staff should:

- Continue to improve pupils' writing skills throughout the school by:
 - improving the teaching of shared and guided writing;
 - increasing the frequency of opportunities for independent writing;
 - establishing better cross curricular opportunities for writing in different subjects;

(Paragraphs 1, 2, 8, 61-71)
- continue the present planned introduction of a coherent system for analysing the existing assessment data and use this information to track individual pupils' progress (paragraphs 36, 38, 71, 81);
- implement a consistent format for medium term planning which will ensure that the use of time is better identified (paragraphs 25, 88).

52. In addition, the governing body should include the following minor less important issues in its action plan:

- developing a policy for the identification of, and the provision for, pupils who are talented or gifted in a particular area (paragraphs 27, 38);
- ensuring that the provision of homework is more consistent (paragraphs 21, 39).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	57	26	0	0	0

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)	230
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	38

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	17	17	17
	Total	33	32	34
Percentage of pupils at NC level 2 or above	School	94 (94)	91 (94)	97 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	15
	Girls	17	17	17
	Total	32	34	32
Percentage of pupils at NC level 2 or above	School	91 (94)	97 (94)	91 (97)
	National	84 (82)	88 (86)	88 (87)

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

Due to the changes to the school's status there have not yet been any Key Stage 2 test results published.

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	0
White	0
Any other minority ethnic group	7

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)	11
Number of pupils per qualified teacher	20.9
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	188

Financial information

Financial year	1999
	£
Total income	350 113
Total expenditure	355761
Expenditure per pupil	1779
Balance brought forward from previous year	3838
Balance carried forward to next year	-1810

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	4	1	0
My child is making good progress in school.	51	42	5	0	2
Behaviour in the school is good.	59	39	1	0	1
My child gets the right amount of work to do at home.	28	53	16	2	1
The teaching is good.	59	36	2	0	3
I am kept well informed about how my child is getting on.	29	45	22	1	3
I would feel comfortable about approaching the school with questions or a problem.	70	27	2	0	1
The school expects my child to work hard and achieve his or her best.	49	44	3	0	4
The school works closely with parents.	36	50	11	0	3
The school is well led and managed.	74	23	1	0	2
The school is helping my child become mature and responsible.	58	37	4	0	1
The school provides an interesting range of activities outside lessons.	39	37	15	1	8

Other issues raised by parents

Parents raised no other issues.

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

53. The good standards found at the time of the previous inspection have been sustained and the teaching has improved in quality. The reception class is housed in a self-contained unit, taught by one teacher and a full-time nursery nurse. During the inspection, there was also a full-time special needs assistant and a student on work experience placement. All of the pupils are admitted at the beginning of the school year. At the time of the inspection, there were 30 pupils, all of them attending full-time, with about half of them having already passed their fifth birthday. Baseline assessments conducted in the autumn term, within a few weeks of admission, show that overall standards on entry are above average. In broad terms, more than 90 per cent of the pupils in the current reception class entered the school with typical or better attainment for their age. This proportion included about one quarter of the pupils whose attainment on entry was higher than typical. Over the past four years, the only annual variation in this picture is the extent to which pupils enter with higher than typical attainment. In 1997, for example, more than 40 per cent of the year group had high attainment on entry. These pupils are now in Year 3.

54. The curriculum is appropriately based on the national agreed areas of learning and early learning goals. There is a satisfactory curricular overview of the work for the year, subdivided appropriately for each term and each week of the school year. The pattern of work planned and taught each day is appropriate and there is a good balance between teacher directed and child initiated activities. The purpose of all activities is clear and appropriate and this is leading to all children making nationally expected or better progress. The teaching, including the work of the class assistants, is good, reflecting high levels of knowledge and understanding together with very good competence in teaching phonics and basic literacy and numeracy skills. Relationships are good.

Personal, social and emotional development

55. Attitudes are good, reflecting the interesting and purposeful teaching as well as the skills the pupils enter the school with. All the children are at ease with the teachers and assistants, contributing readily in shared class situations and working confidently when involved with the individual and group tasks provided. All but a few pupils can concentrate well when their interest is engaged and those that cannot are helped to extend their concentration. Social skills are well developed and all pupils work alongside and share activities with others without breaking basic rules for harmonious living. The few pupils with special educational needs are fully included in play and work activities by the other children. Behaviour is good. Knowledge of what is right and wrong, and understanding of the consequences of actions on others, is generally typical for their age, or better, and there are very few instances when pupils transgress. More than half the pupils are reasonably independent when putting coats on, for example, and very few have significant difficulties with general self-care tasks and routines. More than 90 per cent of the pupils are on course to attain or exceed the early learning goals by the end of the year and this means that standards overall are above average.

Communication, language and literacy

56. Standards are above average. Very few pupils enter the school having trouble with speech or language and many enter with well-developed vocabularies and mature levels of speech for their age. On entry, nearly all pupils show enjoyment of stories and many are beginning to link books and print to the stories they enjoy and to meaning. Since entry, all of the children have extended their knowledge appropriately, reflecting the very skilful teaching of phonics and basic literacy skills. The teaching of language and literacy is integrated into most of the activities and forms a substantial element of the directed work. The National Literacy Strategy Framework is followed, although the pupils do not complete a full hour of literacy work at any one time, which is an appropriate adaptation of the strategy for the age group. In a very good, shared session, the class spent just over ten minutes reading together and extending their knowledge of letters and words. The text contained rhyme as well as a familiar story and characters. The teacher skilfully extended the pupils' comprehension of the story, the number of words they could recognise by sight, their knowledge of initial letters, knowledge of the sounds and letters in short familiar words, and the ability to spell and write three-letter words such as 'bin'. This shared session contained sufficient to meet the learning needs of pupils at all attainment levels and fully included the few pupils with significant language difficulties. After the session, the group work included extending spelling and writing skills for the highest attaining pupils; extending reading and comprehension skills; and matching words and pictures. One pupil speaks English as an additional language. This pupil speaks English fluently and does not need extra support. More than 90 per cent of the pupils are on course to attain the early learning goals by the time they enter Year 1 and more than a quarter of the pupils are already working within the first level of the National Curriculum.

Mathematical development

57. Standards are above average and the teaching is good. All but a few of the pupils enter the school with some knowledge of number and have made the first steps towards counting. Currently, nearly all pupils can count reliably, most of them to 10 but about a quarter can count beyond this number, some well beyond. Recognition of numerals from 1-9 is generally accurate, reflecting the strong emphasis on this in the teaching. In a shared class session after registration, the teacher cleverly extended the pupils' knowledge of numerals, and their knowledge of order and position, by getting them to identify, for example, the number between '5 and 7' using a giant display of numbers in a line along the classroom wall. She started with a relatively small number and then increased the size to challenge the higher attaining pupils. The majority of pupils can work out a number that is one more than or one less than another number. The higher attaining pupils can do this with bigger numbers, and are beginning to mentally and orally work out simple additions. One pupil could recognise numbers such as 30 on a number square and could count backwards accurately and confidently. Key terminology, such as 'circle' and 'smaller' are understood and used by higher attaining pupils. More than 90 per cent are on course to attain or exceed the early learning goals by the expected time.

