

INSPECTION REPORT

Mill Lane Primary School
Batley

LEA area: Kirklees

Unique Reference Number: 107639

Headteacher: Mr D R Walker

Reporting inspector: Mr Brian Griffiths
2607

Dates of inspection: 15 - 18 November 1999

Under OFSTED contract number: 706868
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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior, Infants & Nursery
Type of control:	County
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Mill Lane Batley West Yorkshire WF17 6EG
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr A Czolacz
Date of previous inspection:	26 - 28 February 1996

INFORMATION ABOUT THE INSPECTION TEAM

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	Art	Teaching
	Under fives	Leadership and management
		The efficiency of the school
Barbara Elsborg, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Margaret Handsley	Science	The curriculum and assessment
	Information technology	
	Religious education	
	Design and technology	
	Special educational needs	
	English as an additional language	
Rob Greenall	English	Attitudes, behaviour and personal development
	History	Pupils' spiritual, moral, social and cultural
	Geography	
	Music	
	Physical education	
	Equal opportunities	

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress	1 - 9
Attitudes, behaviour and personal development	10 - 15
Attendance	16 - 17

Quality of education provided

Teaching	18 - 25
The curriculum and assessment	26 - 36
Pupils' spiritual, moral, social and cultural development	37 - 43
Support, guidance and pupils' welfare	44 - 51
Partnership with parents and the community	52 - 56

The management and efficiency of the school

Leadership and management	57 - 61
Staffing, accommodation and learning resources	62 - 70
The efficiency of the school	71 - 75

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	76 - 87
---	---------

English, mathematics and science	88 - 136
----------------------------------	----------

Other subjects or courses	137 - 177
---------------------------	-----------

PART C: INSPECTION DATA

Summary of inspection evidence 178

Data and indicators 179

MAIN FINDINGS

What the school does well

- In both key stages, pupils make good progress in English, mathematics, science, art and design and technology.
- Pupils enjoy coming to school and behave well.
- Throughout the school, pupils with special educational needs are well provided for, so that they make good progress.
- A broad and balanced curriculum is taught well in both key stages.
- The school is well led; it has a welcoming atmosphere and a clear commitment to continuous improvement.
- There is good provision for pupils who have English as an additional language.
- The school gives good value for money.

Where the school has weaknesses

- I. The way the curriculum for the four-year-olds is organised does not get the best out of teachers or children.
- II. Boys attain less well than they should, in English at both key stages and in mathematics at Key Stage 1.
- III. At the end of Key Stage 2, pupils' attainment in information and control technology is not satisfactory.
- IV. Some of the school's information for parents does not fully meet statutory requirements or lacks detail.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has overcome most of the weaknesses pointed out in its last inspection in 1996 and is much improved. Pupils' attainment in English has improved and is at the national average level. A full curriculum for information technology is in place. The provision for pupils with special educational needs is now good and pupils make good progress. Teaching in Key Stage 2 is much better and is now good. Overall attainment at the end of Key Stage 2 is now satisfactory, although boys do not reach high enough standards in English. The improvements to the teaching of information technology are resulting in pupils making better progress but attainment remains below the national expectation. There are some minor gaps in the information which is published for parents although, in general, contacts between school and pupils' homes remain as good as they were in 1996.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	E	E
Mathematics	D	C
Science	B	A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The information above shows, for example, that standards in the mathematics tests are well below the national average but are in line with standards in similar schools. In English and science the proportions of pupils reaching the expected Level 4 or above were very close to the national average. However, in English, no Mill Lane pupils reached the higher Level 5, so that the school's performance was well below average. In science, the reverse happened; a large proportion reached Level 5 - so that the school's overall performance was above average. The full range of inspection evidence, including tests in previous years, shows that attainment in English, mathematics and science is close to the national average and that pupils make good progress in all three subjects. Attainment in information technology is below the national expectation whilst attainment in religious education is in line with local expectations. Good progress is made in art and design and technology. In all other subjects, progress is satisfactory. At the age of five, attainment is below expectations in most areas but in physical development, attainment is about average.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Good
Mathematics	Satisfactory	Good	Good
Science		Good	Good
Information technology		No teaching seen	Good
Religious education		Satisfactory	Good
Other subjects	Satisfactory	Good	Good

Teaching is at least satisfactory in 96 per cent of lessons. In 26 per cent it is either excellent or very good and in 49 per cent it is good. The teaching of pupils aged under five is satisfactory but is prevented from being better because the curriculum and timetabling arrangements do not properly reflect the learning needs of children.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good; in lessons, around school and at play.
Attendance	Good.
Ethos*	Good. Pupils are interested in and enjoy their work. Relationships are very good.
Leadership and management	Good. Headteacher and senior staff give the school a clear sense of direction. Governors are supportive.
Curriculum	Good overall but does not fully reflect the needs of pupils under five.
Provision for pupils with special educational needs	Good; much support for learning difficulties - especially in literacy and numeracy.
Provision for pupils for whom English is an additional language	Provision both by class teachers and specialist teachers is good, so that pupils make good progress.
Spiritual, moral, social & cultural development	Good overall. Moral and social development are good; spiritual and cultural development are satisfactory.
Staffing, resources and accommodation	Good overall. Learning resources are at a satisfactory level and are often used imaginatively; accommodation is satisfactory and well cared for; staff of all kinds have good levels of expertise.
Value for money	Good.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
V. Pupils enjoy coming to school. VI. Good standards are reached. VII. The school is approachable.	VIII. Homework is not given consistently. IX. Some playground behaviour is too rough for the

Inspectors' judgements generally support parents' positive views. Homework is not always set consistently but some homework is very effectively used. The consistent application of a behaviour policy now ensures that behaviour is generally good.

· **KEY ISSUES FOR ACTION**

In order to improve pupils' attainment and the quality of education provided by the school, the governors, headteacher and staff should act on the following matters.

Improve the provision for four-year-olds. In order to do this it will be necessary to:

- organise nursery sessions so that pupils experience a more balanced mix of play and interaction with adults;
- plan the reception class curriculum so that it reflects more closely the learning needs of young children;
- re-organise the reception class timetable, so that sessions are shorter and more closely match the concentration spans of its four-year-olds.

(see paragraphs 3, 11, 22, 26, 78-85)

Improve attainment in information technology by:

- bringing into full use the computer systems recently acquired;
- continuing with the programme of increasing teachers' confidence and expertise;
- improving the range of computer programmes available for all curriculum areas.

(see paragraphs 8, 9, 20, 63, 69, 121 - 125)

Improve the attainment of boys, particularly in English by:

- developing the school's understanding of the issues involved by drawing on expertise beyond the school;
- analysing the results of national and school based tests in order to identify pupils' relative strengths and weaknesses;

- planning work for pupils which more closely matches their weaknesses.

(see paragraphs 4, 5, 88, 89, 94, 98,101)

(The school has already identified the second two of these issues and has plans for improvements).

In addition to the key issues above, the following less important areas for improvement should be considered for inclusion in the governors' action plan:

- ensure that all information for parents is of good quality and fully meets statutory requirements.
- ensure that all necessary school policies are in place.

INTRODUCTION

Characteristics of the school

Mill Lane is a smaller than average-sized primary school, for boys and girls from the age of four to eleven years. It is situated close to the town centre of Batley in West Yorkshire. The school was built in the late eighteen hundreds and was remodelled five years ago. There are now seven classrooms, a hall which is also used as a gymnasium, a dining room which is used regularly for teaching whole classes or groups of pupils, an information technology suite which occupies an area previously part of the staff room, and storage and administrative facilities. There is a fair sized tarmac playground but no grassed area.

Altogether there are 153 pupils on roll, in January this will rise to 168. Numbers have fallen from a high of 188 in 1996 and are now close to those of the early 1990s. Most pupils live in old terraced properties close to the school with a significant minority coming from more recently built, semi-detached properties.

Of the 153 pupils on roll, 23 attend the nursery part-time, on mornings only. At the time of the inspection, six of the nine reception aged pupils were below the age of five. There are 29 pupils on the school's register of special educational needs, of whom two have statements of special educational needs; these figures are broadly in line with national averages. Twenty seven pupils, nineteen per cent, are from ethnic minority backgrounds - a higher than average proportion. At 21 per cent, the proportion of pupils eligible for free school meals is broadly average. In the ward which is served by the school, about one half of the national average of adults have higher education qualifications; over four times the national average of households are overcrowded. On entry to both the nursery and reception classes, the attainment of most children is below what is expected at this age.

The school aims to provide a broad and balanced curriculum which allows pupils to develop their full potential. It seeks to develop lively and enquiring minds, a respect for religious and moral values and tolerance and understanding of other people and their ways of life. Stress is placed on high attainment, especially in literacy and numeracy.

The school's recent priorities have included improving pupils' attainment, especially in English, mathematics and information technology. Work has been undertaken on improving teaching in Key Stage 2 and on the provision for pupils with special educational needs. Currently, emphasis is placed on the effective implementation of the National Numeracy Strategy.

The school sets realistic and demanding targets for improvements in pupils' attainment which draw on assessments of the prior attainment of each pupil.

· **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	12	11	23

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	10	11
	Girls	10	10	10
	Total	20	20	21
Percentage at NC Level 2 or above	School	87 (87)	87 (87)	91 (87)
	National	82 (80)	83 (81)	84 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	8	9
	Girls	8	5	8
	Total	17	13	17
Percentage at NC Level 2 or above	School	74 (87)	57 (87)	74 (83)
	National	n/a ³ (81)	n/a (85)	n/a (86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	12	7	19

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	8	10
	Girls	5	3	5
	Total	13	11	15
Percentage at NC Level 4 or above	School	68 (70)	58 (70)	79 (83)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	8	7
	Girls	3	4	3
	Total	9	12	10
Percentage at NC Level 4 or above	School	47 (55)	63 (75)	83 (45)
	National	67 (65)	69 (65)	75 (72)

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

³ National averages are not yet available for Key Stage 1

• **Attendance**

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

		%
Authorised Absence	School	4.4
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

• **Exclusions**

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

	Number
Fixed period	0
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	26
Satisfactory or better	96
Less than satisfactory	4

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

Commentary on national test results.

1In the 1999 national tests taken at the end of Key Stage 2, pupils reached standards which in English were well below both the national average and that of similar schools; in mathematics, standards were below the national average but in line with those in similar schools; in science, standards were above the national average and well above the average in similar schools. These overall results were arrived at with an unusual spread of attainment: in English and science the proportions of pupils reaching the expected Level 4 or above were very close to the national average. However, in English, no Mill Lane pupils reached the higher Level 5, so that the school's performance was well below average. In science, the reverse happened; a large proportion reached Level 5 - so that the school's overall performance was above average. In English, boys reached much lower standards than girls and much lower standards than boys do nationally; this was also true in 1998. The overall test results in 1999 show a fall from 1998, when all round attainment was above average. The difference is largely explained by the unusually high proportion of the 1999 Year 6 pupils who were on the school's register of special educational needs - 32 per cent. When this is borne in mind, there is a trend of improvement in Key Stage 2 test scores which began in 1996. The 1999 Year 6 pupils made good progress in their final year. In English, mathematics and science, pupils averaged an increase of one National Curriculum level in their final year, which is twice the expected rate of progress. The attainment of the current Year 6 is also improving at a good rate. This good progress is clearly linked to improvements in the teaching at Key Stage 2 which have taken place since the last inspection. The full range of inspection evidence shows that at the age of eleven, standards in English, mathematics and science are in line with the national average; there is an overall upward trend in attainment; in English, boys reach lower standards than girls.

