

INSPECTION REPORT

ST JOHN'S C.E. PRIMARY SCHOOL

Bierley, Bradford

LEA area: Bradford

Unique reference number: 107315

Headteacher: Mrs Gloria Gott

Reporting inspector: Susan Walker
21678

Dates of inspection: 10th - 13th June 2002

Inspection number: 182158

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Foundation
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Dawson Lane Bierley Bradford West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Canon Gordon Dey
Date of previous inspection:	May 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21678	Susan Walker	Registered inspector	Information and communication technology.	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What the school should do to improve further.
31718	Denise Shields	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
29688	Mike Brammer	Team inspector	History, Music, Religious education.	How good are curricular and other opportunities?
20326	Peter Clarke	Team inspector	Equal opportunities, Special educational needs, Geography.	
30935	Kath McArthur	Team inspector	Foundation Stage, Design and technology.	
25577	Bill Jefferson	Team inspector	Mathematics, Physical education.	
2911	Eric Steed	Team inspector	English, English as an additional language, Art and design.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's CE Primary School is bigger than most other primary schools. There are 371 pupils in main school and 63 children part-time in nursery. Pupils are taught in 13 classes and a nursery. There are slightly more boys than girls overall, but the difference in gender is more marked in some classes than others. Most pupils are of white ethnic origin, but there are small numbers of pupils from a range of other ethnic groupings. Nine pupils have English as an additional language, but none are at an early stage in their learning of English. Thirty one per cent of pupils are eligible for free school meals which is above the national average, but does not give a true picture of the well below average socio-economic circumstances in the area. There are 28 per cent of pupils on the register of special educational needs, which is well above the national average. Most pupils have minor learning difficulties, but four pupils have statements of special educational needs. There is a high degree of mobility; 20 per cent of pupils moved in and out of the school during 2001/02, mainly because the school had spare places in Years 4-6. The school is a member of the South Bradford Education Action Zone and receives some additional funding. It has gained Investors in People status and has won a national award for its work with parents.

HOW GOOD THE SCHOOL IS

This is a highly effective school that provides an outstanding education for all of its pupils. It takes exceptional care of boys and girls of all ages. The headteacher provides inspirational leadership and she is extremely well assisted by the senior management team and governors who share her vision of excellence. Teaching is very good in the classes for the youngest and oldest pupils and is good in most other classes. The management of pupils' behaviour is very good overall and excellent in the junior classes. Standards are in line with what might be expected nationally at ages seven and eleven, but better than this in some aspects of art and design and singing. Pupils in Year 6 have well developed computer skills. When all these factors are weighed together, the value for money provided by the school is very good.

What the school does well

- The very good leadership and management with many excellent features, which results in a very good curriculum, and effective teaching and good achievement by all pupils.
- The excellent provision for pupils' spiritual, moral and social development, coupled with an outstanding ethos, leads to really good standards of behaviour, highly positive attitudes to school, excellent relationships and personal development.
- The exceptional level of care provided for pupils of all ages.
- The school has developed an outstanding partnership with parents through its Family Link work.
- The very good provision and teaching for the youngest children.
- The very good provision for pupils with special educational needs.
- The exemplary financial management, excellent accommodation, exceptional level of staffing and the very high quantity and quality of resources.

What could be improved

- A few aspects of the monitoring of the school's very good systems to ensure consistency of practice.

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 May 1995. Since that time it has altered status from a first to a primary school and grown considerably in size. It has changed from a controlled school to grant maintained and then to foundation status. The school has moved into a superbly adapted building, some distance from its original site, but has maintained its outstanding partnership with parents. It has fully addressed all previous key issues regarding standards in design and technology, information and communication technology and physical education and improved the time span of the impressive school development plan.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	n/a	n/a	A	A*
mathematics	n/a	n/a	E	D
science	n/a	n/a	E	C

Key	
in the top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In the national tests for pupils aged eleven in 2001, results show that in English the school achieved well above average standards in relation to all schools and was in the top five per cent nationally for pupils when compared to similar schools. The school exceeded its target in English as this class had benefited from their teacher's expertise in English over a number of years. However, in mathematics and science, results were well below average in relation to all schools, and below average in mathematics and average in science when compared to similar schools. The school failed to meet its target in mathematics. It has since introduced specialist teaching for all three subjects to raise standards in mathematics and science. Inspection findings suggests that this has been successful and pupils are now attaining average standards in all three subjects when compared with all pupils nationally, at both the expected Level 4 and the higher Level 5. It is not possible to identify trends over time as the school has only had Year 6 pupils since September 2000. Pupils enter nursery below and sometimes well below what might be expected of children nationally. Due to very good teaching, the vast majority achieve the early learning goals by the beginning of Year 1. In the 2001 national tests for pupils aged seven, pupils were average when compared to all schools in reading, writing and mathematics, but were generally well above average when compared to schools in similar socio-economic circumstances. Inspection findings show that by ages seven and eleven, pupils are in line with what might be expected in all subjects, except some aspects of art and design and singing where they are better than might be expected throughout the school and in computer skills where they are better than normal by Year 6. Standards in religious education are in line with the expectations of the locally agreed syllabus. All boys and girls achieve well and sometimes very well, irrespective of their prior attainment, ethnicity or social circumstances. This is because the school has a very effective way of using assessment data to ensure that pupils' needs are met. Not all pupils have received the very good standard of education currently available to children in the nursery and reception classes, as the school only became a two form entry primary school in 2000. The high number of pupils who have moved into the school and the number of pupils with special educational needs have a negative impact on the standards attained. All pupils including those with special educational needs and those with English as an additional language make good progress overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are really enthusiastic about school and are ready to learn in lessons.
Behaviour, in and out of classrooms	Exemplary. Pupils behave outstandingly well in and around the school. All Year 6 pupils provide very good role models for younger pupils.
Personal development and relationships	Outstanding. There are excellent relationships and outstanding opportunities for personal development. The use of the independent learning centre supports this aspect very well.
Attendance	Average. Pupils are punctual despite the distance some have to walk.

TEACHING AND LEARNING

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

The quality of teaching and learning is good overall. It is very good for the youngest and oldest pupils. During the inspection seventy five per cent of lessons were good or better. Excellent or very good lessons are delivered by confident, knowledgeable teachers who enjoy the lessons and their pupils. They make a strong contribution to the school’s planned provision of spiritual, moral, social and cultural development. The school runs smoothly due to the very effective management of pupils’ behaviour and this ensures that they learn effectively in lessons. The basic skills of literacy, numeracy and working on the computer are very well taught and this has a positive impact on pupils’ learning. There are an exceptional number of adults with clearly defined roles who support pupils in lessons and this aids their learning very well. The school’s arrangement of classes so that pupils of similar ability are taught together is effective and ensures that all pupils’ needs are met over time. Where teaching was satisfactory overall, pupils were often not sufficiently challenged, even though many other positive features were evident in the lesson. Lessons were very effectively planned during the inspection. The school has an approach to planning on a normal basis that is economical of teachers’ time. Weekly planning needs regular monitoring to ensure that all teachers are as effective as the most experienced in matching work to all pupils’ abilities. There is an appropriate marking policy, but its requirements are not fulfilled in some classes. Homework is satisfactory overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. The school makes very effective use of the time pupils spend in school and outside lessons to drive their learning forward. It is aware that it needs to improve the range of visits and visitors to widen pupils’ experiences.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Targets in their individual education plans are very clear and appropriate, and helpful to teachers when planning lessons.
Provision for pupils with English as an additional language	The school has suitable arrangements to support any pupils who have English as an additional language.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	The school’s planned provision for pupils’ spiritual, moral and social development is excellent. The ‘Values for Life’ programme for the older pupils is an exemplary use of time and resources. Provision for cultural development is satisfactory, but there is a need for the school to expand pupils’ experiences of life in a multicultural society.
How well the school cares for its pupils	The school takes exceptional care of boys and girls of all ages and abilities. There are very good procedures for assessment, which accurately predict and analyse pupils’ attainment. Day-to-day assessment is satisfactory overall.

The school has an outstanding partnership with parents and utilises its extremely valuable ‘Family Link’ programme very well to support the learning of both children and their parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good with many excellent features. The headteacher provides inspirational leadership and she is very well supported by the senior management team and effectively supported by the key stage managers. She has worked hard to develop the role of subject co-ordinators, but they need a little more training in order to fulfil all aspects of their role, particularly the monitoring of planning and marking. The aims and values of the school are outstandingly well embedded in its day-to-day work.
How well the governors fulfil their responsibilities	Outstandingly well. They have a very clear view of the school's strengths and areas for development and share the headteacher's vision of excellence for this extraordinary school.
The school's evaluation of its performance	The school has an excellent grasp of where it stands in relation to similar schools and knows how to apply value for money principles.
The strategic use of resources	The school only spends money if it has an impact on pupils' learning and consequently, the strategic use of resources is excellent.

The school has developed an excellent, flexible building from its previous usage and it is put to very good use. There is an exceptionally high number of staff who are very well used in classes and a very high quantity and quality of resources to support pupils' learning.

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 expects their children to work hard, make good progress and become responsible citizens.• Teaching is good.• The school is well led and managed.• Teachers are approachable.	<ul style="list-style-type: none">• A small number had concerns about homework.• A few parents think the school building is cold.

The inspection team agrees with the positive views of the parents. The school provides extensive information about how parents can help their children's learning and overall, the provision for homework is satisfactory. The school is aware of the need to improve the heating in certain areas of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start in the nursery, there is a very broad spread of ability and most demonstrate skills well below those normally seen in children of their age, particularly in the key areas of language, and personal and social development, and this hinders their progress in other areas of learning. Most children have limited experience and general knowledge when they enter nursery. The very good teaching and provision with appropriate emphasis on communication and personal and social development enables children to make very good progress in both nursery and reception classes. By the end of their time in the reception class, the great majority of children have reached, and some have exceeded, the early learning goals in all areas of learning. However, it is vital to note that not all pupils have had the benefit of this early enriching experience.
2. There are several important reasons why progress is not smooth throughout the school and why attainment in 2001 was not as high as might have been expected. The school has only been a two form entry primary school based on this site since September 2000 and there has been a lot of movement of pupils into the school as pupils have filled up the available spaces, particularly in Years 4 and 6. Many of these are of below average ability and who often have negative attitudes to school. Approximately ten per cent of the pupils are new to the school in Years 1-3 but in Years 4 and 6 it is nearer to 20 per cent. The number of pupils receiving free school meals (a factor which reflects pupils socio-economic circumstances) varies from an average of 30 per cent in most year groups to almost 50 per cent in Year 5 and 20 per cent in Year 6. Similarly, the number of pupils with special educational needs also varies. It is generally around 30 per cent in most year groups, except in Year 4 where it is 20 per cent. The number of pupils with special educational needs in each year group often affects the overall percentage of pupils who achieve the expected level.
3. The school has taken very effective steps to deal with the results of these wide variations in ability. Making good use of their assessment data, the school has divided each year group into two classes, one containing average and below average pupils, and the other containing average and above average pupils. Each class is then clearly divided into ability groups. This very good arrangement allows teachers to plan and deliver work matched to pupils' abilities in most lessons and to deploy classroom assistants where they are most needed to support pupils' learning.
4. In the 2001 national tests for pupils aged seven, pupils were average when compared to all schools in reading, writing and mathematics and were generally well above average when compared to schools in similar socio-economic circumstances. Taking the three years together, boys attained higher standards than girls in reading and writing, but girls did better than boys in science. Inspection findings show that current standards in Year 2 are in line with what might be expected nationally in reading, writing, mathematics and science, but that few pupils will achieve the higher levels. The school suggests that currently, girls do better than boys in reading and writing.
5. In the national tests for pupils aged eleven in 2001, the results showed that in English the school achieved well above average results in relation to all schools and that standards were in the top five per cent when compared to similar schools. This class had benefited from their teacher's expertise in English over a number of years. However, in mathematics and science, results were well below average in relation to all schools, but below average in mathematics and average in science in relation to similar schools. The school has since introduced specialist teaching for the all three subjects to raise standards in mathematics and science. Inspection findings suggest this has been successful and pupils are now average in all three subjects compared with all pupils nationally, at both the expected Level 4 and the higher Level 5. The school vastly exceeded its targets in English in 2001, but failed to meet its targets in mathematics. It expects to exceed its