Knowledge and understanding of the world

58. Standards are good, as is the teaching, and nearly all pupils are likely to attain the early learning goals by the end of the year. They use their senses appropriately. When using clay, for example, as part of the provision for creative development, they commented with excitement on the texture and temperature of the clay and how it felt and behaved when squeezed and moulded into shape. They showed considerable curiosity when clay parts were joined using water. When mixing cakes, they showed the ability to select and crudely measure the ingredients, observing the features and characteristics of the ingredients, and how they changed during the process of mixing and baking. A satisfactory range of construction materials is available and these are well used by the pupils, nearly all of whom are able to build and construct, making good use of the pieces and materials chosen. Knowledge of information and communication technology is appropriate.

Creative development

59. Standards are good and nearly all pupils are on course to attain the early learning goals by the time they enter Year 1. Their work with clay and paint is imaginative and demonstrates an appropriate ability to communicate ideas. Their models of people using clay, for example, were demonstrably recognisable as such; paintings of peoples' faces and of a bear from a story were recognisable and contain distinguishing characteristics, demonstrating satisfactory observation skills. In painting, many of the pupils are able to mix colours to achieve a desired effect, for example, blue and yellow to make green, and can make use of a wall chart prepared by the teachers to help them improve their knowledge of mixes. Teaching of two and three-dimensional art is good. No music or dance was seen.

Physical development

60. Standards and teaching in physical education lessons are good. No outdoor activities were seen because the ground was covered in snow and none took place. In a physical education lesson in the hall, all of the pupils were able to move with confidence, showing the ability to pre-determine their movements over and under the apparatus and to be suitably imaginative. The good quality teaching placed strong emphasis on safety, with the pupils demonstrating appropriate understanding of safe practice and compliance with the teacher's expectations. Almost all pupils handle tools, objects, construction and malleable materials safely with appropriate control. Those few pupils who have only limited dexterity are given appropriate support and opportunities to help them improve.

ENGLISH

61. The standard of current work among eleven-year-old pupils is above average and their achievements, compared to standards when they entered the juniors, are satisfactory overall. This is the first year that there have been pupils of this age in the school since reorganisation and there are no national test results available. The pupils' work and performance in lessons, and teachers' records, show that about 80 per cent of them are on course to attain or exceed the expected national level for their age by the end of the school year and this is more than is typically found. Included in this proportion are about 20 per cent of pupils who are two years ahead of expectations and set to attain a higher level, a proportion that is similar to most schools. Standards in reading are higher than in writing. The 20 per cent that might not attain national expectations by the end of the year experience difficulties with spelling and have restricted phonological knowledge. The current Year 6 has twice as many boys than girls, making direct comparisons of performance between genders unreliable. With this reservation, the evidence indicates that the national picture of girls, as a group, doing better than boys, especially in writing, is replicated in the school. There are broadly comparable numbers of boys and girls with appropriate or better writing skills for their age but more boys than girls at levels below expectations, most of whom have difficulty with spelling and grammar.

62. The good overall standards found at the previous inspection related to nine-year-old pupils, the oldest at the school at that time. Standards among current nine-year-olds are good overall, although better in reading than writing. This finding, together with the above average standards at age eleven, show that in broad terms the standards have been sustained since the last inspection.

63. The results of the 2000 national tests at age seven were very high in reading and in the top five per cent of schools nationally. The results were average in writing. Comparisons with similar schools shows that the educational value added by the school up to the age of seven was very good in reading but not as good as it should be in writing and there was underachievement in this aspect of the subject. The results in reading at age seven have improved each year and the rate of improvement is faster than the national trend. The results in writing, however, have varied annually, more so than in reading, and have struggled to keep pace with national improvements.

64. More than 60 per cent of the eleven-year-olds are independent readers who are able to apply their knowledge of phonics, together with clues from the text, to establish the pronunciation and meaning of new and unfamiliar words. Silent reading is efficient and the pupils can use books well for study purposes. Comprehension skills are good and they can refer back to the text when explaining their views. When they entered the juniors, test results showed that the pupils were well launched into reading and were beginning to tackle material that was more difficult but needed, in the main, the security of familiar texts. Over the intervening years, the majority of eleven-year-olds in this group have increased their reading skills appropriately and achievement in the long-term for them is satisfactory overall. A further 20 per cent of the eleven-year-olds have high attainment in reading for their age. They are self-motivated and confident readers, capable of tackling demanding texts and material of an adult level of difficulty. These pupils entered the juniors with more advanced skills than the majority and have increased them appropriately over the previous four years. A small proportion of pupils, however, about ten per cent, currently with typical reading skills, had high attainment in reading when aged seven but have not extended their reading skills as much as they should have done. This small but important amount of underachievement reflects insufficient emphasis on rigorously extending reading skills beyond the expectations for the age in the teaching of the oldest pupils.

65. About 70 per cent of the eleven-year-olds are able to write stories, poems, letters, and factual accounts in a lively and interesting manner and sustain their ideas at appropriate length. Main tenses are usually consistent, nearly all sentences are correctly demarcated, and other basic punctuation is usually accurate. Sentences are often complex in structure and there is appropriate use of adjectives and adverbs to refine meaning. Spelling of most words, including common long words, is generally accurate and nearly all pupils use a joined handwriting style. Very few pupils in this group have more advanced writing skills, although quite a few are using paragraphs and commas to separate clauses. The small amount of higher than expected attainment in writing is largely because the frequency with which pupils write independently, at length, in a specific narrative style or story type, is insufficient. This is particularly the case in subjects other than English where opportunities for writing potentially occur but are not used to extend basic literacy skills. Overall, not enough opportunities are found for independent writing in other subjects.

66. When the current eleven-year-olds entered the juniors, 80 per cent of them were writing at an appropriate level for their age. Nationally prepared non-statutory tests taken by these pupils when aged nine showed that only half of them had made the progress that they should after the age of seven. The generous staffing provision, a temporary part of the support during reorganisation, has led to small teaching groups and an element of catching up between the ages of nine and eleven. Even so, there remains a significant degree of underachievement in writing. This underachievement affects mostly those pupils who only just managed to attain the expected level at age seven and are, for this reason, already slightly disadvantaged compared to the typical pupil.

67. Nearly all of the pupils with special educational needs are troubled by reading and, particularly, by writing. Some pupils have dyslexia and the school is endeavouring to identify and meet their specific needs effectively. There is strong, appropriate emphasis in most literacy lessons, including additional literacy support lessons, on knowledge of sounds, letters, combinations of vowels and consonants, spelling patterns, punctuation, and handwriting and this is helping all pupils and especially pupils with particular needs. This knowledge is not developed sufficiently in lessons outside literacy and this is one reason why most pupils with special needs are not catching up on national expectations.