2In the 1999 tests taken at the end of Key Stage 1, pupils reached the national average standard in writing and mathematics, whilst standards in reading were above the national average. In all three areas, attainment was well above the average of similar schools. These results continue the trend of improvement which has taken place over the last four years. Teachers' assessments made in science indicate that standards are similar to the national average and above that of similar schools. In general, in all four areas, boys' standards are a little below average and girls' are above. The full range of inspection evidence shows that at the age of seven, standards in reading, writing, mathematics and science are close to the national average and are improving. Boys do less well than they should in English and mathematics.

Attainment & progress of children under five.

3The attainment of children entering the nursery is varied, with potential high and low achievers represented; overall, attainment is below what is expected at this age. In the nursery, children make satisfactory progress in all areas. By the time they transfer to the reception class, attainment in the physical area of learning is in line with the national expectation. It is below the national expectation in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, and creative development. Steady progress continues in the reception class. By the age of five, children's attainment in the physical area is in line with the national expectation. In all other areas, attainment remains below national expectations. By the age of five, most children have developed friendly relationships with trusted adults and with a fair number of children. Concentration spans are short and many fail to concentrate for a sufficient time to get the most out of many lessons. They enjoy listening to stories and making comments - although many of

these have only a tenuous link to the story being told. Higher attaining children can write their name and recognise some letter sounds. Most five-year-olds count to ten and higher attainers can count well beyond that. Lower attainers do not realise that when counting they should match the number to an object - so that their counting is not accurate. Most children are familiar with some number rhymes and songs and enjoy counting games and activities. Children talk about where they live and of journeys which they and their family have made. They can talk about when they were babies and they look forward to being older and, for example, "playing in the big playground with big children". Most children are interested in the world round them and enjoy talking to adults who are new to them - or giving them information such as "It's going to get very cold soon and we might not be able to get to school 'cos of snow". Most children move confidently. They use large equipment such as tricycles and scooters with a fair degree of skill. They pedal, steer and stop with confidence and flair. Children enjoy creative work, exploring colour and shape. They build models and explain briefly why they choose one shape over another. When using modelling dough, they will make simple representations of cakes and invite nearby adults to taste them. A carefully shaped cherry can be added, on request.

Attainment in English.

4At the age of eleven, overall attainment in English is at the national average level. Pupils listen attentively and with good understanding. Most grasp the point of searching questions and follow the course of fast moving discussions. Many use non-standard dialect forms but know how to vary their speech to suit an occasion and an audience. Most pupils read their own writing confidently and expressively. They have sound strategies for reading unfamiliar words in printed texts. Higher attaining pupils are fluent and accurate when reading a wide range of texts. They can use reference books to extract information at a generally average level. Writing is of a broadly average standard. Many pupils can plan an outline of a story and then improve their initial attempts. They check and improve their spelling and punctuation effectively and increase neatness in a second draft. Most pupils are not skilled at improving the content of their stories. At the age of seven, attainment is at the national average level. Most pupils have good listening skills. They understand questions; they follow stories well. Only the higher attainers have a wide enough vocabulary and fluency to explain ideas coherently. Most pupils have effective strategies for reading unfamiliar words. Average and lower attaining pupils know the basic differences between story and information books but cannot clearly explain how to find a particular book in a library or what they find interesting in their reading. The writing of seven-year-olds is average but with a number of good features. They organise their ideas clearly, and are able to improve the quality of their accounts as they edit their work. Higher and average attainers use clear, joined script. Spellings show a fair knowledge of common letter combinations. Lower attainers' stories lack detail and their writing and spelling are inconsistent. At both key stages, boys' attainment lags behind that of girls. Many girls reach above average standards whilst boys generally reach average standards and below.

Attainment in mathematics

5At the age of eleven, attainment in mathematics is in line with the national average. Most pupils handle number work confidently and can apply their skills to simple problems. Most can explain how they solve a problem, and why they chose that method. They can recognise, and know the key properties of, many two and three-dimensional shapes. The measurement of length, weight and capacity is well understood and competently used. Higher attaining pupils understand rotational symmetry. At the age of seven, pupils have a sound mathematical vocabulary. Higher attainers use both analogue and digital methods of telling the time. Most pupils handle number competently and have a fair grasp of addition and multiplication facts. Lower attaining pupils sometimes confuse the addition and subtraction processes, so that, for example, they give the answer to $13 + 3$ as 10. However, most pupils handle mental and mechanical arithmetic accurately and quickly. They can classify objects and recognise and continue simple patterns. In many lessons, girls are quicker than boys when answering questions and there are more higher attaining girls than boys.

Attainment in science

6By the age of eleven, most pupils have a sound level of skills, understanding and knowledge in all aspects of the science curriculum. They can plan, carry out and record the results of investigations, drawing on a good understanding of the idea of a fair test. They then present their findings effectively and draw sensible conclusions. Higher attaining pupils make sensible predictions about the likely outcome of these tests. Most pupils understand the purpose of major body organs such as the heart and lungs. They understand the importance of a healthy diet. Almost all understand that plants need light, warmth and water to flourish. Most pupils know that materials can exist as solid, liquid or gas and that these can be changed, sometimes irreversibly, by heating. They know that forces such as gravity and magnetism exist and understand them at a level appropriate to their age. At the age of seven, pupils' attainment is close to the national average. Many understand the basic idea of a fair test, although the lower attainers need support from teachers to do so. They can classify living things, using features such as the number of legs, and then record their findings on a chart. They know the life cycle of the butterfly; they can match some animals to their habitats. Higher attaining pupils can identify and name a good range of animals. Some can list a wide range of sources of sound and light.

Progress in English, mathematics and science.

7In both key stages, all pupils, including those for whom English as an additional language, make good progress in all three subjects. On entry to Key Stage 1, overall attainment is below average and at the end of the key stage, attainment has risen to be in line with national averages - thus, progress is good. In lessons, progress in all three subjects is good. During Key Stage 2, pupils make good progress. When pupils who are currently in Year 6 were in Year 2, their attainment was below average; it is now in line with national averages and this represents good progress. In lessons, progress in all three subjects is often good. An illustration of the good progress made over time can be seen in last year's Year 6. They were tested towards the end of Year 5, using pilot versions of national tests; when they took the national tests at the end of Year 6 almost all pupils had improved their score by one National Curriculum level. This is twice the rate normally seen, as pupils are expected to improve by two levels over the four years of Key Stage 2. During both key stages, pupils with special educational needs make good progress towards their individual learning targets.

Attainment and progress in other subjects.

8In information technology, pupils make good progress in Key Stage 1 and reach the nationally expected standard by the age of seven. This is largely because there have been considerable recent improvements to provision, especially teaching. In spite of current good progress, attainment at the end of Key Stage 2 remains below the national expectation. Attainment is lower than it should be because the older pupils arrived in the key stage with a low level of skills and both they and teachers are having to work hard in order to catch up; standards are improving. By the end of Key Stage 1, pupils write short pieces of text; they know that this can be saved and retrieved. They make and interpret simple bar charts. They use the computer mouse competently and understand the use of the tool bar. They programme a simple floor robot. At the end of Key Stage 2, most pupils can produce a fair range of types of writing, using different fonts and sizes of text. They can save, retrieve and redraft their work. They can create and design a page and illustrate it using clip art. They use data handling programmes for a variety of purposes. Most pupils can use a CD-ROM to research work in, for example, history. Only the work of a few higher attaining pupils reaches an average level. Pupils have very little experience of multi-media presentation; they know about the internet but have had very little experience of its use. They have a low level of understanding of control technology. Attainment in religious education is in line with the expectations set out in the local authority's Agreed Syllabus. In both key stages, pupils of all levels of attainment make good overall progress. Pupils for whom English is an additional language make good progress. At the end of Key Stage 1, pupils understand that there are 'special people' who are central to religious faiths. They know how important the Prophet Muhammed is in Islam and Jesus in Christianity. At the end of Key Stage 2, pupils know a satisfactory range of stories from the Christian, Islamic and Judaic traditions. They

understand some of the significance of religious traditions and beliefs and many appreciate the importance of symbols and the parts which they play in worship. Pupils value and respect religious traditions other than their own. In both Key Stage 1 and Key Stage 2, pupils make good overall progress in art and in design and technology; they make satisfactory progress in geography, history, music and physical education. In all of these subjects, the progress of pupils with special educational needs towards their individual learning targets matches that made by other pupils. Pupils with English as an additional language make similar progress to all other pupils.

Improvement since the last inspection.

9At the end of both key stages, there is an upward trend since the last inspection in National Curriculum test scores in English, mathematics and science. The progress made by under-fives remains steady and their attainment below national expectations. Pupils in Key Stage 1 continue to make good progress in all subjects. At the end of Key Stage 2, attainment has improved in English and mathematics, from below the national average in 1996 to in line with the national average in 1999. At the end of Key Stage 2, attainment in information technology remains below the national expectation. However, there have been recent major improvements to resources - particularly the number, quality, accessibility and use of computers. Some teachers have considerable expertise and others are developing it. Pupils are now making good progress, although the changes are too recent to have had their full effect on the attainment of pupils at the end of Key Stage 2. Overall, since the last inspection the attainment of pupils has risen at a good rate. With the plans to make increasing use of the expertise of all concerned with the school, the school is well placed to continue to make improvements.

9 Attitudes, behaviour and personal development

10The attitudes and behaviour of pupils are good, and, across the school, the quality of relationships is very good.

11Children below the age of five enjoy their work and play. They behave well, largely because activities are carefully and interestingly laid out in rooms which are bright and cheerful. Many children find concentration difficult. In the reception class there are two major causes. Firstly, the curriculum does not fully reflect their learning needs as it is based largely on the National Curriculum with too little emphasis on the nationally agreed desirable learning outcomes for children by the age of five. Secondly, some lessons are too long. In the nursery, the wide range of choices of activities for children makes it difficult for adults to give regular and systematic attention to activities which help to develop concentration and perseverance. In both key stages, attitudes to learning are good. Pupils show a ready interest in their work, apply themselves willingly to their tasks and sustain concentration well, even through the long introductory phases of the literacy hour. They are eager to contribute their ideas in lessons, and show increasing confidence in answering questions and solving problems. Most pupils take pride in their finished work and enjoy presenting it to the class. They persevere well to complete their tasks and older pupils often write at some length. All pupils, including those who have special educational needs, welcome the guidance of their teachers on how to improve their work and take notice of the targets and objectives that are prominently displayed in classrooms. Pupils work harmoniously in groups and have satisfactory collaborative skills. They listen carefully, follow instructions promptly, and settle to work quickly as they switch activities. Older pupils show an increasing ability to organise their own work and resources.

12Pupils behave well in lessons, around the school, and at lunch and play. Significant misbehaviour is rare, and there have been no exclusions during the past two years. The behaviour policy is clear and positive; it is applied consistently by all staff. Pupils understand the rules, appreciate the order they provide and know what to do in the event of aggressive conduct. They have a strong loyalty to their school. They show respect for property, and treat resources with care. Their good behaviour and attitudes contribute significantly to the school's positive ethos and to the quality of their learning.

13 Relationships between staff and pupils, and between pupils themselves, are very good. This helps to create a caring and supportive atmosphere in which pupils feel secure and comfortable. Pupils are valued as individuals, and their positive response to a series of assemblies on the theme of the special quality of the inner person showed how strongly they embrace this value. Pupils of different gender, ability, age and ethnic background mix and work happily together. Almost all pupils respond well to opportunities to collaborate - for example, in paired work on computers, in scientific experiments or when groups are asked to produce short compositions in music. They listen carefully to each other in discussions, showing interest and respect for others' ideas. They share resources and equipment sensibly, accepting the need for equality of turns when, for example, they are working with computers.