- targets in English and mathematics in 2002. The school has an effective system of target setting for pupils throughout the school.
6. It is not possible to identify trends over time as the school has only had Year 6 pupils since September 2000. However, at Key Stage 2 in 2001, boys attained markedly better than girls in English, although all pupils were above the national average. In mathematics, both sets of pupils were below the national average, but boys attained better results. In science, girls were below the national average, but boys slightly exceeded it. Currently, the school suggests that girls are markedly better than boys in numeracy, reading and writing, although the gap is smaller in science. The difference in attainment of boys and girls can sometimes be explained by the relative numbers involved, but also by the number of boys of lower ability or who have special educational needs.
 7. In English, the school has recognised the need for children to have opportunities to practise speaking skills and plan accordingly. The effectiveness of the school's strategies is reaped in Year 6 as average and more able pupils speak confidently during discussions and in conversations with visitors. Pupils' listening skills develop quickly and to good effect; teachers rarely have to repeat instructions and this enables lessons to proceed smoothly with very few repeats because pupils have drifted off task. The ability to read accurately is generally better developed than the ability to read with expression; this is an aspect of reading that requires attention throughout the school. However, there are, in every year group, a small number of readers whose reading skills are above, and sometimes well above, average. These pupils read with very good attention to expression and extract additional meaning by their interpretation of the text. By Year 6, more able pupils are able to explain and demonstrate how to retrieve both fiction and non-fiction books from the library. At the end of Year 6, a national average number of pupils are attaining the higher Level 5. These pupils display good vocabulary, have a good sense of audience for their writing and try very hard to engage and sustain the reader's interest with, for example, the use of adjectives and adverbs to give colour to events and characters.
 8. In mathematics at age eleven, the large majority of pupils have a sound understanding of place value and can apply this knowledge to the relationship between fractions, decimals and percentages. They are able to solve multiplication and division problems, but their understanding of proportion and ratio is under-developed. More able pupils use positive and negative numbers to work in four quadrants. There is a developing understanding of geometry that enables average and more able pupils to measure angles in triangles and to identify acute, obtuse and reflex angles. Most recognise and interpret a good variety of graphical representation, but there are limited opportunities for pupils to collect their own data. This means that they are unable to make informed decisions related to the most appropriate graph to use when representing data.
 9. At the end of Year 6 in science, pupils confidently identify key factors in fair testing and base predictions on their scientific knowledge and understanding. The majority of pupils are good at applying this knowledge to a variety of situations. Pupils are interested in their work on planets. A group of more able pupils worked independently outside the classroom in the central learning area calculating areas and diameters of planets before placing them into a designated order of size.
 10. Throughout the school, pupils attain as well as might be expected in design and technology, geography, history, music (except singing) and physical education. At the end of both key stages, pupils are much better than other pupils of their age in art and design and singing and their progress is good. Most pupils in Key Stage 1 make at least good progress in information and communication technology and attain standards that are in line with what might be expected. However, pupils aged eleven do better than might be expected and often make very good progress. At the end of both key stages, pupils attain in line with the expectations of the locally agreed syllabus for religious education and make satisfactory progress.
 11. Overall, progress in pupils' learning is good and sometimes very good in English, good in mathematics, science, history, music and religious education. Progress is satisfactory in design

- and technology, geography and physical education, but there is good and sometimes very good progress in swimming at Year 5. The progress pupils make is directly attributable to the quality of teaching they receive, the very good resources to support lessons and pupils' excellent behaviour and extremely positive attitudes towards learning.
12. Pupils with special educational needs receive very good support to meet their individual needs, and most make good progress in developing their literacy skills in reading, speaking and listening. Strong evidence from the school's records indicates that some pupils make very good progress against their prior achievement. Targets in individual education plans are very clear and appropriate, enabling teachers to make good use of them when planning lessons.
 13. There are at present nine pupils in the school who do not have English as their first language. None of these pupils are at an early stage of language acquisition and they all take a full and productive part in lessons and school activities. All are fully integrated into the social life of the school and have numerous friends amongst their peers. One pupil, whose written work does not yet match the ability to communicate orally, has been appropriately identified as requiring extra help and is currently making good progress.
 14. The school has identified a small number of gifted pupils in literacy, numeracy and science and a few talented pupils in subjects such as art and design, music, physical education and computer skills. The school meets the needs of such pupils well and teachers set them challenging tasks. For instance, in information and communication technology, pupils prepare multi-media presentations for the school council and contribute to the school web site.
 15. The government initiatives in literacy, numeracy and information and communication technology have been implemented very effectively and have had a positive impact on standards in the school.

Pupils' attitudes, values and personal development

16. Pupils' attitudes, values and personal development are excellent; they feature amongst the many strengths of the school and make a considerable contribution to pupils' willingness and ability to learn.
17. The nursery and reception staff work closely together as a strong team, and create a secure, happy and welcoming environment for children and their families. Children are always enthusiastic about the activities set, for example when they happily dress up as circus characters and confidently parade through the school. They listen carefully to their teachers and also listen to each other's ideas and opinions well. Children are polite, helpful and friendly, and are learning good manners, for example saying "excuse me" without prompting. They willingly share equipment and take turns.
18. Pupils like their school and are eager to point out their reasons for enjoying being there. They arrive in good spirits and their enthusiasm is confirmed by the views expressed by parents at the meeting and in questionnaires. On arrival, children in the reception class leave their parents willingly to play and interact happily with their classmates.
19. Once inside the building, the ethos of the school, together with the orderly routines, offers a sense of security that is much enhanced by unfailing friendly greetings from all members of staff. These factors result in pupils being ready to learn. They settle quickly at the beginning of lessons and this means that very little learning time is lost. Pupils respond very keenly to the good teaching they receive and try very hard to succeed, taking pride in their work. The majority of pupils listen and concentrate well – even when, very occasionally, the slow pace of a lesson could elsewhere result in a loss of interest.
20. A major factor that influences pupils' attitudes are the excellent relationships that exist in the

school. Every member of the school community is valued; pupils are aware of this fact and they react accordingly. They are very eager to answer questions or to offer their own comments because they know that all suggestions are welcomed and that incorrect answers will not be ridiculed.

21. Behaviour is excellent in every aspect of school life. In lessons and around the building, whilst using the playground - before and during the school day, in the dining room and in the corridors, whether supervised or not, - the quality of behaviour cannot be faulted. Displays remain in pristine condition; there is no evidence of even minor vandalism to school or personal property. Cloakrooms are tidy because pupils take care to hang clothing on the pegs; there is little litter about the school due to pupils picking up dropped items and putting them into bins. Playtimes and lunchtimes are very pleasant social occasions when pupils play and interact sociably together. Boys and girls mix amiably together and there was no evidence of tensions during playtimes or when boys and girls are placed together for paired work. There is a well-understood expectation that pupils will look after one another and be courteous in their response to adult members of staff and to visitors. These expectations are fulfilled very well and all adults and the pupils in Year 6 present very good role models for younger children. Pupils offer their thanks for small kindnesses, and are very polite to visitors, opening doors and allowing them to go first. The very high level of social behaviour is much increased through the broad smiles that accompany the kind actions.
22. When appropriate, co-operative and collaborative working in lessons is expected and pupils of all ages respond effectively. A group of pupils in a Year 2 class demonstrated their willingness to co-operate in pairs as they used a word processing program to draft an informal letter. They collaborated quietly, taking turns to type in words to fill the gaps in text. Year 6 pupils, who act as reading partners for pupils in Year 3, understand their role and can explain its importance. Those who are members of the 'Buddy' scheme take very seriously the role of ensuring that pupils new to the school are made to feel welcome and that lonely children are introduced to friends. Members of the school council are aware that they represent the views of their classmates. The class councils are accepted as opportunities to express ideas in the understanding that personal views may not win the day. In conversation, Year 6 pupils clearly accepted that when they have a duty to perform they must be on time and try their best to be successful. A high standard of unsupervised behaviour was seen during a lunchtime as Year 6 duty librarians worked hard to replace returned books onto the correct shelves. They view the wearing of the distinctive purple sweater as a sign that they are able to be helpful to younger children, rather than as a badge of office and rank. The school tries very hard to support pupils and consequently during the year there have been only two fixed-term exclusions.
23. Pupils whose first language is not English are fully integrated into the life of the school and are fully accepted by other pupils. Pupils who are members of ethnic minority groups state very clearly that they do not receive racist remarks when in the school and that they are members of friendship groups.
24. Pupils with special educational needs display excellent attitudes towards school. They receive very good support from teachers, and classroom support assistants are very sensitive to their individual needs. This aids their learning and allows them to make good and sometimes very good progress.
25. Attendance is broadly in line with the national average. The children of families who leave the area at short notice must remain on the school roll until their new location is known. There are several families who travel for part of the school year. These factors reduce the school's overall figure, which would be above the national average if these families were not included in the totals. Registration periods are friendly, welcoming occasions. Registers are completed efficiently and on time. A very small number of pupils are frequently late arriving at school in the morning. This interrupts the orderly start to the school day, it also puts them at a disadvantage because they miss the introduction to their lessons.

HOW WELL ARE PUPILS TAUGHT?

26. The quality of teaching and learning is good throughout the school. In lessons seen during the inspection, around seventy five per cent of lessons were good or better and forty per cent of these were very good and occasionally better. No unsatisfactory lessons were seen. Teaching is very good for the oldest and youngest pupils.
27. The school packs a lot into the school day, for instance, pupils aged seven to eleven have three one hour sessions before lunch. The pupils' excellent relationships, really positive attitudes and exemplary behaviour mean that no time is wasted in moving learning forward in the vast majority of lessons.
28. The school's overall monitoring and evaluating of teaching has been very effective because the quality of teaching and learning is good. Undoubtedly the systems that have been put into place have aided learning for the majority of pupils. For instance, using the knowledge and understanding of what pupils can do to place them in classes with pupils of similar ability. The school has improved teachers' knowledge and understanding. It has matched teachers who are new to the school with more experienced practitioners and provided support where necessary. The senior management team has a clear understanding of staff strengths and is aware of minor weaknesses in individual teachers' interpretation of the school's very high expectations.
29. The quality of teaching is very good in the foundation stage. Teachers' planning is very effective, shows very good knowledge of the foundation curriculum, and is carefully tailored to meet the children's different learning needs in a structured and progressive way. The staff, including the nursery nurses and classroom assistants, provides an interesting range of stimulating and varied activities that inspire the children to learn. The nursery and reception staff work closely together as a strong team, and create a secure, happy and welcoming environment for children and their families. They give the children many good opportunities to become more independent by encouraging them to choose activities and select equipment. They make excellent use of a wide range of good resources, particularly the school grounds and the outdoor play area. Children learn well through play activities and practical investigations. Good working routines are quickly established, for example using a 'counting down' rhyme that makes tidying up fun. The classrooms are very well organised, and attractively presented. The walls are full of many examples of children's work, and there are many opportunities for the children to work and play using the vibrant displays created by the staff.
30. In the main school, excellent or very good lessons make a strong contribution to the school's planned provision of spiritual, moral, social and cultural development. The management of pupils' behaviour is very good and is excellent in the junior classes. This allows lessons to flow smoothly and maximises the time available for pupils to learn. Such excellent or very good lessons are delivered by confident, knowledgeable teachers who are assured about the subject matter and enjoy working with the pupils.
31. In lessons seen during the inspection, the planning was very detailed. The school has developed a system of planning for normal usage that is economical of teachers' time. It is securely based on annotated half-termly planning. Experienced teachers who are accustomed to the school system translate this format into a graduated series of activities that take full advantage of the school's setting of pupils by abilities. However, the school does not have a sufficiently secure system of monitoring for senior managers and co-ordinators to identify when teachers' planning is not sufficiently imaginative or challenging.
32. In most lessons, teachers share with pupils what they are to learn and tell them how this links to previous lessons. This makes pupils clear about the purpose of the lesson and what they are to

- do. For similar reasons many teachers tell pupils how long they have to complete tasks, and remind them how long they have left to finish work and this encourages pupils to 'knuckle down', start work promptly and work steadily throughout the lesson. This approach ensures that they make good progress over time.
33. Teachers have high expectations when they talk to pupils. They use the correct technical vocabulary and expect pupils to use similar terms in discussion. Teachers take good care to involve boys and girls of all abilities in discussion at the beginning and end of lessons. For example, in a Year 2 English lesson the time was well used to evaluate the quality of the letters, which pupils were very anxious to read out.
 34. The quality of the teacher's discussion with pupils during lessons, particularly in Year 6, is very effective in sorting out problems. Similarly, many teachers stop lessons and draw common problems to pupils' attention, so that all pupils make good progress. This helps to compensate for the variable quality of marking. There is a good marking policy, which is clear about what the school expects. There are some examples of good practice where pupils' work is evaluated, for instance in English where the advice they are given clearly moves their learning on. In some instances, work is merely ticked which only identifies that the teacher has seen it. In other classes too much work is left unmarked whilst the school's generally very effective monitoring systems have not identified and resolved these issues.
 35. The basic skills of literacy, numeracy and of working on the computer are very well taught. Teachers create very good opportunities to link areas of learning together so that, for instance, pupils use their literacy and numeracy skills in other lessons. They are beginning to use pupils' computer skills to support their learning in other subjects. This is more developed in some classes than others, but is particularly effective in Year 6. Adults are confident users of the interactive whiteboards to explain to pupils what they are about to learn and to demonstrate techniques. Similarly, overhead projectors are effectively used to allow pupils to see the aims of the lesson, the tasks set and key pieces of text.
 36. The flexible accommodation is very well used to support pupils' learning. For instance, there is sufficient room for classes who are working on the same topic to sit together to hear the introduction to the lesson or to share a video. Similarly, the spacious shared areas allow pupils to work in groups, either independently or with a classroom assistant. Good teamwork between class teachers and learning assistants is a feature of many lessons. Learning assistants support the learning of all pupils. In some lessons, such as information and communication technology, they play an equal part with the teacher in manipulating the interactive whiteboards and presenting pupils' work. All adults use high quality learning resources to support lessons.
 37. Where lessons are satisfactory, although they contain many positive features, they contain some weaknesses. For instance, tasks don't challenge pupils' learning sufficiently, as in a science lesson about light for pupils in Year 4 where pupils were not given sufficient practical experience. Or in a Year 1 lesson where pupils put in minimum effort to play a game because it was too easy for their needs. Similarly, in one Year 3 English lesson the teacher does not make clear the quality of the writing that she expects. Occasionally, both classes in Year 2 do very similar tasks, which does not meet the needs of the lower attaining pupils.
 38. The quality of teaching for pupils with special educational needs is good, and they receive effective individual support. In English and mathematics, teachers meet the needs of pupils very well, confidently providing appropriate activities effectively, supported very well by classroom learning support assistants. Nevertheless, in some lessons, for example science in Year 4, pupils with special educational needs complete the same work as other pupils when a more appropriate task would promote better learning. Work in these lessons is planned without direct reference to targets set in individual education plans, and this restricts progress. Praise and encouragement are regularly given in the form of comments made by teachers in pupils' workbooks. Marking, which

notes pupils' response to discussions relating to a piece of completed work, is very effective in most classes.