68. The pupils' responses to the subject and to the teaching are mostly very good. There is a lot of interest in reading and many pupils have favourite authors or story types and willingly read at home. This enthusiasm for reading is not exploited enough by the teachers of the oldest pupils, who rarely guide them, especially those that are more able, towards more challenging good reads and increased productivity. Able eleven-year-olds report that the quantity and range of fiction available for them to borrow and read at home is limited and the inspectors agree. Attitudes to writing are not as good as they are towards reading but most readily write and few show genuine reluctance.

69. The teaching is good overall and is meeting the needs of the substantial majority of pupils most of the time. All of it is satisfactory or better; 70 per cent is good or better, including 20 per cent that is very good. This is an improvement on the typical national picture and on the previous inspection. The National Literacy Strategy is implemented with satisfactory

effectiveness. All teachers have sufficient knowledge of the National Literacy Strategy to teach reading and grammar effectively during the literacy hour. Expertise to teach writing varies and a small number of teachers do not have sufficient understanding of shared and guided writing for their teaching to be efficient and to get quickly to the point.

70. The good and very good teaching is characterised by specific and manageable targets for the lesson. In a very good lesson in Year 6, with pupils who needed support with writing, the teaching concentrated on the organisation of ideas in writing that sought to persuade the reader. The pupils learnt to separate fact from opinion, to begin paragraphs with an opinion, and to support the opinion with carefully marshalled facts. These pupils, all of whom had writing skills below expectations, made significant gains in knowledge in the lesson, moving them closer to attaining expectations by the end of the year. In all lessons, basic skills are well taught. In a very good lesson in Year 1, for example, the pupils learnt to recognise speech marks in the text and to use the term 'dialogue' appropriately. In a good lesson in Year 2, the pupils learnt to identify the syllables in words and to use terms such as 'monosyllabic' and 'polysyllabic'. Work is mostly well matched to learning needs and this is a strong feature of nearly all the teaching. Occasionally, opportunities to compose sentences and paragraphs are minimised by unnecessary use of worksheets that only require text to be copied or single-word answers. Teachers manage pupils very well and there is no misbehaviour. The use of support staff is good. The use of other learning resources is satisfactory.

71. The long-term curriculum is well planned and the documentation makes very good use of the National Literacy Strategy. Medium term planning is variable in quality but is satisfactory overall. Leadership and management of the subject are good. Appropriate priority is being given to upgrading the curriculum to meet the needs of older pupils as the school increases in age range; to improving the resources; and to unifying the different teaching styles of teachers transferred to the school from other establishments. The arrangements for monitoring the teaching are good. Assessment arrangements are good in terms of measuring attainment and in achieving agreement among teachers on standards. The arrangements for checking that the pupils are making the progress that they should are less well developed and the small amount of underachievement in reading had not been noticed. The underachievement in writing is recognised. Some necessary action has already been taken and more is planned. There has been significant investment in resources and books for shared and guided reading are broadly sufficient in quantity and range. Little investment has been made in books for the library, partly because remodelling the buildings, including provision of a library and construction of new classrooms has not yet started. Shortcomings in the quantity and range of fiction, factual, and reference books are a significant weakness in the provision, especially for the nine to eleven year olds.

MATHEMATICS

72. By the age of eleven, standards are above average. Pupils' overall standard of attainment on entry to the Reception class is above the national average. They make good progress through the infant classes and achieve a very good standard by the age of seven and this has been maintained since the last inspection. Their progress is maintained at a satisfactory level through the junior key stage and the present pupils in Year 6 are on line to achieve standards that are above those found nationally.

73. These findings are reflected in the results of the 1999 and 2000 National Curriculum tests, which showed that standards for seven-year-olds were well above average. A much higher proportion of the pupils reached the higher levels in the tests than that found nationally and very few failed to reach the expected level. An analysis of different attainment targets within the subject shows that attainment was uniformly well above average, except in the area of using and applying pupils' skills where it was above average nationally, but only satisfactory for the proportion of pupils reaching the higher levels. Test results are not yet available for eleven-year-olds as this year is the first time the school will have pupils of that age who will sit the tests. The analysis of other test results in the junior classes shows that pupils' achievement, which means the learning pupils make over time, is satisfactory.

74. When they are compared with the results attained by schools with pupils from similar backgrounds, standards are above average. Over the past five years, the results have improved significantly and at a faster rate to that found nationally. The test results over three years show that boys perform better than girls, but the evidence of the inspection does not indicate any significant variations between the achievement of different genders. Pupils with special educational needs are well supported, especially by the classroom assistants, and this enables them to make good progress in line with their peers.

75. By the time they are eleven, pupils of all abilities have a good knowledge of place value, basic calculation skills and their multiplication tables. Higher attaining pupils understand a variety of complex data handling methods and are beginning to use proportions and percentages accurately, and to represent them on a variety of graphs. They can group data appropriately when planning a bar chart. Using this information they then develop the use of data handling software on the computer to enter their results and produce a variety of graphs. They are aware of the different types of graphs and of which is appropriate for their specific data. Good links with numeracy in their geography work are evident as they produce more graphs based on statistics such as rainfall data. Lower attaining Year 6 pupils are able to create and use conversion

graphs. They use terms such as axis and axes appropriately and over 90 per cent of the pupils can use their graphs accurately to convert, for example, miles to kilometres.

76. In Year 3, pupils are learning to use a variety of methods for addition and subtraction calculations, but their success with this is limited by the teachers' too brief explanation of this very challenging work. However, pupils' mental skills are good and they can quickly and accurately add and subtract 9 and 19 from two digit numbers. Year 4 pupils are able to develop this work further and they can use effective techniques for multiplying by 9 and 11. Higher attaining pupils are able to extend their knowledge and understanding as they work on multiplying by 21 with support from the teacher. In Year 5, pupils are able to measure and work out perimeters, building on previous work they have done about area.

77. The seven-year-olds demonstrate a good understanding of basic number and counting skills, and a very good knowledge of number bonds to 10. The higher attaining pupils can calculate accurately mentally using multiples of 5. They are familiar with terms such as 'array' and can use this appropriately when working with rectangular numbers. The lower attaining pupils use 100 squares to support their learning of counting in 5s and 10s. They are able to use digit cards to make multiples of 2 and 5. In Year 1 pupils are beginning to work out missing numbers in statements to find out, for example, what you would add to 11 to make 21. They have a good mental knowledge of number pairs to 10.