14 Pupils' personal development is satisfactory overall. They are encouraged to take small responsibilities in the classroom and for the whole school. For instance, they efficiently collect and deliver registers or lunch boxes, and readily undertake such duties as operating the projector during assemblies, or presenting their work to the class. Some pupils perform with the choir or take responsible parts in school performances, such as the musical productions in summer and at Christmas. However, pupils, and older pupils in particular, do not have enough opportunities to take larger responsibilities and initiatives. When such chances are offered, they respond well. For example, members of the football team take full responsibility for organising matches with other schools. Other pupils run a draughts tournament, or take all the decisions, including financial ones, for running the school tuck shop or the stalls on gala days.

15 Overall, this picture is more positive than that reported by the previous inspection. Improvements in the quality of teaching and the curriculum have resulted in improved attitudes to learning, especially on the part of older pupils. There was no evidence in this inspection of the "disenchantment with learning", which was noted by one of Her Majesty's Inspectors in 1997 and attributed to "weaknesses in provision in Key Stage 2". The school is well placed to continue to make improvements.

15 **Attendance**

16 School attendance figures for 1997/1998 are broadly in line with national averages and are good. Figures improved further in 1998/1999, with 96.5 per cent attendance and no unauthorised absence. Punctuality is also good and the great majority of pupils arrive at school on time. Registration is efficiently taken and lessons begin promptly.

17 The school is rightly concerned about a small number of pupils being absent from school on extended leave to spend time abroad. This causes organisational problems for the school and has a detrimental effect on some pupils' attainment and progress.

17 **QUALITY OF EDUCATION PROVIDED**

17 **Teaching**

18 The overall quality of teaching is good, making a positive contribution to pupils' progress and attainment. In over three-quarters of lessons observed, the quality of teaching was at least good and in over one quarter it was very good or better. There was very little unsatisfactory teaching. The teaching of under-fives is satisfactory, but with some very good teaching in both classes. In Key Stage 1, teaching is good overall and one lesson in eight is very well taught. In Key Stage 2, teaching is good overall and over one-third of teaching is very good or excellent.

19 The teaching of both English and mathematics is satisfactory for the under-fives and good in Key

Stages 1 and 2; there is high proportion of very good teaching in both subjects in Key Stage 2. Science is taught well in both key stages and some teaching is very good. Some very good teaching was also observed in religious education, art, history and music. All pupils benefit from the high quality of teaching, including both higher and lower attainers. Pupils with special educational needs are well supported both by teachers and classroom support assistants; their individual learning targets are clearly set out and work is well planned to ensure that pupils meet the targets. The teaching of literacy and numeracy is good and sometimes very good. Teachers plan well for these sessions, ensure that pupils work hard and consistently, so that progress is good. Pupils for whom English is an additional language are well supported both by their specialist teachers and by the teachers in charge of their classes; these teachers work well in partnership. Boys and girls are treated equally by teachers.

20 Throughout the school, teachers have a good knowledge and understanding of their children's needs and of the areas of learning for children under five and most subjects which they teach. This enables them to plan well for pupils' learning. Teachers' levels of expectations are high in Key Stages 1 and 2 and satisfactory in the under-five classes. Some teachers lack confidence and skill in the use of information technology.

21 Classroom organisation and the range of teaching approaches used are very good in Key Stage 2 and good in Key Stage 1. They are less than satisfactory for under-fives.

22 The nursery and reception classes adopt very different approaches from each other in their teaching approaches and the organisation of learning. In the nursery, the classroom is very well set out for learning and a rich variety of experience is made available. However, pupils are allowed to change activities too frequently; this makes it too difficult for adults to make sufficiently systematic inputs into children's learning and children do not develop the ability to concentrate on tasks as well as they should. In the reception class, classroom organisation reflects the needs of the older children rather than the under-fives; in particular, five-year-olds are expected to concentrate for too long on some areas of learning, because timetabled slots are too long.

23 Teachers' relationships with pupils are very good throughout the school. Their management of pupils and the standards of discipline are satisfactory in the nursery and good in other classes. The behaviour policy is implemented consistently and effectively. In Key Stages 1 and 2, teachers use time and resources very well; in particular, the literacy and numeracy hours move at a very good pace and resources to support learning are well chosen and very well used. Teachers are very aware of pupils' learning needs during lessons. They assess pupils' levels of understanding well and give well pitched help on an individual, group or whole class basis; this works particularly well in Key Stage 2 generally and in the nursery in one-to-one situations.

24 In the most successful lessons, planning is good and learning objectives are clearly spelled out to pupils; teachers' presentations of ideas are animated and stimulating; learning moves at a brisk pace and pupils enjoy tasks and work hard; relationships are warm and sometimes appropriately humorous, which ensures that discipline is good or even very good; at the end of the lesson, teachers summarise and consolidate what has been learned. The least effective characteristics of a very small number of lessons included teaching methods which did not suit the intended learning outcomes and too narrow a range of strategies for maintaining pupils' concentration during long teacher inputs.

25 Teaching has improved since the last inspection, especially in Key Stage 2. There is no longer any sign of pupils being bored and disaffected in lessons - in fact, the reverse is the case. The systematic monitoring of teaching, with good quality feedback, ensures that the school is well placed to continue to make further improvements.

26The school provides a broad and balanced curriculum which meets the statutory requirements of the National Curriculum and the requirements of the local authority's Agreed Syllabus for religious education. The curriculum for children in the nursery covers the required areas of learning. Children who are not yet five and are in the reception year experience a curriculum which is designed more for the Year 1 pupils who share their class than one based on the needs of under-fives. This inappropriate curriculum, together with the excessive length of many lessons, prevents them from making better progress. The experience of pupils in the nursery and reception classes are very different; the lack of continuity between the two works against a smooth transition from the curriculum for under-fives to the National Curriculum.

27Although the scheme of work for information technology is comprehensive and helpful, the teaching of the subject in Key Stage 2 is not yet sufficiently consistent and good for pupils to reach the expected level of attainment by the time they leave the school. However, the improved curriculum for the subject is ensuring that pupils are now making good progress in many lessons.

28The school is generally successful in meeting its curricular aims. The time allocated to the statutory curriculum is satisfactory, including the time allocation for information and communications technology. A higher than average time is allocated to the teaching of English and this is used productively by most teachers. As well as the daily literacy hour, teachers allocate time to handwriting and spelling which is used effectively.

29The curriculum promotes intellectual development well. Physical development is sound. Personal development is sound but is held back by lack of opportunity to develop independent library skills. The curriculum makes some reference to other world cultures, such as when pupils study Islam in religious education. However, resources in art and music, for example, are dominated by male, Western artists and musicians, have too little multi-cultural content and do not challenge gender stereotyping. Good quality policies and schemes of work are in place for all subjects. Medium term planning is thorough, making sure that all subjects and aspects of the National Curriculum are covered. Teachers make appropriate use of the National Literacy Strategy framework for planning English. The school has made a good start in preparing for the National Numeracy Strategy. The skills gained in developing the National Literacy Strategy are put to good use in planning other lessons. This has resulted in well-structured lessons in all subjects, with activities planned to suit pupils at all levels of attainment. The local Agreed Syllabus is effectively used for planning lessons in religious education. The role of the subject co-ordinators is developing in the monitoring of planning but co-ordinators have insufficient opportunity to monitor pupils' progress through the school. The curriculum includes satisfactory provision for sex education, drugs education and personal and social education. There is satisfactory use of literacy, numeracy and information technology in other subjects.

30The school makes sure that all pupils have full access to the curriculum. Pupils with special educational needs are effectively identified and receive good quality provision. They have well focused individual education plans, relevant to their needs, which are regularly reviewed and evaluated. Teachers take account of their needs and they are well supported in class. Support assistants give good quality support and guidance, keep detailed records, and plan with class teachers how to help pupils make good progress towards their targets. A visiting teacher from the service for visually impaired pupils provides good quality support for a pupil, and help and guidance for staff. The policy and provision for special educational needs is in line with the Code of Practice and meets statutory requirements.

31The provision for ethnic minority pupils, including those learning English as an additional language, is of good quality. It brings specialist knowledge and expertise which is used productively in partnership teaching to raise standards in English. The school has a good quality policy for teaching pupils learning English as an additional language. Equality of opportunity is integral to almost all school policies.

32Staff offer a satisfactory number of lunch-time extra-curricular activities, such as football, choir and country dancing. The school makes use of visits to enhance the curriculum, such as those to a local mosque. Visitors to the school bring added interest and variety, and help pupils to make progress.

33The school has made good progress in its curriculum design since the last inspection. The provision for pupils with special educational needs is much improved. The quality of curriculum planning in Key Stage 2 is now good and there is much more consistency in provision throughout the school.

34The systems for assessment are comprehensive and of good quality. Pupils complete standardised tests in English, mathematics and science every year. They are set individual targets for improvement. These are shared with the pupils and parents. This is proving to be effective in raising individual standards of attainment. Standardised reading tests are carried out in Year 3 and Year 6. Pupils judged to be under-attaining in reading take part in the Better Reading Partnership Project. Volunteer helpers make a valuable contribution to the school's curriculum by acting as reading partners for targeted pupils over a number of weeks.

35Good use is made of pupils' National Curriculum test results to analyse pupils' individual needs and weaknesses in the curriculum. These analyses are used thoughtfully. For example, they influence the way the school groups pupils, especially for English and mathematics, and the allocation of pupils to groups. However, the information is not always used to improve provision in other subjects. The annual report to parents gives them good quality information on their child's progress through the year.

36Since the last inspection, the school has made good progress in providing a well-structured system for assessment, which is consistent throughout the school. Teachers' marking is positive and consistent. The school makes use of assessment results to improve the curriculum but this is not always done with sufficient rigour. Nevertheless, the assessment systems now in place provide consistency and help teachers to promote pupils' progress. The school is well placed to continue to improve.

36 Pupils' spiritual, moral, social and cultural development

37The school's support for pupils' spiritual development is satisfactory. The school complies fully with the requirement to hold a collective act of worship every day. This is an important part of pupils' daily life, and effectively promotes spiritual awareness through reflection on themes of human value and belief. An appreciation of the crucial difference between the inner quality of the individual and the outer trappings of appearance or wealth was very well promoted through a series of interactive presentations and well told stories. Assemblies are well planned, and include the active participation of pupils, engagement in prayer and quiet reflection on the theme, as well as joyful singing and the celebration of achievement. Religious education makes a significant contribution to pupils' spiritual development through the study of Christianity, Islam and Judaism. In a lesson on Judaism, pupils in Year 6 were confident and articulate in expressing their thoughts and feelings about things that are treasured as 'special'. The teacher skilfully transferred their understanding of special value to holy books, in this case the Torah. Spiritual development is less effectively promoted through other areas of the curriculum, although studies of painting, music and literature enhance pupils' appreciation of human talents and feelings, and of the beauty of the natural world.

38The school's provision for moral development is good. There are high expectations of good behaviour throughout the school, and the consistent application of a clear policy ensures that pupils understand the differences between right and wrong. The policy succeeds in practice without the use of a system of rewards and sanctions. Its central principles of 'Be Kind, Be Fair, Be Honest' are consistently promoted through classroom practice, assemblies, and the daily life, routines and caring culture of the school. Most older pupils effectively model good behaviour, and staff lead by example

and by the quality of their support for pupils. Teachers make good use of opportunities to encourage thought on moral issues - for instance when a moral problem arises in a shared story, or in discussion in personal and social education, or is studied in history or religious education. Pupils understand the disciplinary procedures. They recognise that these are applied with consistency and fairness; they appreciate the orderly community that they help to secure. No evidence was found of the inconsistencies noted by the previous inspection in maintaining discipline in classes of older pupils in Key Stage 2.