39. Teaching for pupils who are gifted or talented is effective. They are given good opportunities to show what they can do by being set challenging tasks and being allowed to work at their own speed. The school makes suitable provision for pupils with English as an additional language when this is necessary.
40. The school's provision for homework is satisfactory in promoting pupils' learning. The homework clubs, which operate for pupils in Years 2 and 6 before the standard assessment tests, are effective in supporting pupils' revision.

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

41. The school provides a very good curriculum that is broad and balanced and meets statutory requirements. The quality of the curriculum for the foundation stage is very good. The children follow the foundation stage curriculum, specifically designed for the youngest children in schools nationally, covering all six areas of learning. Children work through 'stepping stones' that lead to 'early learning goals' in each area, which they are expected to meet by the end of their time in the reception class. It is very carefully planned to ensure that the children meet each learning area regularly in a structured approach.
42. All National Curriculum subjects are included and a strength of the curriculum is the programme of personal, social, health and citizenship education (PSHCE). The programme for art and design and singing are also strengths of the curriculum. The school makes good use of a variety of support materials including national guidance. There is a suitable time allocation between and within subjects. There is an outline 'curriculum map' and subject co-ordinators assign the topics to be covered in each class, often annotating the topic plans with suggestions for class teachers. The 'Values for Life' scheme permits a range of PSHCE issues to be tackled very effectively. For one afternoon each week this is planned through specific curriculum areas so that, for pupils in Key Stage 2, the 'values' permeate the curriculum. The provision for sex education is satisfactory, as is the provision for drugs' education. The school is aware that it needs to develop drugs' education further.
43. Both the National Literacy Strategy and the National Numeracy Strategy have been introduced very effectively. They have been very effective in raising standards and in providing the skills that allow pupils to access the whole curriculum. Gifted and talented pupils have been identified and receive appropriate support in lessons and further opportunities to show what they can do in other areas of school life.
44. There is a good range of extra-curricular activities, mostly for older pupils, open to both girls and boys. These make an effective contribution to the learning of those pupils who take part. These include arts groups, a dance club, an information and technology club, football, a sports club, recorder groups, the choir and a praise and worship group. There are no residential visits for older pupils.
45. Very good provision is made for all pupils to have equal access to the curriculum. The provision for pupils with special educational needs is very good. Individual education plans for pupils with special educational needs are very clear, concise and written in a style that is easy to follow against appropriate, measurable targets.
46. The school's provision for pupils' spiritual development is excellent. An excellent opportunity for pupils to explore spiritual awareness was afforded to Year 6 pupils as they considered what it

means to have the benefit of true friends. Pupils shared their personal experiences, involving subjects such as the death or divorce of family members, often speaking with great feeling about how friends had supported them during these times and stating clearly how much they valued this level of friendship. A feature of this session, and of the assemblies observed, was the structured time given for reflection and to value the insights that they had gained. During the inspection week, the school was studying what it meant to be a member of a family; to celebrate the support and love received and given. The notion that we are all part of God's family was explored alongside the idea that the school community is also a family where all members are equally valued and cared for by everyone else. These themes were present as Year 6 'buddies' explained their understanding of their role in finding friends for lonely pupils. Pupils have a good sense of their corporate place in the life of the school.

47. Assemblies, including collective worship, are well planned. Stories with a moral or social theme are used very effectively to help pupils' understanding. Very pertinent use was made of family photographs by the headteacher as she explained what her family background meant to her. In a separate assembly, the very well told modern version of the Prodigal Son aided pupils' understanding of a father's love even for a wayward son. Prayers said during worship reflected the family theme, as did time set aside for reflection on God's love for us. The school plans to find and accept special moments that occur during teaching. The success of this approach to spirituality was observed as a group of young pupils and their parents clustered around a brown slug found near the garden area. They were comparing it to the other mini beasts studied in lessons and were very concerned that it should not be harmed "because it had been made by God".
48. The school's provision for moral education is excellent. Pupils have a very clear understanding of the difference between right and wrong and of the effect of wrong actions upon others. For example, as a black pupil was explaining her pleasure in not receiving any racial comments, since her transfer to the school, other pupils were able to understand and sympathise with her distress at the effects of this earlier abuse. The complete lack of signs of vandalism around the school bears witness to the pupils' personal moral code. Pupils respect the class and school rules because they have accepted that these make sense and benefit themselves and everyone else. In this respect, they receive very good role models from all adult members of staff who follow the same rules as the pupils when moving around the school corridors. Fairness, orderliness and respect for others are characteristics of classroom life. A moral code is promoted through carefully chosen stories, and class councils are used effectively to discuss and come to decisions about how controversial matters should be handled.
49. Procedures to promote social development are excellent and ensure that pupils of all ages display very good social skills that much enhance every-day contacts within the school. They open doors for one another and express their thanks for small acts of kindness. These same courtesies are afforded to the adult members of the school and also to visitors; during the inspection, it was difficult for an inspector to open a door if a pupil was within a suitable distance of the handle. Invariably, a smile and a greeting accompanied these acts. Checks reveal that parents receive similar treatment throughout the year. The relationships in the school are excellent. Pupils are able to maintain a high degree of civilised discussion in whatever pair, group or situation in which they are placed. During a 'Values for Life' session, two groups of pupils, one developing a series of dance movements, the other rehearsing a song, discussed amicably how each could be arranged and accepted without any sign of rancour decisions that ran counter to their own proposals. The adults who accompanied the groups provided excellent role models by showing that they were also subject to accepting the groups' decisions.
50. Pupils of all ages are keen to receive and carry out jobs around the school. Year 6 pupils, who act as reading support for Year 3 pupils, are quick to explain their role as facilitators. Those who carry out library duties treat the Year 2 pupils who shadow them, in order to learn library skills, with kindness and courtesy. The school recognises a twofold reason for undertaking educational visits. The learning associated with a subject, but also the opportunity for pupils to interact with

other children of their own age and to talk with unknown adults in a safe environment in order to develop their social skills.

51. The school's provision for cultural development is satisfactory. Pupils are able to study the history and geography of western European culture in sufficient depth and also receive some information about art and music. However, the studies lack breadth, for example, whilst the artwork of western European painters is covered well, there is insufficient coverage of the work of other artists. The school has recognised the need to consider the culture of modern civilisations beyond that of Europe. A good start has been made with a visit from a Zulu dance troupe that led to pupils looking at a range of African artefacts and producing artwork based on their studies. Older pupils have visited Tong village and this experience has broadened their knowledge of local customs and geographical and historic features. Visits from locally based senior citizens, who talked about their own lives, have afforded good opportunities for pupils to gain insights into past local life within living memory. Whilst pupils are given opportunities to learn something of world faiths other than Christianity, pupils have not visited the places of worship of these faiths or received visits from members of the faiths in order to gain first hand experiences.
52. The school has a very strong association with the local community and parishes. The school is actively involved with the nearby community. For example, it takes part in the Holmewood festival and Tong art and flower festival. The school choir is much in demand and they sing at a range of events, including at the wedding of one of the teachers. Pupils in Years 5 and 6 serve food at the nearby Elderly Centre. Participation in these opportunities makes a significant contribution to developing pupils' self-esteem and confidence. Members of the local community also make a contribution to the school's work, for instance governors and local residents as well as parents take part in the 'Right to Read' on a Thursday. This provides quality one-to-one reading time for pupils. Records show that their involvement has a positive impact on pupils' standards of achievement. The school also has very good relationships with nearby nursery schools, whose pupils transfer into the reception class. 'Tweenies' run by the family link team, provides parents of young children with the opportunity to socialise on two morning sessions each week. It also means that children who attend are familiar with the school when they move into the nursery class. Nearby business and industry also support the school in the form of donations, for example to improve school security. The strong association with local parishes means that local clergy are regular visitors to the school, they frequently deliver assemblies. In addition, St Christopher's church is used for the school's annual leaver's assembly and prize giving ceremony.
53. Relationships with partner institutions are very good and aid pupils' learning very well. Through the family link team the school is involved with several community organisations and these activities benefit the pupils well, for example through road safety initiatives and healthy living projects. Several community groups have provided funding for events and courses, such as computer, first aid and classroom assistant courses. In addition, some of the sponsorship is in the form of crèche workers, this is very valuable as it enables parents with small children to access courses because their children can be cared for. There is very good liaison with local secondary schools and this ensures the smooth transition of pupils to their next stage of education. The school regularly accepts students on work placements from the nearby further education college and secondary schools. Liaison with other primary schools is in the main to share staff expertise, although some inter-school football matches do take place. Very good support is received from a number of external agencies that support some of the pupils. At present, the school has no involvement with initial teacher training institutions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. The exceptional pastoral care arrangements are an outstanding feature of the school. All pupils are equally valued, and welcomed into the school's happy and friendly 'family'. The secretarial staff, classroom assistants and mid-day supervisors, as well as teachers, all play a significant part

in the success of this aspect of the school's work. Parents' confidence in the support and guidance provided for their children is well founded. Pupils confirm they feel secure and happy at school. The many smiles and hugs they give and the confidence they display also confirm this. Because of this excellent level of care and support, pupils work confidently and grow in self-esteem. This makes a very positive contribution to the standards they achieve.

55. Health and safety arrangements are excellent. The school gives high priority to this area. Comprehensive systems have been set up that ensure regular health and safety inspections and risk assessments are undertaken and monitored. The governing body has appropriate oversight of this area. The school has exemplary systems relating to pupils' medical and welfare needs, and there is also a suitable number of staff who have received first aid training. Supervision arrangements, at breaks and lunchtimes, are very effective. Pupils' relationships with the adults on duty are friendly and relaxed. The systems that are in place at lunchtime ensure pupils' safety, for example, a whistle is blown to warn the infant children that pupils in Year 6 are about to walk across their playground to go into lunch. These systems are clearly understood because pupils stand still and move to one side to continue with their games until Year 6 have walked past. Child protection procedures are very effective. Appropriate procedures are in place which reflect the detailed written policy. Any issues or concerns are dealt with very sensitively. Support staff have received training in child protection issues to ensure that they are aware of the possible signs and symptoms of abuse and are aware of the named designated person. The excellent induction programmes, for children entering the nursery or reception class, ensure they soon settle into the routine of school life. The transfer arrangements to secondary school are very good and this means that pupils are confident about their move to their next stage of education.
56. Excellent arrangements exist to ensure pupils' good behaviour and to deal with any form of bullying or racism, these are inherent in school practice. This excellent provision is also a direct result of the school's excellent emphasis on pupils' moral and social development. Appropriate behaviour, effort and achievement are given a very high profile and are regularly rewarded. Any incidents of inappropriate behaviour are dealt with consistently by teachers and closely monitored by either the deputy or headteacher. Pupils confirm they clearly understand the school's systems. They value the rewards especially the 'twinkles' (small stars and stickers) and understand the need for punishment including, if they should seriously misbehave, "the walk down the green mile" to the headteacher's office. Because the school's systems are so very effective, this leads to a very high level of self-discipline amongst the pupils.
57. Excellent procedures are in place to deter or deal with any form of bullying or racism. The exceptional relationships, mutual trust and respect between staff and pupils, and the values of co-operation, which are promoted extremely effectively from pupils' earliest days in the school, all contribute to ensuring the school is a harmonious community. Pupils confirm that these arrangements are very effective, and that incidents do not happen very often, but if they do they are very quickly and effectively dealt with. The school's written records confirm this.
58. Attendance is very closely monitored, as a result the school is very aware of those pupils who do not attend regularly and on time. The education social worker is a regular visitor and provides very good support following up the cases of those pupils whose attendance is weakest. Arrangements to promote regular and punctual attendance are exceptionally good. There are many rewards both for individual pupils and also for classes. However, families are left in no doubt about the school's high expectations regarding attendance, because if they do not ensure their children attend regularly, they are personally interviewed by the headteacher.
59. Very high priority is given to promoting pupils' personal development. As they move through the school, pupils grow in confidence and self-esteem. This is because of the high level of day-to-day care provided by teachers and the extensive range of opportunities that are offered to them. These include group work in lessons, opportunities to work independently and to take responsibility for their own learning, for example in the independent learning centre. The good range of extra-

curricular activities and the extensive range of responsibilities on offer to pupils, which they readily accept, also contribute to developing their confidence. Teachers are able to share information about pupils informally and as a result they know them extremely well. However, there is no formal written system to monitor pupils' personal development. The school does not make the most of the individual pupil profile folders for this purpose, in order to reflect the quality of the children's progress.