78. The pupils' attitudes towards the subject are often very good. They are confident at tackling new tasks and show genuine pride in their work. They work well on collaborative tasks, and also very quietly and with concentration when given individual work. During the whole class mental sessions, pupils are keen to answer questions and the supportive ethos in the school helps give pupils the confidence to take part and not to worry about giving a wrong answer. In one very good lesson pupils felt comfortable about saying that they did not understand some work and needed more help from the teacher. This was correctly praised by the teacher as a positive learning technique.

79. The quality of teaching is very good overall. It is rarely less than good and was only satisfactory in just one lesson observed. None of the teaching is unsatisfactory. Among the many strengths is the positive way the National Numeracy Strategy has been introduced to the school, and the focus on mental methods and direct teaching this has produced. Both teachers and pupils are clearly enjoying their lessons. The work is often very well-matched to the prior attainment of individual pupils. In Years 2 and 6 the class is set into smaller groups by their prior attainment and specific needs and this is very successful in giving teaching matched to the needs of the pupils. Even within the sets, teachers provide work that is appropriate for children's different abilities through, for example, the use of extra practical apparatus, such as in Year 2 when one group used peg boards to support their work on rectangular numbers. In other classes, teachers are very aware of individual pupils' abilities and group them accordingly. The classroom assistants are well deployed to support individuals and small groups of lower attaining pupils. The best lessons contained good examples of teachers providing challenging enough work for the higher attaining children. Teachers use question and answer sessions well to make effective teaching points and to assess who has understood the task in hand. However, the plenary session at the end of lessons is often too short to support and consolidate the learning that is taking place in full. Teachers share the learning objectives for the lessons with pupils, often returning to them at the end of lessons to check on targets being reached. This gives pupils a good knowledge and understanding of what they are doing and how it fits into a topic. The marking of pupils' work is inconsistent and does not always give them a good idea of what they need to do to improve in the future. However, good use of homework in many classes supports the work being carried out in lessons.

80. Good use is made of computers on a number of occasions, especially in the computer suite, but their use during class lessons is less consistent and opportunities to use software to consolidate learning made are missed. In Year 4 pupils have analysed the ratio of gender imbalances in classes and produced graphs from the database they created. In Year 6, pupils have created spreadsheets and used them to draw graphs and interpret data such as that showing the relationship between area and perimeter. The use of numeracy in geography and science is satisfactory but rarely acknowledged in teachers' planning as a specific opportunity for pupils to use the skills they have developed in mathematics lessons.

81. The assessment of pupils' attainment is extensive and the school has a range of data about progress. The school is aware that the use of this data now needs further analysis and plans are in hand to use computers more to analyse where specific strengths and weaknesses exist. Teachers evaluate lessons very effectively and change their planning if it is appropriate. The subject co-ordinator has worked with teachers new to the school to support them with new age groups. This has clearly been very successful and further opportunities to do this need to be found.

SCIENCE

82. Nearly 90 per cent of the eleven-year-old pupils are on course to attain the expected national standard by the end of the school year and this proportion is above average. About 20 per cent are set to exceed national expectations, a broadly typical proportion. Learning in lessons is mostly good and the long-term achievement of the pupils is satisfactory. Knowledge of materials and their properties, the aspect being studied by eleven-year-olds at the time of the inspection, is relatively advanced. Previous work shows a broad general knowledge of life processes and living things, and physical processes. Performance in lessons, however, indicates that knowledge of methods of scientific enquiry are not as well developed as the other aspects of the subject and the proportion at expected levels in this aspect is only just satisfactory. There are no significant variations in attainment or learning between pupils of different gender.

83. Pupils with special educational needs do not always make the progress they should. The planning and the teaching do not always take into account the individual education plans for pupils with special needs, or provide work at a level specific to them and this leaves them struggling at times. Close support for class assistants, when available, helps but pupils at the early assessment stages do not always benefit from such support and their work is not always completed.

84. In a satisfactory lesson in Year 6, the pupils demonstrated a well-developed knowledge of solutions. They know that some materials dissolve in water and others do not. By the end of the lesson, they knew how to use the clarity of the water to test for solubility. They could explain that some solids could be recovered by evaporation and, more generally, that some changes to materials are reversible while others are not. Previous work shows appropriate knowledge of light and the effect its absence has on plant growth; how different life forms are adapted to their environment; food chains; and the elasticity of certain materials and how some variables that affect elasticity can be plotted on a line graph. All this knowledge is as it should be for the age group.

85. In a good lesson in Year 5, the pupils demonstrated a satisfactory knowledge of evaporation and knew that temperature, wind, and surface area affect the rate of evaporation. They were less confident in their knowledge of appropriate methods of enquiry to test this knowledge, particularly their understanding of the need to control all but one of the variables. In a satisfactory lesson in Year 3, the pupils usefully extended their knowledge of conductive materials by observing tests demonstrated by the teacher and learnt how to record results and conclusions. Overall, the lessons and previous work in the seven to eleven age groups show good emphasis on factual knowledge but insufficient opportunity for pupils to design and develop their own lines of enquiry. This lack of opportunities to experiment in depth is the main reason why knowledge of scientific enquiry is not as developed as it should be.

86. At age seven, the proportion of pupils with expected knowledge for their age is above average and standards have been sustained at this age group since the last inspection. In a good lesson in Year 2, the pupils quickly extended their knowledge of food types, such as foods high in carbohydrates, and of the dietary needs of human beings. Previous work has included animal habitats; sorting invertebrates by the number of legs; heating and cooling; and forces and movement. The number of topics covered in previous work, however, is relatively low and some topics are not covered in sufficient depth.

87. Fifty per cent of the teaching is satisfactory and a further 50 per cent is good. All teachers have satisfactory subject expertise and a few have very good knowledge. Explanation and questioning skills are generally good. Effective use is made of demonstration in all lessons. Preparation is thorough but the planning rarely specifies work at more than one level and this disadvantages pupils with special educational needs who sometimes struggle to understand the knowledge and to complete the tasks in the allotted time. The methods used where teaching is good contain an appropriate balance between direct teaching, demonstration, and independent work. This balance is not always appropriate in the satisfactory lessons, although the quality of questioning, explanation, and demonstration is often good enough in such lesson for the pupils to increase their factual knowledge and understanding well. A striking feature of a satisfactory lesson in Year 6 was the excellent follow up to homework set in the previous lesson. The teacher had marked the homework thoroughly and noticed some common misconceptions. He allowed time for the pupils to read his various written comments and to respond. He then revised the knowledge that had been misunderstood in a sensitive and appropriate manner such that all pupils ended with much clearer understanding. The clarification of the homework led appropriately into the objectives of the current lesson. This handling and valuing of homework was very good practice indeed. Interest levels are usually high in all lessons although some pupils reach saturation point when too much is directly taught, or demonstrated, at any one time, which happens occasionally.