39The school makes good provision for the social development of its pupils. Across the curriculum, teachers are skilful in promoting cordial working relationships, and the whole-class discussions and co-operative group activities that help to develop social skills are part of each teacher's daily planning. Investigative tasks in science, geography and history, group reading in English and composition and performance tasks in music, all require pupils to share ideas and skills and reach agreed conclusions. Social understandings are nurtured through literature of various kinds, educational visits, team games and the After School Club. Assemblies and other events help to develop a sense of community; pupils are consistently encouraged to adopt responsible, sensitive and helpful attitudes towards each other and to respect property. These attitudes are evident in classrooms and the playground. Throughout the school, pupils are asked to take small responsibilities, such as collecting and delivering registers or lunch boxes, and operating the overhead projector in assembly. Sometimes, but too infrequently, the school encourages pupils to take initiatives and undertake larger responsibilities. For example, the football team is asked to negotiate its fixtures directly with other schools; pupils run the stalls on gala days, making all relevant decisions, including financial ones. Senior pupils organise and run the summer tuck shop and the draughts tournament.

40Pupils' cultural development is satisfactorily promoted. There are some good practices for developing awareness of British and European cultural traditions. Work in English, art and music, for example, successfully introduces pupils to a range of European writers, artists and composers. Local studies in history and geography extend pupils' understanding of the features and distinctive character of their own area. The school has a practical commitment to 'Keeping Traditions Alive', and this leads to various popular extra-curricular activities, such as country dancing at lunch-times, maypole dancing in summer and the Key Stage 1 Nativity Play at Christmas. Pupils have opportunities to participate in the musical performances, such as 'The First Kids in Space' production last summer, and the annual Christmas concert.

41Multi-cultural provision is less developed, and the school is not yet promoting an adequate appreciation of a rich diversity of cultures. Pupils for whom English is an additional language are encouraged to share stories and experiences which reflect their distinctive cultural and religious lives. Pupils have visited the local Mosque and the Imam has visited the school. Pupils have also visited an Islamic bakery to learn about different foods, how they are prepared and eaten, what they mean, and why some foods are allowed and others not.

42The relative lack of non-European art and music prevents these subjects from making a full contribution to pupils' cultural development.

43The school has maintained the quality of its provision in these areas of pupils' development. This quality is largely as reported after the previous inspection, and is good overall. In moral and social development there are some strong provisions and evidence of improvement. The school is well placed to continue to improve.

43 **Support, guidance and pupils' welfare**

44This is a caring school which provides a good level of support and guidance for its pupils. The provision of an orderly, secure place to learn makes a positive contribution to pupils' attainment and personal development. Relationships between adults and pupils are very good, enabling pupils to feel

happy and confident.

45 Procedures for monitoring and promoting high levels of attendance and punctuality are good. Registers are checked regularly, unauthorised absences are followed up and good use is made of the educational social worker when necessary.

46 Pupils' progress and personal development are well monitored by class teachers. Staff share learning objectives with pupils and together set targets which are on display and well understood. There is a clear behaviour policy which ensures an effective balance between praise and sanctions, though there is no specific guidance on how racism should be tackled. Pupils are aware of the school rules and the consequences if they misbehave. Lunch-time supervisors are fully part of the strategy and operate it consistently, recording significant incidents of poor behaviour.

47 The school makes good use of opportunities to encourage pupils to consider their own welfare and safety, though it has not yet formalised its personal and social education programme into a written policy. The oldest children take part in a drugs awareness programme, there are regular visits by the police, fire service, road safety officer and the school nurse. Concepts such as 'healthy eating' are incorporated into the curriculum from the earliest years.

48 Day to day procedures with regard to health and safety are generally well documented. There are regular fire drills and pupils know exactly what to do if the alarm rings. The school is very clean and well cared for. There are two trained first aiders and satisfactory arrangements are made to look after children who fall sick at school. The school is particularly concerned for pupils' safety due to the narrow road that runs alongside the school, where cars often have to drive up on the pavement to pass each other. Parents and governors are working together with the local authority to try to resolve this potential danger. However, apart from the issue of the road, the governing body is not sufficiently involved in monitoring health and safety issues.

49 A small number of parents is concerned about children's safety whilst playing in the shared playground. Although boisterous activities do take place, these are well supervised by teachers and lunch-time assistants and the playground is large enough for children to play quietly elsewhere.

50 The school uses the Child Protection Policy written by the local education authority, however lunch-time supervisors and some teaching staff have not had appropriate training to support work in this area.

51 Since the last inspection, the school's provision for pupils' support, guidance and welfare has remained good and the school is well placed to maintain its high standards.

51 Partnership with parents and the community

52 The information provided for parents varies in quality, with some aspects that are very good and some that are less than satisfactory. Positive elements include the provision of three parent-teacher evenings a year, spread out to accommodate the needs of parents, the open day to see the literacy hour in action, (with another planned for numeracy) and a meeting about the new reading scheme. At a parents' meeting and in a questionnaire, parents indicate that they feel comfortable approaching the school with questions or problems to do with their children.

53 Newsletters are sent home fairly regularly; they are friendly in style, though not always clear in the message they are giving. A few parents are unhappy at the apparent change in emphasis on attainment from the more social elements of school life. The school has not always communicated its reasons for change sufficiently clearly for parents to understand, but has tried to maintain some of its

earlier initiatives. For instance, a trip to the seaside for parents and children was organised by the school last summer for a weekend, rather than a school day. This was very successful and the school should be praised for its efforts. The Governors' Annual Report to Parents, whilst mainly informative, presents National Curriculum test results in a confusing way, does not give overall pupils numbers and does not give enough detail on sport and special educational needs. The prospectus fails to meet statutory requirements because it lacks information about the complaints procedure and gives no overall number of pupils taking tests but otherwise the content is mainly satisfactory. Annual reports on pupils are generally sound. Although some sections have useful evaluative comments, others have too much description of what a pupil has studied or enjoyed and too little on attainment. Test scores are not recorded in the reports for the relevant year group.

54 Although the behaviour policy is given to parents when children first start school, a few parents at the parents' meeting indicated that they were unsure of the contents and wanted to see more guidance on bullying and racism. Similarly, although parents are informally told of topics pupils will be studying, some parents would, understandably, like more details on these and more guidance on homework. The school is in the process of formulating a homework policy. Although there is no parent-teacher association, the school has a strong relationship with parents. It has tried extremely hard to involve parents in school life and activities, though not always with success. The latest Summer Fair, however, raised over a thousand pounds, which the school was able to spend mainly on a music centre and anti-glare curtains. Some parents have been trained in helping in classrooms, through a joint venture between the school and a local college. There are further plans to use the school's resources in information technology to train parents in the use of computers. Only a few parents help in school but there is very good support for activities such as the Christmas Fair, Eid, community week and the Story Sack system. An after-school club runs on school premises until 6.00 pm daily for working parents.

55 The partnership with the community has some very positive elements. A home-school agreement has recently been issued to parents setting out the partnership between school, parents and pupils. A local residents' association has donated money to school funds; the school in turn has donated harvest festival money to a local hospice; children visit the local Mosque and the Imam has come into school. The school regularly takes part in competitions with other schools and has twice won the Road Safety Quiz. There are good links with local stores and a planned initiative to use the internet at a local store has fired the enthusiasm of Year 6 pupils and encouraged them to produce work of the highest standard for transmission. These activities make good contributions to pupils' personal and social development.

56 The overall satisfactory links between the school, parents and the wider community which were seen at the time of the last inspection have been maintained and, in some respects, improved upon. The school is well placed to make further improvements.

56 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

56 Leadership and management

57 At the time of the last inspection in 1996, a number of serious weaknesses were identified. Of the school's current staff, five out of eight have been appointed since the inspection, including two members of the senior management team; only two governors remain from that time. In order to make the essential improvements and to ensure that newcomers were quickly integrated into the work of the school, decisions had to be made and implemented with some urgency. On occasions this resulted in only a limited degree of consultation on actions which it was felt had to be taken. The considerable improvements since 1996 fully justify the approach. The senior managers' clear intention is now to increase consultation and so draw more systematically on the understandings and skills of governors and staff. This ensures that the school is well placed to continue to improve.

58The school is well led. Major contributions have come from the headteacher and deputy headteacher who share a vision for the school and whose leadership is clear sighted and effective. Curriculum co-ordinators have made sound contributions, with good leadership in English, mathematics and science. The governing body is very supportive of the school, its aims and plans. The intention now to draw more on their expertise and knowledge of the local community is well timed. The school meets its major statutory responsibilities, although there are minor omissions in the information provided for parents and a small number of policies are not yet adopted by the governing body. The school's policy for special educational needs is based on the national Code of Practice and meets all legal requirements. It is consistently and effectively implemented throughout the school. The management of special needs is good, with effective use being made of the expertise within the school and from external support agencies.

59Teachers' planning is monitored in all subjects; co-ordinators give useful advice on approaches to lessons and the effective use of learning resources. The headteacher observes the teaching of literacy and numeracy, evaluates strengths and weaknesses and gives oral and written feedback to each teacher. This makes a substantial contribution to consolidating good practice and making further improvements. Pupils' performance in English, mathematics and science is carefully analysed. The conclusions arrived at are used well. They guide staffing decisions, the allocation of pupils to teaching groups, the emphasis to be given to aspects of each subject and the teaching approaches to be adopted. These analyses and resultant actions make positive contributions to the quality of education provided.

60The school has clear, agreed aims. They place a high priority on improving pupils' attainment, especially in literacy and numeracy, and effectively guide the overall work of the school. The school development plan reflects the school's aims and addresses relevant priorities. Clear programmes of action are spelled out, the resources needed to implement them are properly identified and the progress towards targets is carefully monitored. Some targets are described with a good degree of precision - for example, the proportion of pupils who should reach Levels 4 and 5 of the National Curriculum by Year 6. Other targets are not sufficiently precise, so that it is not possible to be sure how successful some work has been.

61The school has a good, positive ethos which successfully encourages a high level of commitment and hard work from staff and pupils. There is a widespread commitment to raising standards and to the development of positive attitudes, good relationships and equal opportunities for all pupils.

61 **Staffing, accommodation and learning resources**

62There have been a significant number of staff changes since the last inspection, including the appointment of a number of relatively inexperienced teachers. However, the school is well staffed and is fortunate in having a hard working, dedicated team of teachers whose combined knowledge and experience enable them to teach the full range of the National Curriculum. Curriculum co-ordinators have built up their expertise in order to meet their responsibilities well, particularly in mathematics and English. The special needs co-ordinator is allowed time to plan support for pupils which contributes to the good progress made by special needs pupils.

63The school's provision for information technology in Key Stage 2 was identified as a weakness in the last inspection report. Training was arranged and the co-ordinator has worked very hard and successfully to improve the provision for the subject. Some teachers still lack confidence and expertise in information technology. English was also identified as an area where standards needed to be higher at Key Stage 2. The literacy co-ordinator has been given time to support colleagues and has done so successfully. This has had a significant impact on the quality of teaching and learning across the curriculum. There are plans to extend this to mathematics and science. Co-ordinators are gradually adopting a more global view of their responsibilities and their expertise is beginning to be used by senior managers throughout the school. Effective dialogue between colleagues is improving

subject understanding.

64 Teachers are helped by support assistants who carry out their duties effectively, making a positive contribution to pupils' learning and achievements. The school is also well supported by its other non-teaching staff, the administrative assistant, lunch-time assistants, caretaker and team of cleaners.

65 Arrangements for the professional development of staff are mainly good. The school management gives this a high priority and provides opportunities for staff to discuss their needs and identify the help and support they require. The staff training programme is linked to the school development plan, national initiatives and staff needs and staff have attended a wide range of courses. Staff development has been most effectively used to improve the quality of teaching in English and mathematics, with a positive impact on pupils' standards.