60. All legal requirements are met regarding regular checks on the achievements of pupils with special educational needs. The individual education plans very clearly indicate additional learning to be undertaken and how this is to be supported, and success against targets can be easily identified. The school adopts a very good range of strategies, including regular reading tests to check the progress of pupils with special educational needs. The information gained links directly into teachers' planning in English and numeracy and the deployment of support staff throughout the school. At regular planned intervals most pupils with special educational needs are fully involved in reviewing their own progress against agreed targets. Progress sheets completed by classroom support assistants supplement the individual education plans, and, where these are used and reviewed consistently, they provide a good guide to progress.
61. The senior managers of the school use a very good range of screening tests as a benchmark to predict pupils' attainment, and subsequent tests are monitored against these benchmarks. A very detailed analysis of the results of national tests is undertaken to identify trends between different year groups and gender differences, and to focus on areas for improvement in teaching and learning. Evidence of each pupil's work is kept in an achievement folder, and this clearly shows pupils' learning as they move through the school. However, the quality of marking of pupils' work as a means of assessment by teachers is inconsistent in its application throughout the school. The school is also aware of the need to develop systems of recording attainment and progress in other subjects with greater consistency and uniformity in order to raise standards to higher levels.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. Parents have very positive views about the school. An exceptional partnership with parents has been established. This enables them to make a very good contribution to their children's learning.
63. A significant number of questionnaires were returned and very few parents expressed any dissatisfaction with what the school provides for their children. Parents consider the school to be well led and managed, that teaching is good, and that they find staff approachable. They say that their children enjoy coming to school and are expected to work hard and try their best. The inspectors agree with the parents' view of the school's strengths. A very small number of parents expressed some concern about the amount of work their children need to do at home and that the school was cold in some areas. The inspectors agree with the view that the school is sometimes cold, but find that the amount of homework set is similar to other schools.
64. The enthusiasm and commitment of the family link worker makes an extremely valuable contribution to facilitating parental involvement in learning. The school's priority, to 'open doors' and 'create opportunities' that enable parents to extend their own learning or to become involved in that of their children, means there is a purpose to all the events and activities that are organised. All those parents who participate speak very highly of the opportunities offered. Evaluation forms indicate that overwhelmingly they have enjoyed the activities, many say that their lives have been changed because they have been given the chance to further their education; several have gone on to attend college or to full or part time jobs. However, they also say that attending courses enables them to make a very positive contribution to their children's achievement, such as the 'fast track club' where parents and pupils work together on numeracy and literacy.
65. Parents also contribute in other ways to children's learning and personal development. They listen to their children read at home, many help with educational visits, they also help the school raise significant amounts of money for charity. Tremendous support is received for concerts when their children perform. However, events such as workshops to show parents how their children learn about numeracy or literacy are not very well attended. The school values the support it receives from parents and in return tries to respond positively to any suggestions they make. For example, there is ample parking for parents' cars, and benches have been provided where they can sit and wait for their children to come out of school at the end of the school day.
66. There are many informal opportunities for dialogue between staff and parents, and this very good level of communication ensures that there is effective two-way communication about the pupils. For instance, members of the leadership team, teachers and administration staff are available at the start and end of the school day. They are very willing to speak to parents at such times about any concerns they may have. Parents are fully involved in the induction arrangements when their children start nursery or reception. The personal tour of the school, and the quality time for discussion that the headteacher offers to every parent, ensures that the school's expectations and values are clearly communicated.
67. Written information is good. Day-to-day information is sent home regularly and in good time for any events due to take place. The specific nursery and reception booklets contain a lot of very useful and practical information. Both the governors' annual report to parents and the school brochure contain all the information they should. However, although the brochure is 'user friendly' it contains a few factual errors. Homework brochures are issued each term. They give practical information about what children will learn and how parents might help them at home. But they are very lengthy and this means that the full impact of what the school is trying to convey is sometimes lost, because if parents have children in different year groups they can be overwhelmed with detail. Annual written reports giving details of pupils' progress are good. Comments are well-focused and provide a clear picture of what pupils know and can do and the progress they have made. Occasionally 'educational jargon' is used which might not be familiar to parents and no targets are included that indicate what pupils need to do to improve during the next

school year. However, the school sets targets for pupils that are shared with parents at the beginning of the academic year.

68. Individual education plans for pupils with special educational needs are discussed with parents at regular intervals; this includes a range of additional work to be completed at home. These meetings are very well attended and parents have the opportunity to be involved in discussions about the contents of future individual education plans. Parents are promptly informed if their child is identified as needing to be placed on the special educational needs register and if their child needs to be moved to a different stage on the register.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The quality of leadership and management is very good with many excellent features and is a strength of the school. The headteacher provides inspirational leadership and she is outstandingly well supported by the senior management team. The parents recognise the quality of the leadership and management of the school and the impact it has on their children's learning.
70. The headteacher has a very good overview of the leadership and management of the school, with a very clear vision for the future and very high expectations of her staff and pupils. The aims of the school are clearly encapsulated in the school motto, 'believe and succeed' and this ethos is outstandingly evident in the day-to-day life of the school. The excellent relationships between adults and children underpin all aspects of school life. The school development plan is an impressive document that quite clearly drives the school's vision for improvement and excellence.
71. There are very clear management structures with explicit roles and responsibilities. All involved in the school have a commitment to the pupils and a determination to succeed. The senior management team plays a pivotal role in school development in areas such as finance and accommodation. These have been vital as the school has developed in recent years. The team meets formally once a week, but consider the daily end-of-school meetings to play a more valuable role in monitoring and evaluating the day-to-day work of the school. This group is self-evaluative and always looks for ways to move the school forward. It now needs to monitor the role of the co-ordinators more closely.
72. The key stage managers have a positive impact on the collection and analysis of data in order to establish subject strengths and areas for development. They also use their experience of working in all key stages throughout the school, to match both teaching and support staff to particular classes. They act as an effective communication channel for views and opinions from all staff.
73. The role of the subject co-ordinator makes a variable impact on pupils' learning. Many are relatively new to their areas of learning, others like the mathematics co-ordinator have made a very good impact on their subject. Co-ordinators have been delegated the power to check and annotate half-termly planning, to evaluate standards by sampling pupils' work to check that learning is progressive and to monitor the way that teachers assess pupils' work. Some younger co-ordinators need more training so that they can carry out all of these tasks successfully. All co-ordinators have made a good start by developing a file that traces what strategies they have carried out. They have suitable action plans for the future. In addition they have compiled a portfolio of work which shows coverage of their subjects.
74. The special educational needs co-ordinators provide good leadership, and they are committed to providing high quality support to all pupils with special educational needs within the school. They ensure that teachers and learning support assistants are fully aware of pupils' individual needs. Arrangements are very well managed in terms of directly supporting, assessing and reviewing pupils' progress. All support staff have undertaken additional training and this positively enhances the high quality support provided both in the classroom and around the school. The governing body is fully involved with all issues related to special educational needs, and fulfils its statutory

responsibilities very well.

75. The governors have an excellent awareness of the school's strengths and areas for development and fulfil their statutory duties very well. They are led by a very experienced and long-standing chair of governors who works in harmony with the headteacher. The governors' executive committee meets two weeks before the main governing body and plays a powerful role in managing key areas such as finance and in monitoring new areas that are being developed. Governors often train with staff to get a good grasp of new initiatives and receive 'power point' presentations on new initiatives, so that they feel fully informed. The literacy and numeracy governors' roles are unusually well developed.
76. The school has a very firm grasp of the monitoring and evaluation of the school's performance. It gains a good understanding of the 'big picture' through lesson observations by the headteacher, members of the senior management team, key stage managers, subject co-ordinators and external visitors. The school must now ensure that the very good procedures that have been put into place are implemented consistently and rigorously by all staff.
77. The school has total control of all aspects of its budget. All available funds including specific grants, for instance to support pupils with special educational needs, are properly spent. The process of setting the budget is extremely well established and involves all appropriate personnel. This means the school's priorities, as detailed in its development plan, and associated spending costs are carefully targeted, clearly agreed and understood by governors, senior staff and subject co-ordinators. Funds are allocated, only when spending has been justified and it is known that spending money will have a positive impact, for instance, in raising standards of achievement. The headteacher has excellent systems for managing and monitoring its budget, because of this, the governors have an accurate picture of the school's financial resources and how they are being used. Very careful consideration is given to purchases to ensure that value for money is obtained. The most recent audit report raised no recommendations.
78. The school's application of the principles of best value is excellent. It is open to new ideas and it compares pupils' achievements with other schools. It challenges its own performance and implements changes to address areas of weakness. For example, in 2001 following the disappointing test results in mathematics for pupils aged eleven, the teaching of the subject was reviewed and changes made. Indications are that because of these changes, results will improve this year. The headteacher's and bursar's financial expertise enables the governors to get the best possible return on its expenditure. Consultation procedures are very good.
79. All personnel involved in managing the school's financial process, including the very effective visiting bursar, have clear roles and responsibilities, this ensures there is no duplication of tasks and time is effectively used. Administration procedures are excellent. Two administration officers ably assist the very efficient office manager. They are all very helpful to staff, pupils, parents and visitors. Senior staff and teachers value the work of the administration staff because it allows them to carry out their work more effectively. There are very clear computerised systems for maintaining the school records, accounts and financial transactions. As a result, all procedures are unobtrusive and support the day-to-day running of the school extremely well.
80. There is a good system of performance management, that is supported by an appropriate policy and training, which ensures that the work of all teachers is regularly appraised. Reviews for all staff, both teaching and non-teaching are held annually. The school aims to link performance management to its continual efforts to improve the quality of teaching and learning. The headteacher's own performance management procedures are good and are supported by a suitable policy. There is a governors' committee that sets objectives for the headteacher each year.
81. There are good policies for the induction of new staff, and for the induction of newly qualified

teachers. It is the role of the key stage manager to ensure that new staff are made familiar with the wide range of policies, procedures and school documentation. Newly qualified teachers have two mentors. Their professional partner, the teacher from the parallel class gives valuable advice, support and guidance and the second mentor is a personal mentor of their own choosing. The deputy head acts as the induction tutor. The newly qualified teachers have termly review meetings, and written reports are prepared covering their professional development. Further professional development has been undertaken when the school worked towards and achieved the Investor in People award. The useful staff policies formed an important part of the broad evidence base for the award.