88. Subject management is satisfactory. There is insufficient leadership, however, in respect of teaching methods and insufficient checking of the quality of teaching throughout the school, because of a lack of management time. The long term curriculum planning is appropriate and of very good overall quality. This is a considerable achievement, given the difficulties created for curriculum planning by the reorganisation of the school. The medium term planning is satisfactory but varies in quality and the organisation of the plans is too much left to individual teachers. Although the content and learning objectives for each term are specified in all medium term plans, in only one year group is the content subdivided as

it should be into weekly units to show how it will be taught in the time available. Resources are sufficient in quantity and range.

ART AND DESIGN

89. Standards achieved by pupils are above those expected for seven- and eleven-year-olds. This has been maintained since the last inspection, although the curriculum has needed to be developed in order to cater effectively for the older pupils. Issues remain regarding staff training and expertise in aspects of the subject such as three-dimensional work but the school is aware of this need and there are plans to address it. Pupils with special educational needs are well-supported and encouraged, and they make similar progress to their peers.

90. A lot of the work observed during the inspection was based on observational drawing and painting. The seven-year-old pupils used charcoal and chalk to draw from black and white reproductions of everyday objects, with an emphasis on tone and shade. This challenging task resulted in a few pupils understanding the purpose of creating highlights that represent an absence of colour, but the lack of a clear demonstration meant that the task was too difficult for a significant part of the class. Year 2 pupils have also made very good use of a computer art program to create some very effective pictures in the style of Mondrian. Year 1 pupils create very good collages on paper plates to represent suns on one side and the night sky on the other, all based on reproductions of paintings by Van Gogh. These showed real imaginative and technical skill and are very effective. Clay pots made by Year 2 and plaques in the shape of houses made by Year 1 demonstrate a sound ability to manipulate the material and produce effective results.

91. At the age of eleven, pupils' art is linked to history through versions of Ancient Greek pottery. A further link is made with mathematics through some complex three-dimensional stars made from mathematical shapes. Year 5 pupils develop their observational skills through good still life paintings. In one lesson, the teacher used reproductions of a variety of imaginative paintings featuring plants to inspire pupils' compositions, which they planned, before working on detailed observational work from plants. This was later built into their designs. This work showed how a finished work can be built up from a variety of sources and techniques. A small number of pupils demonstrated excellent drawing skills, working in great detail on their plant drawings. Other Year 5 pupils are working to create a complex tapestry retelling the story of 'The Green Man'. They work in small groups designing and then making panels using a variety of materials and showing a good understanding of colour through their choices of material. In Year 4, pupils again develop good observational skills through drawings of fruit and jugs based on the discussion of a variety of works by Cezanne. The teacher effectively emphasised shape, composition and size and the pupils demonstrated a good understanding of different softness of pencils needed for different parts of their work. Displays in Year 3 show very good paintings of sunrises linked to religious education work on creation myths.

92. The pupils' attitudes to the subject are good. They work hard, with concentration and care, and show a genuine pleasure when they produce work of which they are proud. The teaching is good where the teachers' skills enable pupils to appreciate a variety of art, to experience the creative use of different materials and media, and where knowledge of a number of different artists is encouraged. Although the use of artists' work is widespread, and includes the discussion of a Hockney reproduction, which was presented to the school in assembly, pupils do not know enough about the background of the artists and their lives.

93. Resources are satisfactory but there are not enough specialist resources for older pupils to experience in full a range of techniques and methods in areas such as printing. The coordinator is knowledgeable about how this needs to be improved, and that there is a training need for staff in making full use of the resources available. The use of sketchbooks is underdeveloped and pupils do not make full use of them over time for experimenting with different media and materials. Not enough use is made of art from different cultures as inspiration for pupils' work and as models for different techniques. Very good use has been made of expertise among parents as is shown, for example, by the excellent quality of the wall hangings in the hall. These demonstrate a very effective use of different materials and an excellent use of colour.

DESIGN AND TECHNOLOGY

94. The above average standards noted at the time of the last inspection have been maintained and the school has successfully extended its provision so that eleven-year-old pupils achieve standards above those expected nationally. The school takes a serious approach to the subject and this is reflected in the pride that pupils take in their work. Photographs show younger pupils proudly holding their models and they speak enthusiastically about how they went about making them. An older pupil was so pleased with the hat that she had designed and made that she insisted on wearing it throughout a skiing holiday.

95. Pupils produce designs that are increasingly sophisticated as they move through the school. The youngest pupils do drawings of boxes in which to take their pets to the vets. Pupils in Year 2 design a wheeled vehicle, based on a standard

rigid chassis but develop their own ideas, including hinged devices to carry and tip cargo. Year 6 pupils make an extended study prior to making shelters. They test the various properties of materials, including: strength, waterproofing and elasticity. They also look at a variety of tents, considering structure, ease of erection and cost. After the making stage, they evaluate the process and give their finished product a rating. Pupils are encouraged to think of the possible users of their products and how this will influence their design. Pupils in Year 3 consider who will be using the picture frames they make and the nature of the pictures they are likely to frame. Pupils in Year 4 designing and making a pop-up book have to think carefully about what will interest a younger reader.

96. The school has recently adopted a nationally recognised scheme of work. This has helped to ensure the progression of skills throughout the school. Year 2 pupils develop their needlecraft skills in making finger puppets and then use these skills further in Year 6 when they design and make hats.

97. Realising that successful tuition in design and technology requires a lot of individual help, the school takes measures to provide this. Design and technology lessons are often shared with lessons for information and communication technology, taught by a specialist teacher, leaving the teacher with only half a class at a time. The reduced numbers give the teacher time to discuss and question pupils on their designs. This is particularly helpful for pupils with special educational needs and means that they make at least satisfactory progress. Parents and other adults are well used to help the progress of small groups of pupils. Pupils in Year 1 undertake a food technology project, planned by a teacher but under the guidance of a parent, and develop their reading, speaking and listening, and mathematical skills. Arrangements are made for younger pupils, working in small groups, to be taught a variety of skills including woodwork, framing, fabric construction and food technology by parents and other adults with specialist knowledge.

98. The quality of teaching is good. Teachers throughout the school use good class management skills to create a pleasant atmosphere where pupils are happy to discuss their work and have their work used as examples to illustrate points for the rest of the class. Teachers use questioning well to challenge and extend the thinking and learning of the pupils. They use suitable and correct language so that, for instance, eight-year-old pupils are confident with terms like prototype. They prepare well for lessons so that pupils have a variety of equipment and materials at their disposal and examples of products, features of which they might incorporate in their own designs. Sometimes, particularly in classes of younger pupils, there are not enough opportunities for pupils to experiment with a variety of approaches and to extend their skills. For example, pupils creating a loom were not given the opportunity to cut the notches that act as an anchorage for the threads.

99. Pupils' attitudes towards design and technology are good and this helps their learning. They persevere with tasks and are not disconcerted with initial failure and are prepared to experiment with changes. Pupils in Year 1 concentrate fiercely when creating a loom to practise their weaving techniques. They are keen to discuss their work and are appreciative of the efforts of others. Pupils in Year 4 cried out with delight when showed a particularly good example of a 'pop-up' feature created by a fellow pupil.