66 The school has a clear and consistent policy for the induction of new staff that has recently been improved and extended. Time is being made available for the newly qualified teacher to observe key lessons.

67 Despite the challenges posed by the accommodation, there is generally adequate space and facilities for all subjects to be taught effectively. The lack of a soft-surfaced play area for athletics and games is being addressed; the school hopes shortly to arrange to use a local field for some activities.

68 The school building is clean and reasonably well maintained, although decorative repair is needed in several areas particularly where damp is a problem. The school has identified priorities for refurbishment and is trying to resolve them with the co-operation of the local authority. Teachers make considerable efforts to ensure their teaching areas provide an attractive and stimulating environment. Displays of work include objects and artefacts as well as books and pictures. Outside areas are well maintained and there is no graffiti and little litter. The nursery playground is secure and well marked. The large main playground is undergoing improvements. There is now a small garden area and benches. The recent erection of a perimeter fence will now allow the other planned work to go ahead to make the area more stimulating.

69 Generally, resources are satisfactory in most subjects and are sufficient to meet the demands of the National Curriculum. Geography and history have too few resources to meet the demands of the new schemes that have been adopted but the school is aware of this and has plans to fill gaps. More computer programmes are needed to support the teaching of all subjects, including information technology. There is too little large apparatus for physical education at Key Stage 2. The location and storage of resources are not always satisfactory. Whilst some resources are neatly arranged in accessible places, the large storage room does not make the best use of the available space. The library has a satisfactory range of fiction and non-fiction books, boosted after a recent audit and supplemented by the loan service. The alphabetic and Dewey systems are understood by pupils who use the library. Good use is made of the resources of the local area. Visits are made to museums, field centres, shops and nearby town centres to enrich curriculum work.

70 The reasonable level of resources reported after the last inspection has been maintained. The provision of large equipment for nursery pupils has been improved. Resources for information technology and the skills of teachers in the subject are improving rapidly. The school is well placed to maintain these standards.

70 **The efficiency of the school**

71 Financial planning is good. The school's overall aims are properly supported through its spending patterns. Funds are allocated in ways which ensure that long-term priorities are appropriately supported whilst recent priorities also receive sensible financial support. For example, an analysis of

Key Stage 2 pupils' attainment in literacy and numeracy resulted in the school re-organising teaching arrangements; teaching groups were reduced in size and the arrangements for teaching pupils in groups of similar attainment were modified; the need for an additional teacher was clearly made and money was found to fund the provision. Good use is made of funds which are allocated for specific purposes. Spending on pupils with special educational needs is appropriate and well focused, so that good progress is made towards the learning targets set for them. Grants for projects such as the provision of computers are spent in ways which match the aims of the projects and help pupils to improve the rates at which they learn. Funding to support the learning of pupils for whom English is an additional language are spent wisely and ensure that the pupils make good progress. The governing body receives regular financial reports and is supportive of spending decisions. The intention to involve governors at earlier stages of decision making is well timed and appropriate.

72 All members of staff carry responsibilities which match their seniority and expertise. Each teacher co-ordinates at least one subject or aspect of the school's work and makes appropriate contributions to the quality of education provided. An increasing use of their expertise over a wider range of issues is having a positive effect on the quality of the school's provision. Education support staff play an important and effective role in supporting the learning needs of all pupils, with a special emphasis on the youngest pupils, pupils for whom English is an additional language, and those with special educational needs. Learning resources are used effectively to support pupils' learning. The accommodation has been thoughtfully adapted over time and is used appropriately for teaching purposes.

73 Financial control and administration are good. Computerised accounting systems are used confidently and effectively, ensuring that senior managers have ready access to relevant data. The most recent auditor's report found that financial management was sound. It contained a small number of suggestions for further improvement; these have been acted upon. The school's administrative systems run smoothly and very effectively. Day-to-day organisation is efficient and unobtrusive, supports teaching staff well and allowing them to focus on their main task of teaching and managing the school.

74 Pupils make good overall progress from a relatively low base; behaviour is good and relationships are very good; the quality of education provided, including teaching, is good; spending is above the national average. The school gives good value for money.

75 Since the last inspection, the school has refined and improved its financial procedures and control. The rate of improvement has been good and the school is well placed to continue to make further improvements

75 **PART B: CURRICULUM AREAS AND SUBJECTS**

75 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

76Children are admitted to the nursery soon after they reach the age of four and attend part-time. The older children move to full-time education in the reception class the following September and the younger ones in the age group follow them in January. On entry to the nursery, there is a wide range of attainment, with both higher and lower attainers represented. Overall, children's attainment is below that expected at this age in all areas excepting physical development - in which their attainment is about average. Children are taught in the nursery by a teacher and a trained nursery assistant and in the reception year by a teacher and a part-time trained nursery assistant. The reception children are taught alongside Year 1 children. There are good induction procedures which support children entering the nursery and again when they transfer to the reception class.

77Children make satisfactory progress in both the nursery and reception classes. At the age of five, their attainment is below the nationally agreed desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative development; it is in line with nationally expected standards in physical development.

78In personal and social development, the under-fives make satisfactory progress. They reach standards which are below those expected of their age. In the nursery, children learn to put on their own coats and dress themselves in dressing up clothes for role play and in protective aprons for painting. Many need some help with this, either because they cannot yet manage entirely by themselves or because they enjoy the relationship with their adult helpers. These friendly relationships with the adults they trust extend to include a fair number of other children. Children's social and co-operative skills are limited but almost all, with adult encouragement, are willing to learn. Children behave well and enjoy learning. Many have short concentration spans and move to successive activities without getting the best from many of them. Overall, teaching is satisfactory, although there are occasions when children should be encouraged to persevere for longer periods of time. The teacher and nursery nurse prepare work carefully and the nursery room is bright, cheerful and welcoming; this encourages good relationships and discipline. Some teaching in the nursery is very good. For example, in one well planned session, children were encouraged to develop positive approaches to playing with others and benefited from the patient but firm approach of the teacher and the nursery nurse. In the reception class, progress is satisfactory. The provision for children's personal and social development is satisfactory in the reception class, even though the curriculum provided is based on the National Curriculum rather than the more appropriate nationally agreed desirable learning outcomes. Teaching in the reception class is satisfactory.

79In language and literacy, five-year-old children reach standards that are below those expected of this age group. Children's progress is satisfactory. Most children have a limited vocabulary and many do not talk fluently. Listening skills are poorly developed. Without being naughty, many children do not listen readily and are easily distracted by other conversations and sounds. Simple instructions such as "Sit just here" are not obeyed because the children have become distracted by another adult speaking to other children. In both classes, children enjoy listening to stories and often enjoy commenting as the story is told - although the connection between the story and the child's contribution is often difficult to recognise. Higher attaining five-year-old children can write their own names and recognise some letter sounds. The quality of teaching is satisfactory in both classes. Adults re-tell and read stories well and children become immersed in the plot and characters. The use in the reception class of a curriculum which draws on the National Curriculum and literacy hour strategies is benefiting the over-fives but not the under-fives. The teacher is not able to give of her best as children often tire before the lesson is completed.

80In mathematics, children make satisfactory progress. At the age of five, their attainment remains below what is expected of five-year-olds. In both classes, children steadily develop the use of the

language of mathematics. Higher attaining children use confidently words and phrases such as 'one more than', 'makes', 'count back' and 'leaves'. Many five-year-olds count to ten and beyond, although, when counting objects, some lower attainers do not match the objects to the numbers and so count incorrectly. A good number of number songs and games are known by the age of five. Some children know the names of simple shapes such as circle; most have difficulty in accurately naming squares and triangles. The quality of teaching is satisfactory. Lessons are carefully prepared for and simple but imaginative resources are used well to ensure that children are interested and work hard. For example, in a reception class lesson, a group of children worked with real enthusiasm; the teacher used pictures of ten teddy-bears on folding cardboard, so that at any time, some bears could be seen by the children and some only by the teacher; children were enthralled and made good progress with their number bonds to ten. In the nursery class, adults make good teaching points as they and children move from task to task; on these occasions, children make good progress but overall, teaching input is in bursts which are too short for good progress to be made. Occasionally the size and layout of the reception class results in children being awkwardly placed to see resources. Adults are usually imaginative in the ways in which they deal with this but on occasions do not succeed; for example, when some pupils were reading a number line upside down '6' was read as '9' and '58' was read as '85'. Some mathematics sessions are too long so that children's concentration levels deteriorate and progress slows.

81In knowledge and understanding of the world, children make satisfactory progress; at the age of five, their attainment is below expectations for their age. Nursery children develop understandings that objects can either sink or float and begin to see that there is a pattern to this. Reception year children develop a sense of the passing of time and know that Christmas is coming soon and it is going to be cold and wet 'for a long time now' before warmer weather comes. Many children develop a good facility with the computer mouse, especially in number recognition and counting games. These activities are supported well by classroom support workers. The quality of teaching is satisfactory in both classes and prepares children properly for later studies in a good range of National Curriculum subjects.

82In physical development, children reach the expected standard at the age of five, making satisfactory progress in both nursery and reception classes. They enjoy physical exertion, especially in the nursery, and learn to ride wheeled large toys with vigour and skill. They are able to move across the hall floor using a range of ways of moving, incorporating planned changes of direction. They run, jump and skip in ways which are appropriate to their ages. Crayons and scissors are used with care and a fair degree of accuracy. The quality of teaching is satisfactory. Teachers' planning and preparation for physical activities are often good. Teachers' inputs during indoor work are effective in both classes. In outside play with large equipment, children are often too involved with their activities to listen properly to instructions.

83In creative development, children attain below average standards. Their progress is satisfactory in both classes. Children steadily acquire skills of mixing and using paint, often producing imaginative pictures and patterns. They explore the texture of dough, paint and cloth, learning to use a good range of equipment whilst doing so. For example, children produced a fair model of a bun and offered it to a visiting adult; when a cherry on top was requested, a well shaped one was quickly added. Children learn songs and rhymes readily and with enjoyment. Some reception year teaching is very good. For example, in a music making session, all pupils were involved in developing sound-making activities using, amongst other things, the song 'Washing on the line'. The teacher's high expectations and knowledge of music ensured a well focused lesson and good progress. Overall, teaching of under-fives in the creative area is satisfactory.

84Overall, the curriculum for the under-fives is not satisfactory. In the nursery, the layout and preparation of activities is good. However, the activities are arranged in such ways that the adult input is too often brief and not sufficiently systematic. This prevents teachers from giving of their best and children from making better progress. There is then a huge change of emphasis when children transfer to the reception year. This is largely because work is planned more with the Year 1 pupils in mind than the under-fives. The National Curriculum is introduced early to children whose attainment

does not justify this. Sessions are sometimes too long for the younger children to maintain their concentration levels. Adult input is often detailed and sustained, well beyond what children experienced in the nursery.

85The premises are satisfactory overall for use by under-fives. Rooms are of a reasonable size and the outside play area, though on a slope, is well marked out for use by the nursery age-group. The awkward shape of the overall nursery provision makes supervision by two adults difficult when all areas are in use at the same time.

86The satisfactory progress being made by children at the time of the last inspection has been maintained and overall provision remains satisfactory. In order to ensure that future progress becomes good - and matches that seen in other parts of the school - a review of the provision for under-fives is needed.