82. The quality of accommodation both inside and outside of the school is excellent and makes an outstanding contribution to pupils' learning. The building has been very effectively and flexibly re-designed to suit the needs of all primary pupils. It stands in attractive, spacious, secure and very well maintained grounds, on the edge of open countryside. The accommodation provides pupils with the opportunity to take great pride in their school and encourages them to support the maintenance of a clean and very attractive environment. A stimulating, independent learning centre occupies a central position. It includes a particularly well-designed, sixteen-base computer suite, linked openly to a large, spacious, comfortable and very well stocked library. Inclusive accommodation includes a base for pupils with special educational needs with room for group work, a personal care room for those with physical difficulties and a Family Link room used by parents and their children. Infant and junior pupils have the use of separate, large, resource and work bases with sinks, computers and seating for over fifty pupils respectively. There are two aspects that are only broadly satisfactory. The acoustics in the hall when pupils are singing and the cool temperatures in some areas of the school. Outdoor play areas for all pupils are spacious and include quality grassed and hard surface provision. Financial grants have been awarded for an orienteering course to be developed, to provide for not only the pupils from St. John's, but for other primary schools in the locality.
83. Throughout the school, the overall quality and range of resources is very good and aids pupils' learning very well. The storage of resources is excellent. They are clearly labelled in containers that are easily accessible and portable, by pupils and adults alike.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to improve the current standards and the quality of education that the school provides, the headteacher, and governors should

- (1) Improve monitoring of a few aspects of the school's very good systems, such as marking and planning, in order to improve consistency of practice by:
(Paragraphs 31, 32, 34, 61, 108, 109, 116)
 - Giving further training to co-ordinators to allow them to carry out their role with rigour;
(Paragraphs 73, 125, 143)
 - Putting in a system which allows senior management to make regular checks on day-to-day assessment and planning.
(Paragraph 71)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	28	26	20	0	0	0
Percentage	4	36	34	26	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	32FTE	371
Number of full-time pupils known to be eligible for free school meals		114

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	20	103

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	42

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	27	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	24	25
	Girls	26	25	25
	Total	51	49	50
Percentage of pupils at NC level 2 or above	School	93 (87)	89 (95)	91 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	26	25	25
	Total	51	50	50
Percentage of pupils at NC level 2 or above	School	93 (87)	91 (89)	91 (84)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	19	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	16	23
	Girls	13	8	10
	Total	35	24	33
Percentage of pupils at NC level 4 or above	School	78 (n/a)	53 (n/a)	73 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	20
	Girls	12	11	9
	Total	33	32	29
Percentage of pupils at NC level 4 or above	School	73 (n/a)	71 (n/a)	64 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	3
Black – other	8
Indian	4
Pakistani	1
Bangladeshi	0
Chinese	4
White	277
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	10	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)	17.8
Number of pupils per qualified teacher	22.8:1
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	436

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31.5:1
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	10.5:1

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	1044058
Total expenditure	1274212
Expenditure per pupil	3344
Balance brought forward from previous year	278140
Balance carried forward to next year	47986

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	431
Number of questionnaires returned	134

Number of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	1.5	1.5	0
My child is making good progress in school.	72	26	1	0	1
Behaviour in the school is good.	67	30	1	1	1
My child gets the right amount of work to do at home.	38	35	20	4	5
The teaching is good.	76	23	1	0	0
I am kept well informed about how my child is getting on.	52	41	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	71	24	4	1	0
The school expects my child to work hard and achieve his or her best.	80	19	0	0	1
The school works closely with parents.	58	37	2	1	2
The school is well led and managed.	80	19	1	0	0
The school is helping my child become mature and responsible.	72	24	1	0	3
The school provides an interesting range of activities outside lessons.	48	35	8	1	8

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

84. The school makes very good provision for children in the nursery and reception classes. This area is a strength of the school and gives the children a very good start to their education. The combination of very good quality of teaching, a rich and diverse curriculum and the wide range of exciting activities has a very positive impact on children's learning, and so they enjoy coming to school. Their learning takes place in a suite of very well designed interconnecting rooms.
85. Children enter the nursery when they are three, and move into the reception classes at the beginning of the autumn term of the school year in which they become five. During the inspection, 36 children attended nursery in the morning, and 25 attended in the afternoon. There are 60 children in the two reception classes. Parents are greatly valued as partners in the children's education, and the school produces high quality information booklets and welcomes them to visit prior to children starting school. The 'Tweenies' group provides valuable pre-nursery experience for children and their parents, and prepares the children well because they know the staff and are familiar with the building.

Personal, social and emotional development

86. Teachers place great emphasis on developing children's personal and social skills in both the nursery and reception classes. Members of staff welcome children when they arrive at school, and they soon learn to change their shoes and hang up their coats independently. Nursery children go straight to an activity of their own choice, allowing them to follow their individual interests. They choose when to have their snack, and have to register their own name, an early opportunity to learn word recognition. Children relate well to each other and to the adults, and show good empathy for the feelings of others. One child comforted her friend when she hurt her foot; whilst another gave his friend a spontaneous hug in the nursery. All the children in the reception classes were sad because one of the tadpoles died.
87. Teachers make good use of all opportunities to teach values, for example sensitively using the way Goldilocks behaved towards The Three Bears to help the children in the reception class understand the difference between right and wrong. There is a well-equipped quiet area in the reception room where children can look at books about different religions, and think about how people pray. The children 'sign in' when they use the different learning areas in the room, playing the musical instruments or building in the construction area. Their increasing self-confidence was clearly seen when the nursery children made their lively circus parade round the whole school. Children's achievements are always praised and rewarded. The children make very good progress in their social skills through very good, caring teaching, and most achieve the level of personal and social development expected nationally by the end of their time in the Foundation Stage.

Communication, language and literacy

88. Most children have poorly developed language skills when they join the nursery. They often respond to questions in a single word, and have a limited vocabulary, and progress is slightly slower in this area. Staff take every opportunity to enter into dialogue and encourage the children in both the nursery class and reception classes to discuss and describe their activities. For example, while they are decorating biscuits with coloured icing, acting out different roles as Goldilocks and The Three Bears in the home corner, or being a funny clown in the circus tent. The children are encouraged to describe what they have been doing at the end of each session, providing them with good speaking and listening opportunities, and reinforcing what they have learnt.

89. All the children in both the nursery and the reception classes enjoy stories and listen attentively. Children in the nursery enjoy sharing books independently in the cosy 'Book Bus'. They can find their favourite books, handle them well and talk confidently about the pictures. Nearly half the children in the nursery recognise enough words to have a reading book that they practice at home. There are good, purposeful opportunities for writing and 'mark making' in both rooms. These allow children to write freely and send letters or cards. In the nursery, children quickly learn to recognise their own names when they sign themselves in at the beginning of the session, or find their name at snack time. The nursery nurse led a good guided writing activity with the children when she wrote the information for an imaginary circus visit on a poster. This was a meaningful way to show the children the importance of both reading and writing.
90. In the reception class when the teacher entered the room dressed as Goldilocks, she made very good use of this role-play to teach the less able children to retell the order of events in the story correctly. Most of the children were convinced that this really was Goldilocks, and their learning moved forward quickly, because they were so involved. Children take their reading folder home each day. They know that each letter has a sound, and most children can 'sound out' a new word. The more able children read their books with pride, making good use of the pictures, their knowledge of sounds and the context of the story to help them. A few of the most able children are well on the way to becoming fluent, expressive readers. Children in the reception classes can write their name, and are beginning to write in a neat, legible style. They practice forming letters regularly, and progress rapidly from going over the teacher's script to copying and expressing their ideas independently. They write for different purposes, making lists of clothes suitable for the winter, or writing about the 'Bumble Bee' music they hear. More able children can write a longer description of their holidays, and one wrote a detailed description of her bedtime routine. Classroom assistants are used effectively to support pupils' learning, for instance when they recorded pupils' comments during a lesson on shared writing.
91. The majority will reach the standard of speaking and listening, reading and writing expected for their age nationally by the end of their reception year due to the very good teaching and opportunities they receive. Teachers carefully plan lessons so that the children have experienced the literacy hour, ready for the next stage of education.

Mathematical development

92. Very good teaching, using a wide range of resources and practical investigations, help the children become skilled at counting, sorting, matching, finding patterns and making relevant connections in order to use numbers, make calculations and recognise shapes. Most children meet the early learning goal by the end of their time in reception class. Nursery staff encourage the children to count how many are present when they mark the register, and they count up to 34 correctly, and some can go further. Some nursery children calculate that if there are 22 children and one more joins, there will be 23 children present. They begin to subtract to find out how many children are absent. Teachers deliberately make mistakes to encourage the children to learn the order of numbers, and they soon spot the missing number in the sequence 1, - 3, 4, 5. The teacher skilfully develops this activity to finding 2. Children know they have two eyes, two ears, and two feet. They use coins in the shop to buy flowers of different lengths.
93. Reception children enjoy a lively 'Blast Off' game because it makes learning fun, and they count back from 20, spotting a missing number quickly. Many children can calculate answers correctly, but lack the language skills to explain. Children can make the toy move in different directions, and are beginning to say if it goes longer or shorter distances, using the appropriate comparative vocabulary, and consolidating their knowledge with practical activities. Most children are beginning to record addition and subtraction calculations, and can use the 'equal' symbol. More able children can record calculations up to 20, recognise numbers to 100, select from a number square and find 'ten more' when required to do so. All children can name a square, rectangle, triangle and circle but are less sure of shapes with more sides.

Knowledge and understanding of the world

94. Most of the children have limited experience and general knowledge when they enter the nursery. Very good teaching combined with imaginative use of good resources and displays ensure they benefit from a wealth of investigational experiences that enable them to make very rapid progress and meet the early learning goals at the end of their time in reception class. Nursery children assemble dancing clowns, using hole punches, split pins and treasury tags competently, even though they struggle to pronounce the words! Whilst they work, the teacher discusses how many arms and legs the clowns have and how they move, helping the children to increase their vocabulary. Children know that tools must be handled carefully, showing good regard for safety. The nursery children carefully observe the life cycle of tadpoles, watching them change from tadpoles into frogs, gaining a sense of change over time that they can relate to their own short lives. They show responsibility when they care for the goldfish in the classroom. Children in the nursery use the two computers well, improving their control of the 'mouse' by using several suitable programs.
95. The school grounds provide a very good outdoor classroom, and reception children learnt about camouflage when they acted as predators hunting for 'worms' that the teacher had previously hidden in the bushes. By the end of the lesson, they know that natural colours blend in with trees and bushes, but red shows up well. The reception children work confidently during their weekly lessons in the computer suite. They make colourful linear pictures in the style of the artist Paul Klee, and use different icons to produce shapes, change colour and fill the screen with colour. About half the children find it hard to maintain full control of the 'mouse', but improve with more practice. They compare the festivals of light celebrated by various religions, and hear about the creation story of Adam and Eve. When they wrap an ice balloon in different fabrics, the children predict that the balloon wrapped in fur would melt first "because fur is warm" and are surprised to discover that fur is actually a good insulator. The planned visits to 'Eureka' children's museum and a local garden centre will further enrich work in this area of learning.

Physical development

96. Children improve their co-ordination, control and balance well by using large and small apparatus inside the classrooms and outside in the secure play area. Very good teaching ensures the children make good progress, and their physical development meets the early learning goal by the end of the reception year. Teachers in the nursery encourage the development of small physical skills by giving the children good opportunities to use scissors, tools, pencils and brushes, and they create little finger puppets in the 'design and make' area. They become more competent at cutting and sticking accurately, threading beads onto laces, manipulating jigsaws, doing up their own buttons and changing their shoes. Nursery children show increasing control as they decorate clown face biscuits, squeezing the icing out of the tubes and carefully placing sweets to represent eyes. They show increasing co-ordination when they catch and throw, and use bats and balls. The spacious outdoor area is used regularly by both nursery and reception classes. They ride the tractors and cars carefully following the roadway markings, climb, swing, slide and crawl on the climbing frame, and balance confidently across the back of the 'caterpillar' equipment. As they move into reception class, they can run, hop, skip and jump, moving with increasing skill and control. Physical education lessons in the school hall help to develop these skills.

Creative development

97. Children make good progress and develop their creative skills well through very good teaching, well-planned activities and a good range of varied resources. Teachers create many effective opportunities for role-play. Nursery children act with great exuberance as circus performers, complete with orange wigs, streamers and musical instruments. Reception children act out the story of Goldilocks and The Three Bears in their well-resourced house. Children express their

ideas well using the wide range of media from paint, chalk and crayons to dough, cellophane and tissue paper. The classrooms are full of colour and vivid displays to inspire the children with ideas that their teachers provide. Reception children learn to mix and vary shades by adding a colour to white paint and mixing them in a salad spinner. The children work co-operatively in nursery to produce a brilliant batik work featuring many patterned sea creatures.

98. Children experiment with sound using a range of musical instruments and they enjoy singing, quickly learning the words of new songs and joining in old favourites. Reception children have a weekly music lesson with the specialist teacher. They can follow a tune well and sing clearly, adapting their voices to changes in pitch or volume. When they accompany their singing with percussion instruments they can name some of the instruments, such as the xylophone and the steel drum. There are effective links to mathematical activities when children sing a 'shapes' song and good links to language when they read the words on coloured balloons. Children progress well in all creative activities and meet the early learning goals by the end of the reception class.