100. The co-ordinator is assembling a portfolio of pupil's work with a view to using this for moderation purposes but as yet there are no arrangements for the assessment or recording of individual pupil's progress and this is an area for development. Resources, which include a good range of construction kits, are adequate to support the curriculum.

GEOGRAPHY

101. The above average standards in geography, noted at the time of the last inspection, have been maintained and the school has successfully extended its provision so that eleven-year-old pupils achieve standards that are above those expected nationally. This has been achieved through good teaching by teachers who systematically build on pupils' learning throughout the school, meaning that by the time they reach Years 5 and 6 pupils have sufficient skills to carry out successful research projects and make good progress.

102. Pupils have a good knowledge of local places. This is because teachers emphasise fieldwork. Younger pupils look at their local environment, studying buildings and plotting their addresses on large maps. They consider ways that their locality could be made safer. Year 4 pupils, in their study of water, make good use of local maps of various scales and research in the area of the school to plot the course of local rivers, water pipes, gutters and drains. They follow this with a trip to the local water treatment plant. They consider how water, and the lack of it, affects different areas of the world. Knowledge of place on a larger scale is also systematically developed. Younger pupils learn about the different regions and countries of the world through the travels of two toy bears. Benny and Barnaby have their own cameras and send back photographs as well as e-mails from different parts of the world. By the time they reach the age of eleven, pupils have a good knowledge of place. Virtually all pupils can identify continents, oceans and major mountain ranges. They have a good knowledge of the British Isles and can identify, for example, significant mountain ranges, giving a close estimate of their heights. Pupils can name the largest lake in England and identify different regions in the country such as the Lake District and Dartmoor.

103. The use of maps is developed throughout the school so that by the time they are in Year 6, pupils are confident with them. They have a good knowledge of symbols and are able to locate a position by using four figure co-ordinates and calculate distances using scale.

104. To assist the teaching of the pupils in the extra year groups, and to ensure that learning is systematically built on, the school has adopted a nationally recognised scheme of work. The theme of the systematic accumulation of skills and knowledge has been further extended after liaison between the school and the local secondary school. This has led to modifications in the scheme, for example, a greater emphasis on map work.

105. The quality of teaching is good overall. There are two teachers based in the Year 6 class. This means that they are able to give a good amount of individual help and this leads to good progress by these pupils, including those with special educational needs. Teachers are able to capitalise on the good pupil teacher ratio by using their good subject knowledge and by the skilful use of questioning to challenge and extend pupils' thinking and learning. Teachers make good use of the good quality resources and high levels of classroom support to encourage research by pupils. They extend the research through homework activities to support work in class. Pupils in Year 4 keep a record of water usage in their homes. They are directed in their research on deserts by carefully constructed question sheets.

106. Pupils, particularly in Year 6, use the Internet to aid their research, supported by high levels of teacher guidance. Year 6 pupils are able to support their work on mountains and how they affect climate and the lives of people by accessing a number of relevant sites. Many pupils are able to continue this work at home. Pupils make use of a wide range of resources including atlases, reference books and photographs to aid their research. They record findings in a variety of ways including annotated drawings, sketch maps and flow diagrams. A good example of teachers developing their pupils' learning through research was when Year 6 pupils were asked to design a house to suit the climate and environment in a specific area. Teachers skilfully use plenary sessions for pupils to report on their progress. This enables teachers to assess progress and also allows pupils to learn from the approach of others. Year 6 pupils, working in groups, are expected to make a more formal presentation of their work to the class. This encourages collaborative effort with pupils designated to researching different aspects of the topic but bringing their findings together to make a coherent presentation.

107. Pupils' attitudes to geography are good and this helps their learning. The research approach adopted by the teachers of older classes is only successful because the pupils work together well, are interested, and can sustain concentration over an extended period. Pupils throughout the junior section of the school complete homework assignments thoroughly, often extending their research. Pupils generally present their work carefully. This attitude is encouraged by teachers who bind the pupils' work in attractive booklets. Pupils' attitudes are helped by good support from parents who encourage the use of homework, the involvement of the bears in family holidays and more specifically in some individual cases, such as the parent who spoke to Year 4 pupils about the water and sewage systems in Ilkley.

108. The co-ordinator has started to gather a portfolio of pupils' work but as yet there are no formal assessment arrangements or records of skills passed on. This remains an area for development.

HISTORY

109. Due to timetabling arrangements at the time of the inspection, it was not possible to see any history lessons. The scrutiny of pupils' work, teachers' planning and discussions with pupils indicates that by the time pupils leave the school at the age of eleven they are achieving standards that are above those expected nationally. This confirms the findings of the last inspection although at that time pupils left the school at the age of nine. The school has successfully catered for the additional two year groups of pupils by adopting a nationally recognised scheme of work. A scrutiny of completed work suggests that pupils make good progress during this period.

110. Pupils' progress in history is helped by their good attitudes and enthusiasm for the subject. These good attitudes are the result of the school's lively and imaginative approach to the subject, which involves extensive use of field trips and visits from a variety of outside speakers ranging from grandparents to commercial concerns. Pupils in Year 6 speak with great enthusiasm about a trip they made over two years previously in connection with their work on the Victorian period. History enjoys a high profile in the school, as is witnessed by the impressive timeline stretching around the school hall, illustrated by examples of work from the various year groups.

111. A good example of the varied approach taken to the subject and the good quality of teaching and learning is provided by the work undertaken by Year 5 pupils on World War Two. Pupils studied photographs to research differences between the 1930's and today. They used a range of resources to investigate the roles of various groups of people: women's land army, coal miners and air raid wardens. They tried to imagine themselves in the position of people like evacuees and celebrants on V.E. Day. The poignant and sensitive examples of writing produced are evidence of the seriousness with which pupils approach these topics. A talk from a grandmother about her wartime experiences was further enhanced by her distribution of small gifts, wrapped in brown paper, to all the pupils in the class. The caretaker led pupils in wartime songs.

Teachers then consolidated this learning with a trip to a local museum based on a Second World War prisoner of war camp. Inspired by this trip the pupils dressed up and performed a series of songs of the period at a special assembly performed for parents.