86 **ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION**

86 **English**

1In the 1999 National Curriculum tests taken at the end of Key Stage 2, 68 per cent of pupils reached Level 4 of the National Curriculum, compared with 70 per cent nationally. However, no pupils at Mill Lane reached the higher Level 5 and when this is taken into consideration, the overall attainment in the tests was well below both the national average and the average seen in similar schools. This was against the trend of recent years which have seen attainment in English tests rise, so that by 1998, test scores were above the national average. The drop in 1999 was caused by the large proportion of pupils in the year group who had special educational needs - 32 per cent. However, the great majority of pupils made good progress in their final year, because of intensive, well focused teaching. In recent years, girls have out-performed boys in the Key Stage 2 English tests by the equivalent of a full year's progress. The full range of inspection evidence shows that overall attainment is in line with national averages and is improving over time; that girls are achieving standards which are at least satisfactory but boys are not; and that the progress made by almost all pupils in Key Stage 2 is good.

2In the 1999 National Curriculum tests taken at the end of Key Stage 1, pupils reached standards in reading and writing which were in line with national averages and above the averages in similar schools. These results continued the trend of improvement over the past three years. However, over these three years, boys' achievements were significantly below that of girls. For example, in 1998, girls reached the national average standard in writing and above average in reading whilst boys reached well below average standards in writing and below average standards in reading. The overall findings of the inspection are that, at the age of seven, attainment is in line with national averages; that good progress is being made over time and that boys' attainment is too low.

3At the age of eleven, pupils listen attentively, grasp the point of searching questions and follow the course of a fast moving discussion. Many pupils regularly use non-standard speech but show an awareness of how to vary speech to match the situation. Most pupils read accurately and have sound strategies for dealing with unfamiliar words. Higher attainers read fluently and expressively, recalling and interpreting what they have read. They offer sound but limited explanations of how to find books in a reference library and then use an index and table of contents to locate information. Pupils write neatly in a joined script. Most stories they write have a generally satisfactory content. Many pupils are able to edit their own work; when doing this they make significant improvements to spelling and punctuation but have less impact on vocabulary, sentence construction and quality of expression.

4At the end of Key Stage 1, pupils reach average standards in speaking and have good listening skills. They listen attentively and understand the main points of a story. They give relevant answers to

questions but only higher attainers have the vocabulary and fluency to explain their ideas clearly. By the age of seven, pupils' reading is better than average. Most pupils read accurately and have effective strategies for tackling new words. Higher attainers read fluently and often expressively. They are developing the ability to choose books which they like, from a wide range. Very few pupils have appropriate skills with reference books. The writing of seven-year-olds is average overall. Average and higher attainers use a regular and joined script. Their spelling shows a knowledge of common letter combinations and punctuation is used carefully. The content of their writing is at a level consistent with their age.

5Progress is good in Key Stage 1. Pupils enter the key stage with below average attainment; by the end of the key stage their performance in reading, writing, speaking and listening has improved to be in line with national averages and an increasing proportion of pupils reach the higher Level 3 of the National Curriculum. In most lessons, progress is good or very good. Pupils develop a growing vocabulary and use it with increasing accuracy and effect both in speaking and writing. Their knowledge of letters and alphabetic order increases to the point that by the age of seven, higher attaining pupils are able to use an index to, for example, locate simple facts in a reference book. Writing increases in length, complexity and range at a good rate during the key stage.

6Progress continues to be good in Key Stage 2. By Year 6, most pupils select and read relatively advanced fiction and non-fiction books with purpose and understanding. Skills in retrieving information develop well; in Year 4, pupils use an index to locate and then record facts about climate; by Year 6, pupils find appropriate passages in a number of books, make notes, analyse and then evaluate the evidence, in order to decide the reasons for the design of ancient Greek armour. Writing skills develop well because they are methodically taught and because there are good opportunities for pupils to practise writing at length in a supportive atmosphere. However, boys progress less well than girls in several aspects of English - especially writing and the effective organisation of ideas. The school has identified this weakness and is introducing measures to combat it - but more remains to be done. Throughout the school, pupils with special educational needs make good progress because of the very effective support they receive and the quality of the adapted work which they do. Pupils for whom English is an additional language have good support from specialist teachers, who form good partnerships with class teachers; their pupils reach standards which are similar to that of all other pupils.

7Pupils respond well to their work. They settle quickly, are interested in tasks and organise themselves efficiently for new activities. The majority of pupils sustain good levels of concentration, willingly join in discussions and help to maintain a good pace to lessons. Pupils welcome help from adults and respond positively when difficult work is set. They work co-operatively, for example, when pupils act as 'critical friends' for each other during writers' workshops. They listen attentively to each others ideas; older pupils often build on earlier suggestions to develop their ideas in discussion. Most pupils take pride in their work and take great care when, for example, producing the final version of an account which they have written and edited. Girls are frequently quicker to answer questions than are boys, although teachers treat them equally.

8The overall quality of teaching is good. Throughout the school, teachers have worked hard to ensure that they have a full range of skills to teach the subject, especially during the literacy hour. Strong features of teaching in both key stages include good partnerships between teachers and support staff, the management of discussion sessions and the careful lesson planning which ensures that lessons move at a good pace.

9At Key Stage 1, teachers' explanations are clear and demonstration is used well to ensure that pupils understand what is expected of them. The effectiveness of some lessons is weakened because group tasks are not properly connected to earlier work or too little challenge is presented by texts which pupils have used before and know too well.

10At Key Stage 2, the learning objectives for a lesson or series of lessons are clear to pupils as well as to teachers. Questioning is searching and makes pupils think long and hard. Teachers have positive

and dynamic approaches, which win similar responses from pupils. Occasionally, tasks such as spelling and handwriting practice, are not matched to different levels of attainment, so that some pupils make too little progress.

11Recent developments in English have been well managed. Good use is being made of a rich curriculum and so standards are rising. The co-ordinator has a good level of expertise and has very effectively led the rapid development of the school's high quality literacy strategy. All teachers are confident when using national guidance and the literacy hour is well taught. There is an increasing emphasis on the use of assessment in order to identify strengths and weaknesses in provision and attainment. However, much remains to be done, especially in relation to the attainment of boys and the development of study skills. Money has been spent wisely to provide all classes with good quality texts and to enhance the stock of library books. The use of these is not sufficiently well planned for the spending to have had its full impact on pupils' progress; the library in particular is under-used.

12All the weaknesses identified in the previous inspection report have been successfully tackled. The quality of teaching at Key Stage 2, which was then judged to be unsatisfactory, is now good; as a result, standards in Key Stage 2 had improved in all areas of English. The impetus for improvement is now good, driven by strong qualities in the teaching and management of the subject.

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Mathematics

1In the 1999 national tests in mathematics, eleven-year-old pupils reached standards which were below the national average but in line with the average seen in similar schools. This is a drop in attainment from the previous year, when attainment was above the national average and well above the average in similar schools. The difference is explained by the unusually high proportion of pupils with special educational needs in the 1999 year group - 32 per cent. In spite of this, almost all pupils in the year group improved their test scores between the end of Year 5 and the end of Year 6 by one National Curriculum level; this is twice the expected rate of improvement. The overall trend in test scores over the past four years is one of improvement. Boys and girls reach similar standards in tests at the age of eleven. The overall findings of the inspection are that standards at the end of Key Stage 2 are in line with national averages, pupils make generally good progress throughout the key stage and boys and girls reach similar standards.

2In the 1999 national tests in mathematics, seven-year-olds reached standards which were in line with national averages and well above the average of similar schools. Test scores have risen in each of the last four years. There is a marked difference in the achievements of boys and girls. In recent years, girls have achieved higher than average scores and boys lower than average scores. The overall findings of the inspection are that, at the age of seven, overall attainment is in line with the national average and improving year-on-year and girls are reaching significantly higher standards than boys.

3At the end of Key Stage 2, most pupils handle number confidently and accurately. Mental arithmetic skills are satisfactory. For example, almost all pupils in a Year 6 lesson extended their work on the seven times table so that they were effectively using fourteen and twenty eight times tables with a fair degree of accuracy. Pupils are able to apply mathematics to problem solving, using a good range of strategies as they do so. All but the lower attainers are able to explain why they choose their own method, and comment sensibly on methods used by other pupils. Most pupils recognise a range of two and three-dimensional shapes and know their key properties. Most pupils have a mathematical vocabulary which is appropriate for their age. Higher attaining pupils understand rotational symmetry and deal confidently with difficult problems involving complex regular shapes. Measurements of length, weight and capacity are well understood and accurately used.

4At the end of Key Stage 1, pupils have a proper grasp of the language of mathematics and use it accurately. For example, higher attaining seven-year-olds talk naturally about digital and analogue representation of the time. Number is handled competently and the great majority of pupils have a fair grasp of addition and multiplication facts. Most pupils handle mental and mechanical arithmetic accurately and quickly, although lower attainers often confuse addition with subtraction, so that the answer to $13 + 3$ is given as 10. Most pupils can classify objects, explaining the criteria which they are using. Most pupils recognise and repeat simple patterns. In many lessons, girls are quicker to reach answers in both oral and written work and there are more higher attaining girls than there are boys.

5Pupils make good progress in both key stages. Pupils with special educational needs make good progress towards their individual learning targets. Pupils for whom English is an additional language are well supported both by specialist staff and class teachers, so that they make all-round good progress.

6In Key Stage 1, number skills develop well and many pupils who at the age of five could not reliably and accurately count beyond ten can mentally add single digit numbers by the age of seven. Mathematical vocabulary develops well. During the key stage, pupils develop their ability to recognise and name many two-dimensional and some three-dimensional shapes. They handle measurement, especially money and length, with rapidly increasing confidence and accuracy.

7In Key Stage 2, pupils develop particularly quickly in their mental use of number. Almost all make good progress during numeracy hour lessons, largely because they relish the pace of the oral sessions with which all lessons start. Average attaining pupils make good all round progress throughout the key stage. Last year's Year 6 was rightly judged to be under-achieving; teaching arrangements were modified and particular weaknesses were carefully identified and tackled; the result was that they made very good progress in their final year. The same approach is being successfully used again this year, and Year 6 is making particularly good progress.

8Most pupils enjoy mathematics and work hard. In most lessons they relate well to adults, listen carefully and obey instructions. They are particularly enthusiastic during practical work and in quick-fire oral sessions; very occasionally this enthusiasm results in too much noise which distracts some children and so slows their progress. Equipment is shared sensibly and pupils take turns politely.

9Teaching is good in both key stages. Teachers have a good knowledge of mathematics and of the methodology of the numeracy hour. They expect children to work hard and to do well, so that the pace of many lessons is brisk and purposeful. Lesson planning makes very good use of numeracy hour materials. Resources are generally appropriate to the task and are often used very effectively. Relationships are invariably good. Discipline in lessons is generally good, although very occasionally pupils' over-enthusiasm is not fully controlled when a limited range of strategies for class management is used. In the great majority of lessons, teachers are aware of how well pupils are handling the work, so that well pitched advice is given. Satisfactory use is made of homework and further developments are planned.

10The subject is very well led by an experienced and knowledgeable co-ordinator. The monitoring of lesson planning and teaching, with systematic feedback to teachers, is very effective. Regular assessments are made of pupils' attainment and progress. Results are carefully analysed and used to ensure that pupils are grouped in helpful ways and to guide curriculum planning. Training in the use of the National Numeracy Hour has been well handled by the school, and has ensured that teachers are skilled in the approach, and that the curriculum is rich and varied. The use of termly targets for all pupils is having a positive effect on teaching and pupils' progress.

11Since the last inspection, pupils' attainment has risen. Teaching has improved and the management of the subject is better. The school is well placed to continue to make further

improvements.