ENGLISH

99. The evidence gathered during the inspection shows that standards at the age of seven years are at the national average in both reading and writing. The majority of pupils attain within the expected average range with a small percentage above this standard. By the age of eleven years, standards overall are at the expected average, because, despite the greater than average number of pupils with special educational needs, at least an average number of pupils are capable of attaining above the expected Level 4.
100. Pupils' attainment on entry to the school is below the expected national average; and some pupils are well below. Pupils make good, and sometimes very good, progress in their learning and by the age of eleven years are overall at, and in some instances, above the national average.
101. The nine pupils for whom English is a second language are coping effectively; but none are at an early stage of language acquisition. The one pupil whose writing skills do not yet match her speaking ability is receiving focused help and is making good progress. Pupils with special educational needs are catered for well and are also making good progress in accordance with their abilities.
102. On entry to the school, the speaking skills of the greater majority of pupils are below, and often well below, national expectations. The school has recognised the need for children to have opportunities to practise speaking skills and plan accordingly. A feature of many lessons is that teachers accept any chance to help pupils to broaden their vocabulary, to speak in answer to questions or to offer their own comments. Single word answers are not accepted when a whole sentence is required. A range of well-planned speaking opportunities, other than in the classroom, includes assemblies, class council and school council meetings and the 'Focus for Life' afternoon. In class, teachers make good use of open-ended questions to give pupils the chance to answer at length. The effectiveness of the school's strategies is realised in Year 6 as average and more able pupils speak confidently during discussions and in conversations with visitors. By this time, these pupils have developed the use of dictionaries and thesauruses when writing and the words investigated begin to be used in their speech. All pupils are afforded good opportunities to talk to adults in the school, especially during break and lunchtime periods when supervising non-teaching members of staff are frequently seen in conversation with groups of children. Pupils' listening skills develop quickly and to good effect; and as a result, teachers rarely have to repeat instructions. This enables lessons to proceed smoothly with very few repeats because pupils have drifted off task.
103. Pupils' reading standards span a wide range of ability. Whilst pupils in Year 2 are overall at the

expected national standard, there are pupils who are above that level and, equally, those who are below it. All pupils are able to use strategies to attempt to pronounce unfamiliar words. The ability to read accurately is generally better developed than the ability to read with expression, an area of relative weakness throughout the school. When questioned, pupils know the function of punctuation marks, but they do not always use this knowledge in reading to help them to pause, or change their voice to add colour and meaning to the spoken words. However, there are, in every year group, a small number of readers whose reading skills are above, and sometimes well above, average. These pupils read with very good attention to expression and extract additional meaning by their interpretation of the text. Pupils learn to use reference skills from Year 1 onwards. By the end of Year 2, pupils can find information through the content and index pages of non-fiction books. Average and more able pupils have sound knowledge of how to 'read' the cover of a book, with regard to title, author and illustrator, some also know publisher and blurb. By Year 6, more able pupils are able to explain and demonstrate how to retrieve both fiction and non-fiction books from the library. In other year groups the retrieval of information from non-fiction books is not so secure. Pupils are able to gather information from the glossaries and index pages of a range of books, producing bullet points to record it, and synthesise the knowledge gained into continuous prose. At this time, these pupils 'skim' and 'scan' quickly for information and, with help, are developing the ability to infer and deduce underlying meaning from the text.

104. The school's very well appointed and welcoming library attracts pupils in to browse. The efficient librarian ensures that it is maintained to a high standard by training pupils in its use and by appointing Year 6 pupils as helpers to replace books onto the shelves. Old and unused books are removed and new books are purchased regularly, following consultations, to ensure that the books purchased will be used. There is good practice throughout the school in providing pupils with reading materials other than books in order to illustrate that writing can be used for different purposes. This aids their learning well.
105. A feature of pupils' writing is that it is usually presented to a high standard. Pupils are taught to form their letters accurately and to a uniform size from an early age. They take pride in producing good quality second drafts, whether in their own handwriting or through the use of a word processing program. By the end of Year 2, most pupils are using capital letters and a full stop when writing sentences. Average and more able pupils spell commonly used words accurately or use their knowledge of letter sounds sufficiently well to make the meaning clear. There are still a number of pupils whose limited vocabulary and knowledge of the structure of Standard English inhibits their writing. Better writing demonstrates that pupils actively seek to use words and descriptive phrases to interest the reader. Pupils use punctuation as well as most pupils of their age, with a few better writers beginning to use speech and question marks. The use of connectives, such as 'but' or 'then' remains at the basic stage with little use of adverbs to raise writing to the higher Level 3 standard.
106. Good progress in learning continues throughout the junior years. At the end of Year 6, a national average number of pupils are attaining the higher Level 5. These pupils display good vocabulary, have a good sense of audience for their writing and try very hard to engage and sustain the readers' interest with, for example, the use of adjectives and adverbs to give colour to events and characters. Paragraphs are used to denote the beginning, middle and end of pieces of writing, new dialogue is placed on a new line and tenses are used correctly to denote shifts in time. Better writing uses strategies to raise or lower the pace; short sentences to move events along, with longer, more complex sentences when descriptions of scenes or characters are required. In the writing of this quality, punctuation and spelling is generally accurate and features the regular use of dictionaries and thesauri to investigate alternative words and to check spellings. All these elements were present in an excellent Year 6 lesson when a scene from a film stimulated pupils to produce their own descriptive version of the events depicted. Because the national guidelines for literacy teaching are followed closely, pupils are able to experience a full range of types of writing as they move through the school.

107. Pupils' attitudes to lessons are very positive. They settle very quickly and make themselves ready for work with a minimum loss of time. They listen carefully and politely to their teachers and to classroom assistants, maintaining very good relationships at all times. When opportunities arise they co-operate together, to share materials and equipment, and collaborate to undertake joint tasks. Excellent examples of these strengths were witnessed as groups of Year 2 and Year 6 pupils worked in pairs to draft work onto a computer. They willingly shared ideas, made decisions about content and forms of words and shared the inputting of the agreed texts. Behaviour was very good in almost every lesson seen. For example, when nursery children paraded through the school as members of a circus group, Year 5 pupils given time off from their work to watch quickly returned to their tasks and recommenced work once the parade had passed. It is not unusual for Year 6 pupils to spend their lunchtimes, unaccompanied, in the independent learning suite continuing tasks begun in class.
108. The quality of teaching and learning seen during the inspection was good and two lessons observed were outstanding. The analysis of pupils' work and teachers' planning establishes that the quality of teaching is generally above average over time. Planning produced for the lessons seen was thorough and presented the more able and average pupils with suitable challenges to maintain the good levels of learning that they achieve. The planning undertaken at other times does not clearly indicate the assessment objectives for groups of pupils or the planned assessment opportunities to check that objectives are being met. Some reconsideration of joint planning is needed where the content relates properly to the average and more able children, but is above the capabilities of below average pupils. For example, the planned writing of formal letters by below and well below average Year 2 pupils. Teachers work hard to improve the vocabulary of pupils of all ages and abilities. Good opportunities are planned for pupils to read aloud in class and to take part in discussions. There is very good practice in ensuring that lower ability pupils are given equal chances to speak, a factor that is ensured through the active participation of the well-informed classroom assistants who support pupils in class. Pupils, who could be reluctant to speak, do so confidently in the knowledge that all contributions are valued and that they will not be ridiculed for incorrect answers.
109. The marking of work in the books presented for scrutiny was undertaken regularly and offered encouragement and praise for pupils of all abilities. The better marking also gave advice and examples on how current work may be improved to help pupils to make progress. This form of marking was not a regular feature in all classes and is an area for improvement. Other books were not marked so regularly and present an aspect of monitoring that deserves closer attention. Group and individual targets are presented to pupils and give them clear indications of what is expected of them within given time scales. As targets are achieved, these are recorded in pupils' books so that they know the expectations that teachers have of their current and future work. This is good practice.
110. The quality of leadership and management is very good. The joint co-ordinators work well together and provide good leadership and management for the subject. Procedures for the administration of statutory and optional tests are good. These are analysed with care and the results used to focus attention on areas of weakness. Monitoring of content provision ensures that pupils receive good coverage of the programmes of study.

MATHEMATICS

111. Inspection evidence identifies that standards are average for pupils in Year 2 and also for those in Year 6. Pupils' attainment on entry to the school is below the expected national average. All pupils, including those with special educational needs, make good progress in their learning.
112. In last year's national tests, the proportion of Year 2 pupils achieving the expected standard was in line with the national average and closely matched teacher expectations. When compared with

standards nationally, the performance of Year 6 pupils was well below average. The year 2001 was the first time that St. John's had included pupils up to the age of eleven and they were not given sufficient exposure to the format of test papers to develop confidence. As a consequence, performance did not match up to what teachers had expected of them. This matter has been addressed for the current Year 6 pupils. In addition, the school has utilised teachers' subject strengths and all Year 6 pupils have been taught by the mathematics co-ordinator. The school expects that three quarters of the Year 6 pupils will meet national standards and that an average number will achieve higher than expected standards. Inspection findings support this opinion. Given the high proportion of pupils with special educational needs and the high mobility rate experienced by the school, this represents good achievement.

113. By the age of seven, pupils are able to complete simple number problems and identify number patterns. They recognise odd and even numbers. Using coins and coin pictorial representations, they calculate amounts totalling 20 pence and work out shopping change from fifty pence. Most pupils have a good grasp of place value and can subtract tens and units using decomposition. More able pupils perform and understand division as equal sharing. They can find halves and quarters of countable objects. Lower attaining pupils and those with special educational needs are beginning to learn how to use the ten times table and to add and subtract to find a given answer. Most pupils have a clear understanding of reflective symmetry and can work out angles by making half and quarter turns with their bodies, to face different compass directions.
114. At eleven, the large majority of pupils have a sound understanding of place value and can apply this knowledge to the relationship between fractions, decimals and percentages. They are able to solve multiplication and division problems, but their understanding of proportion and ratio is under-developed. More able pupils use positive and negative numbers to work in four quadrants. A developing understanding of angle enables average and above average pupils to measure angles in triangles and to identify acute, obtuse and reflex angles. Most recognise and interpret a good variety of graphical representation, but there are limited opportunities for pupils to collect their own data. This means that they are unable to make informed decisions related to the most appropriate graph to use when representing data.
115. During the inspection, the quality of teaching and learning was good overall. In two satisfactory lessons for infant pupils, the mental-oral starters have lively pace, expectations are appropriately high and pupils make good progress. However, during the class activity aspect of the lessons, the content is too complex for the lower ability pupils and progress for these pupils slows. In a very good lesson with average and below average Year 6 pupils, a very positive working relationship allows the lesson to flow without interruption. The teacher's very good subject knowledge ensures that all pupils develop understanding of principles of multi-reflection symmetry, using two mirrors set at right angles to each other. High expectation of pace and productivity related to group activity targets, results in tasks being completed quickly and successfully. On-going assessment by all three adults is used well to support pupils with problems. Very good use of the 'plenary' session at the end of the lesson moves learning forward, by encouraging pupils to investigate what happens to reflections when mirrors are placed at acute and obtuse angles to the line of symmetry. Progress is very good in this lesson. Very good use of one-to-one support allows pupils with special educational needs to take a full part in lessons.
116. Teachers at both key stages have responded well to assessment-identified weakness in coverage of 'shape and space' aspects of mathematics. However, the quality of marking is variable. In some classes it is very good, constructive recommendations as to how individuals can improve are written, in addition to motivating, congratulatory comments. In other classes, however, there is evidence of large sections of work being either unmarked or supported by only cursory ticks and crosses. This is unsatisfactory and does not help pupils to improve. The use of assessment to group pupils according to ability and to place them in appropriate classes related to these different abilities, is effective. Teachers are able to plan and deliver their work in a more focused manner to the benefit of all pupils. Use of the National Numeracy Strategy is very well developed. It

plays a full part in increasing teachers' confidence and also in raising standards in mathematics. Control and management of the pupils is always good but more often it is very good. Even during less challenging lessons, pupils' behaviour is at least good and this aids their learning.

117. Pupils use mathematics satisfactorily to help their learning in other subjects. For example, Year 4 pupils use pie charts, bar graphs and spreadsheets in information and communication technology when investigating football team performances. Year 5 pupils generate bar charts when graphing their favourite television programmes.
118. The quality of leadership and management is very good. A recently appointed, numeracy governor is a very keen supporter of the school. She has already undertaken training and has monitored part of a lesson presented by the co-ordinator prior to feedback to the governing body. The need to raise standards is recognised by the school and the subject has a prominent place in the school development plan. The quality of the co-ordinator's teaching supports this target well. Formal assessment procedures are very good and national test results are analysed well. The co-ordinator is beginning to play an important role in the monitoring of teaching and learning. Her monitoring of the overall quality of marking is a matter that needs to be addressed. Resources for the subject are very good.

SCIENCE

119. Pupils' attainment is broadly average by the ages of seven and eleven, and overall they make good progress throughout the school. Standards in science show an improving picture. Factors that contribute to these rising standards include very good leadership, very good specialist teaching in Years 5 and 6, good implementation of all aspects of the curriculum, including a high emphasis placed on scientific enquiry, and excellent working relationships both between teachers and amongst the pupils.
120. Overall, teaching and learning is good. Teaching and learning is satisfactory in Years 1 and 2, and by the age of seven pupils have developed a sound understanding of how to ensure that their tests are fair. The topics they have covered are well-chosen, and their practical approach, after initial assessments have indicated their prior learning levels, is appealing to all pupils. In Year 2 for example, pupils learn about electricity and investigate the need for battery or mains-operated devices. There is good development of pupils' scientific language. When teachers talk to pupils they use the correct scientific language, and they expect pupils to use it in discussing their work. Such activities make a very good contribution to the development of pupils' basic language skills. Pupils are very enthusiastic and keen to contribute - a feature found in all of the lessons observed. Pupils were quick to point out that batteries need to be of a particular size and shape to fit certain battery powered appliances. Additional adult support greatly enhanced their learning, and pupils remained focused throughout. A display of suitable electrical artefacts suitably enhanced pupils' learning and enquiry skills in one class. The quality and consistency of marking by the teacher in pupils' workbooks is unsatisfactory. The best practice plainly takes into account pupils' individual efforts, whilst clearly identifying future learning targets in order to improve. However, in some classes work is not marked with sufficient care and pupils are not given sufficient information to help them to improve.
121. Overall, the quality of teaching in Years 3 and 4 is satisfactory. Where teachers are confident, science lessons are interesting and stimulating, and pupils experience a range of experiment. Pupils in Year 4, for example, drew diagrams relating to the passing of light through a range of objects placed upon the overhead projector screen table by the teacher. Most pupils showed a sound understanding of how light forms shadows. However, there are insufficient opportunities for more able pupils to devise their own experiments. Scrutiny of pupils' work indicates that experiments tend to be copied from the teacher or exercises that involve supplying the correct scientific word.