112. Good teaching in Year 6 allows pupils to develop their literacy and research skills through their work on the Ancient Greeks. Pupils are able to develop their information and communication technology skills using CD Rom and the Internet to research aspects of modern and ancient Greece. In their writing they get the opportunity to put themselves in the position of different characters in Ancient Greek times and also to develop a reasoned argument as they consider whether they would have liked to have been an Athenian or a Spartan. They are able to develop their speaking and listening skills by making a presentation to the class on the working of a trireme. A particularly good example of research was a written account of what might be learnt about life in Ancient Greece using pictures on Greek urns as evidence. Teachers mark work well and pupils are further encouraged by helpful comments. Teachers use their marking of certain pieces of work to assess pupils' levels of historical thinking and learning. The programme is further enriched by visits from theatre groups giving performances of Greek theatre.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Standards are good and have been sustained at ages seven and nine since the previous inspection. Effective and efficient direct teaching to whole class and half class groups is made possible by the excellent resources available and this is leading to all pupils making quick progress in lessons. All pupils get a directly taught, weekly, or fortnightly lesson, depending on the size of the class, and this is leading to the National Curriculum programme of study being taught in full. About 90 per cent of the eleven-year-olds are on course to attain the expected national level by the end of the year. There are no significant differences in attainment or progress among pupils of different gender and pupils with special educational needs mostly make the same progress as other pupils.

114. In current work, eleven-year-olds have a good understanding of spreadsheets. They know how to insert simple formulae into a spreadsheet cell, for example, and can copy and paste formulae to different locations on the spreadsheet. They have an appropriate basic knowledge of computers and can select and use a variety of programs; save and retrieve their work; and print their results. A small group of Year 6 pupils, working independently in mathematics, were able to use a program to select an appropriate type of graph for the data and to present their information; this is appropriate knowledge for their age. Throughout the year group, understanding and use of subject specific terminology is good. In Year 5, the ten-year-old pupils learnt quickly how to use a graphics program to draw and model a plan of their classroom. They knew how to clear unwanted items from their plan and how to copy and paste repeated items of furniture such as tables. The plans of the pupils that were more able became increasingly sophisticated through use of shading and filling routines. They were able to work independently and increase their understanding through purposeful trial and error exploration of the program; this shows good levels of confidence. Pupils with special needs were able to keep up with the others because of well-directed support from class assistants. In Year 2, the seven-year-old pupils demonstrated advanced knowledge of word processing for their age. They were able to save, retrieve earlier work, and compose a story from a basic plan produced in a literacy lesson. Many of them had good keyboard skills and could enter text quickly and accurately. They all knew how to navigate around the screen, moving to different locations in the text to make amendments, and could use the program's pull-down menus confidently and quickly. One boy demonstrated how he could save the current file under a different file name if he wanted to keep an earlier version of the story for later reference; this is advanced understanding for the age. A group of seven-year-olds demonstrated their knowledge of control technology by programming a robotic toy to move forwards, backwards, and turn around, to a predetermined plan. Throughout the infants and the juniors, the substantial majority of pupils have knowledge and skills that are appropriate or better for their age.

115. The teaching is good and makes appropriate use of the newly installed computer suite. All lessons in the computer suite are well planned and the teachers who use the suite have good subject expertise. Facilities are available to project an enlarged image of a computer screen, enabling all pupils to see clearly the teacher's demonstrations. Explanations are very clear and questioning is appropriately thought provoking. The purpose of each lesson is specific and well communicated to the pupils. This helps with motivation and enables the pupils to check regularly how well they are doing. When pupils' explorations and use of programs do not go according to plan, the teachers have the skills necessary to remedy problems quickly and in a manner that increases the pupils' understanding of the technology. Very little use of computers was seen in classrooms, although resource levels away from the computer suite are good. This reflects an aspect of the subject that is underdeveloped.

116. The subject is well led and managed. The coordinator has been in post for just over a year and has overseen the installation of the computer suite, ably supported by a part-time member of staff. Curricular documentation is good and provides clear and appropriate progression in learning from one year to the next. Good use is made of team and specialist teaching to maximise subject strengths amongst the staff. The coordinator is aware of the training needs of his colleagues and of the priorities for development and has appropriate and manageable plans for the subject's development over the next year. Resources are excellent.

MODERN FOREIGN LANGUAGES

117. The teaching of French in the school is the result of an agreement between the local schools to begin language teaching in Year 6, and to follow a single scheme, to help prepare pupils more effectively for secondary schooling. The pupils receive two lessons a week of half an hour and the planning is appropriately based on the non-statutory guidance. During the inspection it was only possible to see one lesson. In this lesson, the pupils demonstrated appropriate skills in speaking and understanding, and also made good efforts to develop a good accent.

118. The satisfactory teaching assisted pupils to consolidate and practise their language skills by answering questions about the subjects they enjoyed at school. The teacher's good subject expertise was evident from the start of the lesson when very little English was used and the pupils quickly settled and were attentive. Good use of resources, such as tapes and work cards is made and the lessons are clearly extending pupils' understanding of the language, lives and culture of the French.

MUSIC

119. Pupils throughout the school attain standards above those expected for their age. This has been maintained at ages seven and nine since the previous inspection. The main strengths are in singing, instrument tuition and composition. The school makes effective use of specialist teaching and keyboard playing, especially in assemblies, choir and for instrument tuition. The pupils with special educational needs make similar progress to their peers. Music has a high profile in the school, and a number of teachers play music quietly in classrooms at times appropriate for helping create a calm working atmosphere, such as registration. Music is also played in assemblies, and as pupils leave. However, in the assemblies seen, this was little more than background music as there was very little discussion about the artist, composer, the piece itself, or the instruments used.

120. It was not possible to observe any lessons in the infant classes, but observations of assemblies show that the pupils sing tunefully and with enthusiasm. In the juniors, pupils in Year 6 are able to follow the different rhythms of a piece of music by clapping. They work in groups to extend this and devise their own patterns, playing the different rhythms together and keeping to the correct tempo. This results in some complex patterns and rhythms being created. The work is well linked to an appreciation of the composition 'Troika' which was used by the teacher as inspiration for the activity. In Year 5, pupils create good compositions using a variety of tuned and untuned percussion to represent different moods linked to a night time theme. They produce works that represent tranquil moods and others which are scary. Once again, this demonstrates that the pupils can work very well collaboratively, working out which parts they will play and when. In addition, they devise appropriate forms of notation suitable for their compositions.

121. The pupils have good attitudes to music lessons and this is illustrated by the attentive and enthusiastic way they take part, whether in performing, listening or composing. Often this enthusiasm is created through good teaching. Teachers devise well-planned lessons, using an appropriate scheme of work, to give pupils the opportunity to work with instruments and to perform with others. Pupils clearly enjoy performing and when, for example, they share their compositions with the rest of the class, there is a supportive ethos and they make a real effort to produce an effective piece of work. Overall, the teaching is good. The specialist staff have a good level of subject expertise and knowledge. This results in a good take up of instrument teaching and pupils learn to play a variety of string, wind and brass instruments, including recorders. In addition, a small orchestra is practising together once a week, with a view to performing for an audience later in the year and this is supported by the visiting teachers. The choir is made up of Year 4, 5 and 6 pupils, and sings tunefully and powerfully. They are taking part in a local musical event with other schools and are rehearsing regularly with the help of a specialist teacher and conductor.