110 Science

12At the end of Key Stage 2, pupils' attainment in the 1999 National Curriculum tests was above the national average; in comparison with similar schools, attainment was well above average. This was achieved because of the high proportion of pupils reaching the higher Level 5 - almost 50 per cent; the proportion reading level 4 and above was slightly above average. Pupils' attainment in the 1998 National Curriculum tests was well above the national average and well above average in comparison with similar schools. The difference in the level of attainment between the two year groups is explained by differences in the individual year groups. The Year 6 group of 1999 included a high proportion of pupils with special educational needs who, even though their levels of attainment were less than average, nevertheless made good progress in Year 6. The overall trend in attainment at the end of Key Stage 2 is rising. The full range of inspection evidence shows that attainment in the present Year 6 is in line with the national average. At the end of Key Stage 1, the 1999 teachers' assessments in science showed that pupils' standards were in line with national averages and above those of similar schools. These results were an improvement on 1998. The full range of inspection evidence shows that pupils' attainment at the end of Key Stage 1 is broadly average.

13At the end of Key Stage 2, pupils have a good knowledge and understanding of the importance of fair testing and the effects of variables on an investigation, They plan, carry out and record investigations, making predictions about the outcomes. They present their results in a variety of ways, including tables and graphs, and draw valid conclusions from their findings. They make sense of them by using their scientific knowledge, and knowledge of the world. For example, pupils in Year 6 use their knowledge of the world when investigating opposing forces, such as gravity and air resistance. Pupils understand the main functions of the major organs of the human body, such as the heart and lungs. They know and understand the importance of good nutrition and plan healthy diets. They understand the differences between drugs which are harmful and those which are medicines. Pupils know that materials can exist as solid, liquid or gas and that these can be changed, sometimes irreversibly, by heating, for example. They understand that the uses of materials depends on their properties, such as thermal insulation. Pupils know that the earth orbits the sun and how this gives rise to day and night. They understand physical phenomena such as sound and light; that they travel in waves through the air. Pupils develop knowledge and understanding to a satisfactory level in all aspects of the science curriculum.

14At the end of Key Stage 1, pupils' attainment is broadly average. Pupils can carry out investigations within a structure given by the teacher. They make their own decisions, make observations then record and discuss their findings. They classify living things according to observable features, such as the number of legs, and record their findings on a chart. They know the life cycle of a butterfly and can match animals to their habitats. Pupils become familiar with range of materials and can sort them according to their properties; within a relatively limited vocabulary, many can identify materials which are waterproof or heat insulating. Most pupils know that sound and light come from a range of sources and higher attaining pupils list many of these confidently.

15Pupils make good progress through the school. They build on their knowledge of living things and their understanding of life processes within plants and animals, such as growth and reproduction. Their understanding of materials and their ability to observe changes develops and they are able to use a broader range of vocabulary. Pupils' understanding of the world develops as they build on their knowledge of physical processes such as electricity, light and sound. Pupils make good progress in developing the skills of scientific investigation and drawing conclusions based on scientific knowledge and their experience of the world. The best progress is often associated with work which has a practical bias and is well planned and resourced.

16Pupils use mathematical skills well to support their learning, particularly in recording and

presenting information. They use a good variety of writing styles to record their experience.

17Pupils respond well in lessons. They are interested in the lesson introductions and make sensible contributions. Pupils work well together in pairs or groups to carry out their investigations and concentrate on their tasks for a good period of time. They demonstrate increasing independence in putting forward and trying out their ideas. Pupils with special educational needs, and those learning English as an additional language, are integrated well.

18The quality of teaching is good in both key stages. Teachers' subject knowledge is at least sound and some teachers have a good knowledge of science. They provide interesting activities which help the pupils to make good progress. Lower attaining pupils are well supported. Specialist teachers give good quality support to pupils learning English as an additional language. Teachers' use of questioning stimulates pupils' thinking and helps them to make progress in understanding. The relationship between teachers and pupils is good, encouraging pupils to work hard. Teachers' behaviour management is effective and lessons have a brisk pace, which promotes good progress.

19The school has a very good scheme of work, which is well structured to help and guide staff in their teaching. It allows the curriculum to be taught progressively in mixed age classes and ensures full coverage of the programmes of study. The leadership and management of the subject are good. The co-ordinator is well qualified and enthusiastic and has been successful in providing training and support for teachers to increase their confidence in teaching scientific investigation. The procedures for assessing pupils' progress are good. The results of national tests are carefully analysed to find out the strengths and weaknesses in pupils' learning. However, the results of this analysis are not yet used with sufficient rigour to improve the provision in science.

20Since the last inspection there have been improvements in pupils' attainment as measured in national tests. Overall, progress in science remains good. The school is well placed to continue to make its good provision in the subject.

119 **Information technology**

21Pupils' attainment is below the national expectation at the end of Key Stage 2, and in line with the national expectation at the end of Key Stage 1.

22At the end of Key Stage 2, pupils can produce pieces of writing, such as reports, stories and poems, using different fonts and sizes of text. They save, retrieve and re-draft their work and illustrate it using clip art. However, pupils' knowledge about designing and creating a page, such as making a poster, is underdeveloped. Their ability to use data handling programmes for a variety of purposes, such as producing graphs and charts to illustrate their findings of a survey on hair colour, for example, is also underdeveloped for their age. Pupils can research information from a CD-ROM, in history, for example, but have little experience of creating their own multi-media presentation. They know about the internet but the school's provision for this is not yet well enough developed to allow pupils to have acquired an appropriate range of skills. They demonstrate a sound knowledge and understanding of the use of technology in the real world, such as the use of microchips in supermarkets, in car designs, in household appliances and space technology. However, pupils' knowledge and understanding of control technology are unsatisfactory. They can programme a floor robot and control events on the screen at a satisfactory level. They have little experience of three-dimensional control, such as using a control box to sequence traffic lights, or using a computer-controlled sensor to measure and record temperature, for example.

23At the end of Key Stage 1, pupils write short pieces of text. They know that this can be saved and retrieved. They make and interpret simple bar charts on the theme of healthy eating, for example, using information gathered in surveys. Pupils use a graphics programme effectively, demonstrating

good mouse control and good use of the toolbar to create and improve their work. They know that the floor robot can be controlled by programming and learn how to control it using simple programmes. Pupils demonstrate a good level of knowledge and understanding of the use of technology in the real world, such as in video recorders, television controls, cash dispensers, supermarket checkouts and public library computer held records.

24Pupils make good progress in Key Stage 1. During Year 1 and Year 2, they develop increasingly good control of operations such as using the mouse, the keyboard, saving and retrieving work and printing it out. Their knowledge and understanding of the range of tasks performed by the computer increases. They use it to create more complex graphic images, to write and store text and to carry out tasks of increasing sophistication, for example, in mathematics. Pupils in Key Stage 2 are making satisfactory progress and in some lessons, progress is good. However, because of the poor provision which they experienced in the past, their attainment is not yet at a level expected for their age. Pupils in Years 3 and 4 develop their skills in control by learning to programme a screen turtle. They learn to write simple programmes themselves. Their skills in word processing and data handling increase. Throughout the school, pupils with special educational needs, and those for whom English is an additional language, make progress comparable with other pupils.

25Pupils enjoy the subject and are keen to learn. They work well both individually and in small groups. They behave well, take turns and help each other. Pupils are interested in their work and can concentrate for a good length of time; this contributes to their personal development as well as to their progress in the subject. They form good working relationships, particularly when working in pairs or small collaborative groups.

26Too few lessons were seen to make an overall judgement about the quality of teaching. In the very small number of lessons that were seen, the teacher instructed the whole group of pupils in order to develop a particular skill. During these sessions the quality of teaching was good. Teachers explain very clearly how to carry out tasks and use imaginative activities to develop pupils' understanding. They revise previous learning and encourage new learning through clear instruction and good quality questioning. The lessons are well paced to keep pupils' attention. Teachers provide frequent opportunities for pupils to use computers to support other subjects, such as computer graphic work in art. However, the quality of teaching through Key Stage 2 is not yet consistent enough to enable pupil to reach the expected levels of attainment by the time they leave the school.

27The subject co-ordinator has a good level of knowledge and expertise and works hard to support colleagues, such as when planning and building a computer suite, so that pupils can benefit from whole group lessons to develop their competence. The school has a good quality policy and scheme of work which plan for the curriculum to be taught in a progressive way, so that pupils can systematically build up their skills. Effective assessment procedures have been developed so that teachers are able to track the progress of individual pupils.

28The school has joined the National Grid for Learning, is now well resourced with computers and has very recently gained access to the internet. The development plan for information and communication technology is thorough and detailed and includes necessary plans for further staff training.

29The provision for the subject has improved significantly since the last inspection. Because of the much improved resources and the improving expertise of staff, the school is well placed to make the needed improvements.

Religious education

30The standards attained by the end both key stages are in line with the local Agreed Syllabus for

religious education.

31At the end of Key Stage 2, pupils have a sound knowledge and understanding of the three world faiths of Christianity, Islam and Judaism. They understand the significance of religious traditions and learn about practices, customs and celebrations within the three faiths. They appreciate the importance of symbols, such as the crucifix, and the role they play in worship. Pupils value and respect religious traditions other than their own.

32At the end of Key Stage 1, pupils know the story of Genesis and are beginning to develop a concept of God as the Creator. They know that there are 'special people' that are central to religious faiths, like the Prophet Muhammed in Islam, and Jesus in Christianity. They are familiar with, and can re-tell stories from the Bible - the story of the Nativity, for example.

33Pupils, including those with special educational needs and those learning English as an additional language, make sound progress through the school, steadily developing their appreciation of elements common to all three faiths, such as festivals, rituals, holy books and important personalities in religious history. They celebrate the festivals of Eid and Christmas with increasing understanding. They study passages from the Bible, the Qu'ran and the Torah and grow to understand that the holy books are central to the faiths. Pupils learn about the lives of significant personalities in religious history and the lessons we can learn from them, such as the parables of Jesus. They develop a sense of reverence and respect for religious values and beliefs.

34Pupils have a positive attitude to the subject. They become involved and show interest in the lessons. Some older pupils demonstrate a capacity for discussion which is thoughtful and searching. Pupils respond very well to teachers' stimulating questioning by thinking hard and expressing their thoughts readily.

35Teaching is satisfactory overall, and good in some lessons. Teachers have sound subject knowledge. They plan carefully with clear objectives and provide appropriate resources and activities for the range of pupils in the class. In good lessons, teachers make good use of time; they build good relationships with the pupil in their class, sharing their thoughts and beliefs so as to promote open discussion. Teachers use questioning well to stimulate and extend pupils' thinking.

36The school offers a satisfactory curriculum in religious education. This is enhanced by visits to places of worship and by visitors to school. Teachers' planning is monitored to make sure that pupils have the full range of experience to meet the requirements of the Agreed Syllabus. The monitoring of pupils' attainment is undeveloped.

37The school has maintained a satisfactory provision for religious education since the last inspection and is satisfactorily placed to continue to improve.

136 OTHER SUBJECTS OR COURSES

Art

38All pupils, including those with special educational needs, make good progress in both key stages.

39In Key Stage 1, pupils make increasingly accurate drawings and paintings. They illustrate their writing with carefully drawn pictures of increasing detail and accuracy. Most pupils develop growing skills in the use of colour and texture. In Year 1, most pupils chose the colour of crayons, pastels and paints which are close to the colour of the object which they are representing. Higher attaining pupils begin to blend pastels together in order to match colours more closely. By the end of Year 2, most

pupils mix powder paint in a range of colours and textures and can explain how they are seeking to produce a desired effect. Pupils' drawings of adults connected with the school show a developing ability to identify and reproduce key facial characteristics.

40 During Key Stage 2, pupils become increasingly skilful in the use of a growing range of art materials. They study the work and techniques of well known artists, so that by the age of eleven, most pupils can recognise the work of artists such as Lowry, Picasso and Monet. Many older, higher attaining pupils can discuss and reproduce elements of Lowry's work, including his use of perspective.