122. Specialist teaching by the subject co-ordinator in Years 5 and 6 is very good. At the end of Year 6 pupils confidently identify key factors in fair testing and base predictions on their scientific knowledge and understanding. The majority of pupils are good at applying this knowledge to a variety of situations, ably supported by the well-resourced practical problem-solving area adjacent to the classrooms. Gifted and talented pupils and those with special educational needs are fully included in all aspects of work, and appropriately challenged and extended. In a Year 6 lesson for example, pupils learnt about the planets and their relative position to the Earth and sun. The teacher managed the class very well and ensured that everyone was involved. A group of more able pupils worked independently outside the classroom in the central learning area calculating areas and diameters of planets before placing them into a designated order of size.
123. The use of calculators established very strong links with numeracy and information and communication technology, enhancing learning at a high level of attainment. In discussing the work, the teacher asked the pupils what they knew and how the methods they used helped them to confirm their predictions about relationships, size and position. She tailored her questions very well to suit the wide range of abilities within the class. Very good teaching at this level motivates the pupils very well, and it is very evident that they find the work very interesting and most enjoyable. Most pupils were fascinated by the physical size of Earth in comparison with other planets. The teacher gave them very good opportunities to discuss their ideas. The relationships amongst pupils were excellent as they listened and responded to each other's suggestions and ideas. This kind of work makes a very good contribution to pupils' social development, while the discussions and questioning help them to develop their speaking and listening skills.
124. There are numerous well-planned opportunities for pupils to practise and consolidate literacy, numeracy and information and communication technology skills in science, and pupils record investigations using charts, labelled diagrams and tables frequently using scientific terms in their spoken and written work. They confidently and accurately use a range of measuring instruments such as rulers, scales and Newton meters and understand the need for reading and recording measurements accurately. At present, there are many occasions where teachers take advantage of the computer to make a worthwhile contribution to the lesson - for example, the experiment undertaken by the pupils in Years 5 and 6 relating to the negative effect of a well known soft drink on healthy teeth enamel over a period of time.
125. The quality of leadership and management is very good. The subject co-ordinator who has correctly identified strengths and areas for development that are appropriately identified in the subject action plan. The co-ordinator's very good subject knowledge is reflected in the rising standards very evident in Years 5 and 6. Very careful analysis of national test results highlights areas of relative underachievement, whether in aspects of scientific understanding or by certain cohorts of pupils. However, the regular planned monitoring of teaching and learning, that includes reviewing work undertaken by pupils in their books, needs greater consistency and rigour. This is a feature of practice where refinement would bring further improvements. The school has good potential to raise standards achieved even higher. The curriculum for science covers all aspects that it should, and planning based on a recently purchased scheme that reflects national guidelines shows a systematic development of knowledge.

ART AND DESIGN

126. Standards of two-dimensional artwork in the school are well above average. Pupils are given good opportunities to explore a range of media and techniques that are developed effectively as they move through the school. Three-dimensional work has not yet achieved the same standard, but the quality of work seen is satisfactory. All pupils, including those with special educational needs, make good progress in their learning.

127. There is good practice in teaching basic drawing skills through direct observational studies. By the time pupils reach Year 6, they attain very high standards, in this aspect. For example, in cross-sections of fruits that show well-developed understanding of the medium, colour matching and using shading and textural techniques to achieve three-dimensional effects. In Year 1, pupils learn about the importance of detail from studying works by Bridget Riley. Each year group studies a painter whose work develops pupils' knowledge and the use of differing styles and techniques. This accumulated information results in high quality work, a good example being the use of close observation and pastels in Year 4 to produce portraits of classmates that show very good colour blending, to match skin colours, and very good attention to detail. In Year 3, the use of paper montage and batik demonstrates careful use of materials. The pastel drawings of Year 5 pupils, inspired by studies of African art, evoke a mystical feeling by the effective use of soft, rubbed edges that drift into the background. The few examples of three-dimensional artwork include small scale coiled and slab-built clay pots of satisfactory quality.
128. Pupils enjoy art; they are aware of the good standard that they attain and are eager to point out their own work and are generous in their praise of the work of others. They have sound knowledge of the backgrounds of the painters that they have studied and can describe how various effects were achieved.
129. The standard of pupils' work indicates that teaching is at least good across the school. Teachers and classroom assistants enjoy teaching the subject and, like the children, are keen to show what the pupils have achieved. Subject knowledge for two-dimensional work is good, but further development is required if the standard and range of three-dimensional work is to match the high standards elsewhere.
130. The quality of leadership and management is satisfactory. There is good practice taking place in inviting local artists to work alongside the pupils. Pupils would benefit from the use of sketchbooks to enable them to investigate, for example, colour mixing, the quality of line available from various markers, and to retain records of their investigations that are annotated for future reference. Good use is made of computer programs in order to add another medium for pupils to investigate. A very good feature of provision is the display of pupils' work, especially in the hall, which informs pupils that the adults in the school appreciate their efforts.

131. The school displays good quality prints and artefacts throughout the school, so giving access to a further range of worthwhile images and adding to the ethos of the school. There is good practice in labelling pupils' displayed work so that teachers, parents and visitors may judge progress. The library contains a sound collection of books that cover the painters being studied. There is insufficient coverage of artists other than painters, or of art from other cultures. The school is aware of this deficiency in provision and plans are in place to purchase additional materials. The school has recognised the need to consider the culture of modern civilisations beyond that of Europe and a good start has been made with pupils looking at a range of African artefacts and producing artwork based on their studies.

DESIGN AND TECHNOLOGY

132. Standards are as expected for pupils aged seven and eleven. Pupils make satisfactory progress overall. Pupils with special educational needs and those with English as a second language make good progress in lessons because they are well supported in all activities by staff and by fellow pupils when they work in mixed ability groups.
133. The teaching of design and technology is satisfactory, with some good teaching in the older year groups. Pupils in Year 1 and 2 are taught to set out their ideas on a design sheet, for example when they make moving pictures and use them to tell a story. They learn how to join parts of their models together, for instance using split pins, to make a sliding mechanism for the tongue of a snake. They begin to look at the finished item and record their observations about how it could have been improved. When pupils in Year 2 stitch hand puppets, they make a 'mock up' pattern first. After taking apart various commercially produced toys to find out how they work, pupils make their own wind-up toys. They produce good models of spiders that go up and down inside a long, well-decorated tube. Most pupils produce very similar designs, but express their ideas for decorations freely. A few use computers to design their wind up toys.
134. Year 3 pupils make a picture frame to give to a friend, as part of their 'Values for life' lesson. This lesson made a useful contribution to pupils' spiritual, moral, social and cultural development as they express the quality of friendship by making a gift. The teacher ensures that pupils know what they are expected to achieve in the time available, and explains to pupils what they will do in future lessons. However, pupils make only limited progress in the development of their ability to plan their design and cut materials to size, and their frames vary in quality, because the teacher does not make her expectations clear enough.
135. Standards and skills improve as pupils move through the school. Older pupils in Year 6 investigate various musical instruments in order to design and make their own instruments to accompany a performance. This good lesson is planned effectively to help pupils use their knowledge of how sound is made in order to plan their design. However, some become confused between instruments that are blown and instruments that are plucked, and need to reconsider their ideas. Pupils who complete this project make well-finished instruments that produce a good sound. Year 6 pupils have previously had opportunities to design and make biscuits for special occasions. They recorded the full process, including photographs from ideas to evaluations, and proudly display the finished biscuits. There are good interactive displays of work using a range of components, including syringes that use pneumatics to operate the wings on an exotic bird. The 'Living Wagons', made from well-cut and shaped wood, have fully mobile wheels that turn on axles, and swivelling shafts for the horse.
136. Pupils enjoy design and technology projects and generally show good attitudes in lessons. They use tools with appropriate regard to safety, and often work in mixed ability groups, co-operating well with each other.
137. Leadership and management are satisfactory. The co-ordinator has carried out some monitoring

of teaching and lesson planning, which ensures she is aware of standards throughout the school. The school follows a nationally recommended scheme of work that has extended the range of opportunities for pupils to develop and communicate their design ideas, to use a range of tools, equipment and materials, and to evaluate and consider how to improve their product. The subject is now well resourced, with materials and equipment stored conveniently in the two main working areas. Finished work is well displayed. There are plans to develop and broaden the scheme of work for older pupils. There are good cross-curricular and cultural links, for example with science when Year 1 pupils look at fruit and vegetables as part of a healthy diet, and when Year 6 study ways of producing sound, and listen to music from Greece, South America, Spain and India. Teachers make some basic assessments of their pupils' skills and ability in order to plan future learning.

GEOGRAPHY

138. Standards in geography are in line with national expectations at the end of Year 2 and Year 6, and all pupils, including those with special educational needs, make sound progress overall. Pupils receive a satisfactory and interesting range of experiences and activities to increase their awareness and understanding of the local environment and environmental change.
139. In Year 2, pupils study St Lucia to find out more about its climate, economy and living conditions, so that they can compare them to their own locality and understand how influences such as climate effects people's way of life. In a satisfactory lesson, the teacher introduces a collection of photographs to be used by pupils to research their findings. The use of taped background music from the Caribbean creates a positive learning atmosphere and contributes to pupils' cultural development. More able pupils successfully complete accurate lists of similar and dissimilar geographical facts. Pupils' enthusiasm is very evident during the sharing of discoveries with their friends. However, there are some missed opportunities to develop multicultural aspects, including the difference between religions.
140. In Year 3, pupils study the view from 'Our Window' with the intention of improving the local environment through traffic surveys, and carefully consider how traffic problems could be solved. In Years 5 and 6, pupils study the rain cycle and world climate, the need for fresh water and the effect on a village without clean water. A local village study of Tong enhances pupils' map work, and well-known landmarks are correctly located on a map. They carry out investigative work about the weather through more in-depth studies of specific areas of the world, such as Europe and India.
141. By the end of Year 6, pupils have developed their geography skills well. The regular use of information and communication technology to support pupils' learning and widen opportunities is good. For example, during a study that contrasts Bradford to Llandudno pupils confidently use a 'publicity package' to create a promotional website with the intention of encouraging tourists to visit the holiday resort. Pupils expertly located Llandudno on a map of the British Isles, contrasted land use with that of Bradford, and realised that, unlike their home town, Llandudno relies on tourism as its main source of income. More able pupils are given the interesting task of devising a job advert suitable for each locality.
142. Teachers have a sound knowledge of geography and teaching and learning are at least satisfactory. Due to timetable arrangements, during the inspection only two lessons were observed, both of which were satisfactory. Teaching at present enables pupils to develop a basic knowledge and understanding of the topic studied, but does not pay sufficient attention to the systematic development of geographical knowledge and skills. Where teaching is most effective, as clearly illustrated in pupils' work in Years 5 and 6, they develop their skills well. Confident teaching, supported by appropriate challenging questions and opportunities to work independently promotes good learning for all pupils, and expectations of pupils' contributions to learning are high.

As observed from the scrutiny of work related to the Llandudno website, pupils are positively encouraged to work together and present their views to the class in a confident manner. Teaching is less effective where teachers' subject knowledge lacks confidence, failing to give pupils the correct amount of information to complete the planned task.

143. Leadership and management of the subject is satisfactory. Teachers are supported by detailed government guidelines that ensure the progress of topics. Assessment of pupils' progress is satisfactory and, through a recently compiled subject portfolio, the co-ordinator has a picture of what is happening in school. However, through lack of opportunity to monitor classroom practice, she has insufficient knowledge of standards in each aspect in every year group. There is appropriate coverage of the National Curriculum. The school has a good range of accessible resources to support the teaching of the subject, and the variety of reference books in the school library is good. The school is aware of the need to more fully develop well-planned opportunities to visit the local environment to expand pupils' geographical skills still further.