122. The co-ordinator is knowledgeable and has a good idea of improvements to the subject that she would like to see. For example, there is no effective assessment of pupils' progress in place and so lessons tend to be planned from the scheme rather than from the needs and abilities of pupils. The co-ordinator has had no opportunity to monitor the subject or observe and support other members of staff. There is little use of ICT in composing or recording music at present, and the co-ordinator wants to extend this provision in future. However, pupils use the CD player and other technology with confidence. There is little evidence of the use of music from other cultures to provide different listening and appraising experiences.

PHYSICAL EDUCATION

123. The standards in lessons observed during the inspection were good in the infants and satisfactory in the junior classes. These have been maintained since the previous inspection. There are no evident differences between the boys and the girls in the standards reached, but the lack of any challenging tasks appropriate enough for those higher attaining pupils means that they do not make the progress of which they are capable in all lessons. The school is developing teams and extra curricular activities suitable for the older age range of pupils now in the school. There are teams for netball, football, cross country, rounders and athletics, and a regular residential visit which involves outdoor and adventurous activities, as well as encouraging a great deal of social development. A number of pupils are also members of local sports clubs where they can extend their skills and expertise in games such as hockey.

124. The pupils in Year 1 demonstrated good, confident movement skills and they can throw bean bags with increasing accuracy. They work together well and collaborate on the tasks set. In particular, a number demonstrated good skills at dodging and dummies their throws, to try and beat their opponent. In Years 3 and 4, pupils practised large ball skills that they then used in small side games. They played with enthusiasm and a growing awareness of some of the possible tactics in the games. Discussion with pupils shows that they appreciate that quick short passes are more accurate and likely to have a better result than long speculative ones. They know they need to keep their position when playing games. In Year 6, pupils devise dance movements to appropriate music, to represent fireworks. They have a good knowledge of the effect of exercise on their bodies and can devise their own warm up routines.

125. The classroom assistants, together with teachers, ensure that the pupils with special educational needs are able to take a full part in the lessons. For example, in one class a child with some physical difficulties was encouraged to use the apparatus to balance with less adult support and this resulted in her having a real sense of achievement. The pupils with special educational needs make satisfactory progress in line with their peers.

126. Pupils' attitudes to the subject are good. They are keen and enthusiastic about games and largely very well behaved in the lessons. The quality of teaching is at least satisfactory. Where the teachers' subject knowledge and understanding is more secure, there is good teaching. For example, in a dance lesson resources were well used and appropriate, good questioning led to pupils evaluating their work well and the learning objectives were shared with pupils so they had a good understanding of what they were doing and how to improve their skills.

127. The coordinator has only recently joined the school, but demonstrates a good awareness of what needs to be done to raise standards and develop the subject further. He has drawn up a good action plan that balances the need to improve resources and the playing field with the need to improve teachers' expertise. There is not enough gymnastic apparatus of a suitable size and style for the youngest pupils.

RELIGIOUS EDUCATION

128. By the time they reach the age of eleven, pupils are working at a level above that expected in the locally Agreed Syllabus. They make satisfactory progress and achieve standards in line with their abilities. This represents an improvement since the last inspection and this can be traced to effective management of the subject, which has been instrumental in raising the profile of the subject and increasing teacher knowledge and confidence. A planned programme, embracing the community enquiry approach, has helped to improve pupils' notions of spirituality. Because the school works to the locally Agreed Syllabus, it has had few difficulties in planning work for the two extra year groups of pupils accommodated at the school since the last inspection.

129. Pupils in Year 6 are able to discuss the religious significance of festivals such as Lent and can relate them to activities associated with other religions. They have a good knowledge of churches and other places of worship and are aware of some of the symbolism attached to artefacts, for example, they were able to say that the structure of a lectern, that of an eagle perched on a globe, symbolised the taking of the message of the bible around the world. Pupils throughout the school are encouraged to look for meaning and significance. Pupils in Year 2 learning about the parables of Jesus are given written tasks to explain the morals of these stories instead of merely relating the action. Year 1 pupils, baking bread, consider the significance of bread in worship and religious studies.

130. The quality of teaching and learning is good. Teachers' subject knowledge is good. Teachers have a particularly good knowledge of other faiths and are able to support this and bring the subject alive with good quality resources, some of which are the property of the school and some which the school is able to borrow from the local interfaith centre to which it subscribes. The teacher of a Year 5 class studying signs and symbols and why some religious believers regard artefacts as sacred was able to hold the close attention of the pupils with her knowledge of Islam supported by a range of posters, pictures and artefacts. Pupils were engrossed when one of the pupils was asked to wear Islamic dress. In a Year 4 class studying Buddhism, the teacher stressed that Buddha was not a god and the pupils were perceptive enough to remark on the peaceful, relaxed expression on the face of the Buddha. In a Year 6 class, the teacher was able to use Eid cards as a focus

for an account of celebrations in a Muslim home. Teachers use questioning well to extend pupils' thinking and also to relate situations to the pupils' own world, emphasising the significance of religious studies to them. They plan and prepare lessons well and this often involves, in classes of younger pupils, planning written and recording activities for groups of pupils of different abilities. This helps to ensure that all pupils in the class make progress. Teachers are often ingenious in the ways that they get pupils to record their work, helping their learning and reducing the burden of always having to write. Pupils in Year 5 are asked to match pieces of text to pictures of various acts connected with Islam. Teachers make use of photocopied sheets, some of which are relevant but others involve little more than colouring and make little contribution to pupils' learning. Teachers of older pupils encourage them to conduct their own research into topics, using a variety of resources, thus developing pupils' ability to learn independently. Pupils in Year 6 use resources, including the Internet, to research festivals associated with different faiths.

131. The school attempts to enrich and increase the relevance of religious education studies for the pupils by involving a range of outside speakers and visits to places of religious significance. Acts of collective worship support learning in religious education and a range of speakers from different denominations take Bible stories and tales with a moral as their subject matter. This helps to emphasise the importance of the subject to the pupils as well as giving them a rich background of stories and information. Faith co-ordinators from a local inter-faith centre speak to individual classes, supporting work done by the teachers on the teachings of different faiths and also provide positive stereotypes for the pupils. The local vicar speaks to Year 4 pupils about his vestments. Pupils visit the church to study the stained glass windows. Pupils in an older class were split into groups and each visited a different place of worship. They then prepared a presentation on their visit for the rest of the class. Younger pupils develop their knowledge of the Christmas Story by performing an annual Nativity Play.

132. Pupils' attitudes to religious education are good and this helps their learning. They listen well in lessons and assemblies and are often engrossed, as were younger pupils listening to a Methodist minister talking about the temptations of Jesus. They are prepared to discuss matters sensitively, as were Year 4 pupils describing their feelings about the birth of a baby. They are interested and tolerant of the views and beliefs of followers of faiths other than Christianity.