HISTORY

144. At the end of both key stages, pupils attain standards that are in line with those expected nationally. All pupils, including those with special educational needs, make good progress.
145. The pupils in Year 1 talk about bath time rituals and toys and watch a video about bath times years ago. Half the pupils know that children were bathed by the fire in the kitchen and many recall that they only bathed once a week. They behave very well and watch carefully, so that the lesson flows, without hindrance and this aids their learning. Pupils in Year 2 have a satisfactory knowledge of the lives of famous people. Through their study of Florence Nightingale they understand how hospitals have changed over time. They know the basic causes of the Great Fire of London.
146. In working on the Ancient Greeks, the pupils in Year 6 make good use of their literacy skills as they use a glossary and index to help find the relevant pages in topic books. They present their findings using bullet points before writing up their notes. The pupils use the skills they have learned in information and communication technology to create a multi-media presentation using text and images and making links between pages. When their teacher dresses up as the goddess Hera and questions the pupils, they readily recall the work they have done on the Olympic games. There is a real rapport in this lesson and pupils hang on every word.
147. Teaching and learning are good overall, but lessons vary from very good in Year 6 to satisfactory in other year groups. In the very good lessons, learning is aided by the challenging expectations of the teacher and by the imaginative approach that is used. In successful lessons, the aims of the lesson are shared with pupils so that they know what they are doing and a good range of boys and girls are involved in questioning. Good cross-curricular links are made in these lessons to literacy and information and communication technology and this both reinforces and extends learning, offering the pupils a richer curriculum. Where teaching is satisfactory, then pupils struggle with work that is too difficult for them. Good use is made of support assistants in some lessons to assess the pupils' contribution in oral work.
148. The pupils' attitudes to the subject are very good. This is shown in the concentration that helps standards and in the excellent relationships that are evident between the pupils and with the teachers. This helps all lessons to proceed smoothly.
149. The subject leadership is satisfactory. The co-ordinator is quite new to the post and has yet to develop the role. A national scheme of work is followed and this promotes continuity and progression. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development. The resources are very good and well organised with artefacts to support

the pupils' learning. The generous accommodation allows pupils to work as a year group to watch a video or to spill out into the shared areas. The curriculum could be enriched with a planned programme of visits and visiting speakers and the school is aware of the need for this. The co-ordinator is aware that the good practice in some year groups in the use of information and communication technology should be extended in all classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. By age seven, pupils in Year 2 attain standards that are in line with what might be expected nationally, however, by the age of eleven, many pupils in Year 6 exceed this level. All boys and girls achieve well and sometimes very well in individual lessons and make good progress in their learning overall. The outstandingly well designed computer suite aids the learning of all pupils from the youngest to the oldest because they can all see the interactive whiteboard and share their computers in comfort. Pupils' attitudes to their lessons are very positive and this helps them to learn very effectively.
151. Pupils in Year 2, working in pairs, 'log on' independently. They understand that the task that they are to carry out relates to previous work using their programmable floor turtle. They explain confidently the use of the arrow keys and how these will help them to move the small turtle around the screen. Although initially uncertain about using degrees of turn to send the turtle where they want him to go, by the end of the lesson many pupils have mastered diagonal movements to produce a capital letter M. They use their computer skills well to produce an account of distraught families as a seaside resort shuts down. When creating a picture, most show that they know how to use the appropriate tools to produce, for instance, a picture of a striped cat with lines of colour representing the sun, sky and grass. A few pupils show that they can flood and fill the screen to provide an appropriate background for their picture. Pupils in Year 1 made good links with numeracy when they studied block graphs at the beginning of their unit on data handling.
152. Pupils in Year 6 are gaining great confidence in putting together presentations using words and graphics, for example in history lessons or in their lesson on 'Values for life' in addition to lessons in computer skills. They find their way around a computer with aplomb, using skills they have gained in previous lessons. Consequently, as the week progresses they refine their work: backgrounds and fonts are customised, pages are linked, text is dropped into the screen from all directions and carefully selected pictures begin to move, for instance a couple dancing to demonstrate 'Friendship'. A few pupils begin to add appropriate sound effects. They show awareness of their audience and take into account whether their work will be clearly seen when shown on a big screen. A few talented pupils are given excellent opportunities to show what they can do. For instance, putting together a multi-media presentation for the School Council to show what voting for Sports Relief would entail, or taking photographs for displays and contributing to the school's web site. They support their teachers well in lessons such as when they 'trouble shoot' for pupils and staff. Information and communication technology is used well to support pupils' learning in numeracy, for instance when they draw rectangles with different orientations.
153. Overall, the quality of teaching and learning is at least good. In lessons seen during the inspection, there was a high proportion of lessons that were very good or better. This demonstrates a very secure knowledge and understanding of this aspect. Teachers are beginning to use pupils' computer skills to support their learning in other subjects. This is more developed in some classes than others, but is particularly effective in Year 6. Adults are confident users of the interactive whiteboards to explain to pupils what they are about to learn and to demonstrate techniques. Adults in older classes particularly, use pupils' work to demonstrate good progress and to encourage pupils to persevere to achieve the desired effects. Relationships are very good, pupils are keen to learn and many lessons 'crack on' as pupils persevere to achieve the tasks set. Pupils with special educational needs are well supported by the classroom assistants and so play a full

part in lessons.

154. The quality of leadership and management of the subject is very good and the school has a clear vision for future development, for instance, the provision of further interactive whiteboards in classrooms. There is a good policy that supports teachers well and assessment procedures are just beginning to make an impact. The school provides very good opportunities for pupils to use computers to further their own learning. There is a well-organised computer club for pupils in the juniors. During the inspection these pupils were completing an Internet quiz which required them to use a search engine and to access a variety of sites to find out information. Year 6 pupils have free access to the independent learning centre during the lunch hour. When visited they were observed refining work started in class, accessing their 'hot mail' and typing up the minutes of the School Council. They persevere, concentrate and support each other without the presence of adults. This is commendable in preparing them for the next stage in their education.

MUSIC

155. At the end of both key stages, pupils attain standards that are in line with those expected nationally. Standards in singing are very good. All pupils, including those with special educational needs and those who are talented, make good progress.
156. Pupils in Year 1 sing with evident enjoyment. There are clear starts and endings to songs and they sing 'rounds' like 'London's Burning' and 'I hear thunder' well. In Year 2, the pupils listen to a number of instruments, including 'rainsticks' and respond by saying what sort of weather the sound represents. Their singing is very confident, tuneful and with good, clear diction. They show by their answers that they understand terms like 'pitch' and 'tempo'.
157. The pupils in Year 3 sing very well when they begin a lesson with a worship song to which they add actions. They readily contribute suggestions as to how these might be improved. When they sing unaccompanied in the classroom then it is not in tune, but they are aware of musical terms such as 'rest'. When pupils in Years 4 and 5 perform 'Stars hide your fires' which is based on the story of Macbeth, they sing in two parts with each one being held securely. They listen to four pieces and successfully identify the stimulus for each and are asked to note the volume, the tempo, the instruments used and the pitch. They make good suggestions, but do not readily use a musical vocabulary.
158. When the whole school sings together, for instance in assembly, the singing is of good quality, tuneful and with good diction. The choir allows the school to sing in two-part harmony, they follow the conductor carefully and add much to the occasion. Very good opportunities are given to the four pupils who lead the singing from the stage.
159. Teaching and learning are good overall, but lessons vary from good to satisfactory. A feature of the good teaching is the planning that gradually increases the challenge to the pupils. This is evident in Year 6 when those identified as talented are planned for well. There is further good teaching in Year 6 when the teacher reminds the pupils that it is necessary to breathe properly. This is practised and has a positive effect on standards. In Year 2, good links are made to science and geography to enhance pupils' learning. The school uses a peripatetic teacher for two half days each week to accompany class lessons. His expertise helps to bring life to the lessons and to raise standards, however, accompaniments that are too loud do not encourage the pupils to sing with a good tone. Effective use is made of support assistants in some lessons to assess the pupils' progress and their listening skills.
160. The pupils' attitudes to the subject are very good. This is shown in the sustained concentration that helps to raise standards and in the excellent relationships that are evident between the pupils and the teachers. This aids lessons in proceeding smoothly.
161. The quality of leadership and management is satisfactory. The co-ordinator is quite new to the post and has yet to develop the role. A national scheme of work is followed and this promotes continuity and progression. Music makes an excellent contribution to the pupils' spiritual, moral, social and cultural development. This makes a significant contribution to the ethos of the school and plays a large part in the life of the school and the community. The pupils sing at a number of different residential homes and churches and take part in large productions in school that are very well received by parents. Extra-curricular activities include the choir, a praise and worship group and recorder groups. A small number of pupils in Year 5 learn to play brass instruments. The co-ordinator is aware of the need to develop links to information and communication technology to aid composition and of the need to raise the standards in the other elements to match the singing. Resources are good.

PHYSICAL EDUCATION

162. Standards in physical education are average throughout the school. The pupils are enthusiastic about the subject and boys and girls of all abilities make satisfactory progress. Swimming is offered to Year 5 pupils for an eighteen-week period. During this relatively short time, many pupils make good and often very good progress.
163. The quality of teaching is good overall and for junior pupils it is always very good. All teachers and support staff dress appropriately for lessons. This excellent practice strongly motivates pupils. In a very good Year 4 lesson, part of which was led by two teachers, their very good knowledge of anatomy and physiology encourages pupils to maximise benefits of stretching different muscle groups, during an aggressive warm-up for athletics' skills development. Pupils' performances are used effectively to highlight quality movement. High expectations of behaviour and performance ensure very good overall achievement as pupils rotate through four different group activities. Very good technical teaching of five ability groups during a Year 5 swimming lesson ensures very good progress. Activities range from water confidence practices to 'treading water whilst clothed' training for survival swimming. A classroom assistant gives very good one-to-one support in the water, to a special needs pupil. All pupils respond enthusiastically to the lesson and are very keen to succeed. A very good cricket-skills lesson for Year 5 and 6 boys and girls is part of the school's 'Values for Life' weekly programme. Very good subject knowledge enables coaching to a technically high level. Pupils work co-operatively in pairs when developing the theme of 'friendship' using a good variety of learning resources. Skills in throwing, catching, fielding and field placement are well developed. During all activities, behaviour is excellent.
164. The school has the services of a part-time specialist teacher and two sports coaches from a nearby secondary school. They provide very good support. Opportunities are available for older boys and girls to join an after-school football club. It is well attended and staffed by three teachers. In another extra-curricular activity for lower juniors, boys and girls receive skills training for striking and passing games. This is good quality provision. However, pupils have a reasonable number of opportunities to match their developing physical and social skills against other schools.
165. The quality of leadership and management is very good. The subject co-ordinator has a good understanding of the subject and is an experienced practitioner. Analysis of the school's planning indicates that pupils are provided with an appropriate balance of activities. The co-ordinator monitors teaching very well and has put in place a satisfactory system of pupil assessment that is in its early days of development. Grant funding of an orienteering course will soon add significantly to the physical education programme. Resources for physical education and games are sufficient in number and of very good quality. The hall is of good size and outdoor provision for games is excellent.

RELIGIOUS EDUCATION

166. At the end of both key stages, pupils attain standards that are in line with the expectations of the Bradford Agreed Syllabus. All pupils, including those with special educational needs, make good progress.
167. Half the pupils in Year 1 can name the major world religions. In a lesson on special religious leaders that focused on Sikhism and the life of Guru Nanak, the pupils discuss five main facts. They record their work appropriately for their age and ability. Pupils in Year 2 satisfactorily record their own thoughts on events such as major festivals and important artefacts. They compare a Sikh temple with the church. Their work is well presented.
168. Pupils in Year 3 recall work they have done previously on Christianity, Judaism and Islam before going on to act out the story of Moses and the burning bush. Pupils give thoughtful responses when they reflect on how Moses might have reacted to the demands God made. Good

unobtrusive support for pupils with special educational needs allows them to play a part in the lesson. In Year 4, the pupils remember work about the story of creation in the Bible and an Inuit creation myth they have heard. They recall readily incidents of people spoiling the natural world around them and work well when contributing their own ideas about how the environment should be cared for. Pupils in Year 6 talk readily about their recent visit to St James' church, for instance talking about the history of the church, the furnishings and artefacts. They enjoy their discussion of the research they carried out on Christian symbols and share their ideas readily. They have a fair recall of the features of Islam.

169. Teaching and learning are good overall at both key stages, but lessons vary from good to satisfactory. One feature of the good teaching is well-planned lessons in which key vocabulary is emphasised and this increases the pupils' learning. Another strength of the teaching are the opportunities afforded to the pupils to reflect on what they have learned and to make their own response, for instance on how pupils should treat the earth. Where teaching is satisfactory, then learning is not as good as it could be, because the tasks given lack challenge.
170. The pupils' attitudes to the subject are very good. This is shown in the concentration that helps pupils to learn and in the excellent relationships that are evident between the pupils and with the teachers.
171. Leadership and management are satisfactory. The co-ordinator is quite new to the post and has yet to develop the role. The Bradford Agreed Syllabus has been addressed and a national scheme of work is followed which promotes continuity and progression. The resources for the subject are very good and well organised. A wide range of artefacts enhances pupils' learning. The school is aware of the need to develop links to information and communication technology. A planned programme of visits and visiting speakers to the school would enrich the curriculum and the school is aware of this. The subject makes an excellent contribution to the pupils' spiritual, moral, social and cultural development and the aims of the school.