In both key stages, pupils steadily develop the skills and understanding to use computers to generate art, using a small number of appropriate computer programmes. Three-dimensional work develops less confidently.

41 Pupils enjoy art and are interested in learning more. They concentrate well, both when they are being given instructions by the teacher and when they are working on their own artwork. Older pupils are able to work independently or in small groups, choosing their own equipment and working effectively. They behave well and learn to share equipment and space. Pupils take pride in their work and listen carefully to comments made on it by teachers and other pupils. Pupils with special educational needs are fully integrated into the work of the class. Most pupils set out and put away equipment and by the time they are nine years old, many can do this very responsibly.

42 The quality of teaching is high in both key stages, having a positive effect on pupils' progress. Teachers are confident and many are skilled in art and its teaching. They have high expectations of what pupils can achieve and carefully plan demanding work for them. Lessons are well managed and resources are used well. Teachers value pupils' efforts. Pupils' work, including that of pupils with special educational needs, is effectively displayed throughout the school.

43 The school's work in art is effectively but temporarily co-ordinated by a teacher who is aware of most of the school's strengths and weaknesses in the subject. Whilst the art curriculum is of a generally good quality, there is an under-emphasis on three-dimensional work and on the study of art by women artists and non-western art.

44 There has been a good rate of improvement since the last inspection. Pupils are making better progress. Teaching has improved, with teachers now expecting children to produce work of higher quality. The school is currently well placed to continue to improve but will need to make longer term provision for leadership of the subject.

143 **Design and technology**

45 By the time the pupils leave the school, they have made good progress in understanding the design and technology process. Those with special educational needs, and those for whom English is an additional language, also make good progress. Pupils demonstrate increasing levels of knowledge and skill and gain experience using a wide range of tools and materials. They design and make a variety of artefacts in card, plastic, fabric, wood and other materials. Pupils in Year 1 investigate a range of ingredients and choose a selection of them to make delicious fruit cocktail. They then evaluate the outcome in order to decide how to improve the recipe. They design and make bookmarks from fabric collage and evaluate the finished product. Their designs are individual, imaginative and varied. Pupils in Year 2 investigate a range of different types of purses to find out how they are constructed. They then make up designs to appeal to a particular person - a young child, for example. They make them in a range of materials and finish them attractively, such as by applying a teddy bear motif for decoration. The quality of the purses and the work which goes into them both show considerable improvement on their earlier work. A quilt made by pupils in Years 1 and 2 shows individual panels of fabric with self-portraits drawn in fabric crayon and finished with embroidery and appliqué decoration. This is a very attractive piece, on display in the school's entrance, to which everyone contributed.

46In Years 3 and 4, pupils extend their skills by constructing an interesting range of vehicles which are powered by rubber bands. Pupils in Years 4 and 5 build on this experience to make more complex motor powered vehicles with wooden frames. Pupils in Key Stage 2 evaluate commercial products, such as a young child's activity centre. They evaluate the strengths and weaknesses well and use the information gained to improve the quality of their own designs. They also design eye-catching posters to advertise their products. By the time pupils reach Year 6, their skills are sufficiently developed to design and make a variety of structures to house a Barbie doll. Pupils' designs are increasingly thorough and well annotated as they move up through the school. They show imagination and wit in making their models attractive. Making them requires increasingly sophisticated skills in measuring, cutting and shaping wood, as well as other materials such as cellophane and card. Their evaluations become more thorough and sensible. Pupils' understanding of food technology has developed so that, by the age of eleven, they can plan and prepare healthy, attractive meals at a more adult level. Throughout the school, there is evidence of good progress in the skills of cutting, shaping, joining, fastening, and in finishing. The pupils' understanding of the process of design and technology is developing well.

47Pupils enjoy the subject and talk enthusiastically about the work on display. Too little teaching was seen to be able to make a judgement of its quality, but teachers' planning is good and pupils' work is well displayed. Classroom assistants make a good contribution to pupils' progress. Teachers keep records of pupils' responses in lessons and plan carefully to meet the pupils' needs.

48Highlights of the subject provision are the Technology Fun Days which have taken place in recent years. Pupils enjoy a wide range of opportunities to extend their experience. The scheme of work ensures that pupils cover the required curriculum and make good progress as they move through the school. The curriculum is particularly well planned in Key Stage 2 in order to meet the needs of pupils in mixed age group classes. Photographs of pupils' work over the past year show a good range of activities covering all aspects of the curriculum.

49The school has made good progress since the last inspection in the provision for design and technology. It is well placed to continue to do so.

Geography

50At both key stages, pupils make satisfactory progress overall. Current priorities in the curriculum restrict the time given to the study of geography so that the good progress seen in lessons does not translate into good overall progress.

51When considering the seaside as a place, pupils in Year 1 identify typical features which they can explain as attractive or unattractive. By the time they are in Year 2, pupils begin to use terms such as coast, cliffs, shore and bay to identify physical features they observe on aerial photographs. They show a developing ability to locate relevant information in simple geography books and to point to coastal areas and features on a map. Higher attaining pupils draw on their experience to offer observations about the effects of physical processes such as tide and weather.

52Early in Key Stage 2, pupils show a sound basic understanding of climate and can use a world map to point to regions that are broadly hot, cold or mild. Higher and average attaining pupils use a range of books competently to retrieve and record relevant information about the physical features, plants or animals typically found in hot or cold countries. Lower attainers depend on good support to make gains in such knowledge. Able pupils can reorganise and interpret the information to find and explain patterns of difference - for example, why the cactus is typically found in desert regions. By Year 6, pupils are able to complete a practical survey of traffic in Dewsbury, and to use their findings to construct a reasoned case for closing the High Street to traffic. Their writings show a sound and improving grasp of how human processes can damage an urban environment and of how planning,

involving a critical study of the local street map, can improve it.

53Pupils show a lively curiosity about where they live and other places that are similar or different. They talk in an increasingly orderly and purposeful way when engaged in group or class discussion. Most pupils express an eager interest in the world, and develop confidence and enjoyment in carrying out their planned investigations. However, they have few independent skills and are relatively slow to raise questions and issues for themselves.

54There were few opportunities to observe geography lessons during the inspection. However, the evidence available, which also includes teachers' planning and pupils' work, clearly indicates that, within the limits of the time given to the subject, the quality of provision is good overall at both key stages. Lesson plans are clearly informed by a good scheme of work and secure subject knowledge. Tasks are carefully resourced and well matched to learning aims and differing attainments. Clear lesson objectives are constantly kept in view and used as criteria to share and review learning in the final stage. The quality of questioning and discussion varies, whether with the full class or with small groups or individuals. On occasions it becomes too cosy, and loses the sharpness and direction needed to move pupils on to achieve the targets identified for their work

55The subject is effectively managed. A new policy and scheme of work provide clear guidance for teachers' planning, so that pupils' geographical knowledge and skills are coherently developed through interesting study units which are programmed in three-year cycles. The scheme is based on official guidelines; it makes good links with English, science and mathematics, and promotes a strong working relationship with history. Opportunities to prepare staff for the new scheme, and to monitor teaching within it, have been limited. However, there are sound procedures for monitoring teachers' planning and pupils' progress, and for evaluation and assessment. Pupils have too few opportunities to develop field work skills in different environments, although the local area is used well. The school has some good resources for geography. However, these are not well organised centrally for access and use, and some new elements in the scheme of work are not yet adequately resourced.

56Work in geography makes a good contribution to the development of pupils' social and cultural understandings.

57The satisfactory provision for the subject seen at the time of the last inspection has been maintained and curriculum planning has improved. The school is well placed to maintain the quality of its provision.

History

58Pupils make satisfactory progress overall in both key stages. The work of pupils at Key Stage 1 shows sound development in their understanding of chronology and of differences between the past and the present. Through their study of a famous person, they improve their skills in sequencing the main events of personal histories. Their simple drawings, charts and writings show a clear recognition that there are different sources of historical evidence, and various ways of presenting historical knowledge.

59Pupils in Years 3 and 4 have studied children in Victorian Britain. Their carefully presented work shows that they are learning to draw information about the past from artefacts, pictures, maps and local buildings. They are also learning how to study past ways of life by researching different aspects such as schooling, games, medicine and dress. In their work on Roman Britain, pupils in Year 5 show a growing ability to interpret the distant past through pictorial evidence, and to recognise different points of view. For example, higher attaining pupils were able to discuss whether a portrayal of Boudicca reflected a Celtic or a Roman point of view. In one excellent lesson on ancient Greece, Year 6 pupils made very good gains in their knowledge of the construction of Greek warships and

armour. Through well directed discussion, they developed a good understanding of military tactics in the battle of Marathon. They selected relevant evidence from books to produce a diagram of armour, and showed sound skills in analysing this evidence to identify the function of each part. Pupils with special educational needs play a full part in lessons, and are often very well supported in making good progress towards their targets.

60All pupils show a lively interest in the subject and answer questions eagerly. They study artefacts and resources keenly and carefully, and they concentrate well and work effectively with others as well as on their own.

61The constraints of the timetable meant that no teaching could be observed in Key Stage 1. The few lessons seen at Key Stage 2 varied between good and excellent and this indicates significantly improved quality since the previous inspection. Teachers prepare thoroughly and have high subject expertise and expectations. They successfully motivate and guide all their pupils towards achieving clearly identified objectives. Questioning is skilful and makes very good use of pupils' own observations in developing better understandings. Pupils receive good quality feedback which rigorously points them towards specific improvements in their work. Excellent whole class endings to lessons draw the outcomes of various tasks together, consolidating and reviewing the quality of new learning. When lessons are of this quality, pupils make good progress.

62The subject is very effectively managed and has clear educational direction. A new policy and scheme of work have been successfully introduced which make good use of guidance produced by the Qualifications and Curriculum Authority. A three-year cycle of study units has been carefully matched to the National Curriculum and the needs of the school so as to provide for the coherent development of historical skills through both key stages. Good links with work in geography ensure that the two subjects support each other and there are interrelated procedures for planning, evaluation and assessment. Currently, however, the resource base for history is unsatisfactory because the scheme includes new study elements for which the school has no resources other than books. Although work in history makes a good contribution to the development of pupils' skills in literacy, too little use is made of the library as a site for independent study.

Music

63Pupils, including those who have special educational needs and those for whom English is an additional language, make satisfactory progress in both key stages. Pupils sing whole-heartedly and in tune, and are developing a varied repertoire of songs and hymns, which they know by heart and enjoy. In the few lessons observed, it was evident that pupils in Key Stage 1 enjoy performing accompanying actions or expressive sounds to their songs. Older pupils in Key Stage 2 show increasingly good motivation and collaborative skill in sharing ideas and combining roles to plan and perform short rhythmic compositions. In one very good lesson, pupils in Year 1 showed a good and growing ability to sing a range of songs from memory with secure control of simple rhythm and dynamics. They were well supported to achieve good progress in the lesson when, in relation to the theme of washing, they explored, selected and fitted actions and vocal sounds to the different processes of washing. They then performed these sounds in a sequence determined by a simple score in which a pictorial symbol represented each sound. They learned to recognise 'a rest' in the score, before using their sequence of sounds and actions to accompany their singing of a song about washing. In another good lesson, pupils in Years 4 and 5 made good progress in developing their phrasing of a song which required complex changes of tempo and rhythm. They also learned how to use the count of eight in composing and performing short rhythmic pieces combining two or four parts.

64The quality of teaching in the lessons observed was good or very good in equal measure. Lessons are well planned, having clear aims and structure and well prepared resources. Teachers have secure subject expertise and high expectations for the behaviour, effort, motivation and progress of their pupils. They engage pupils in a good variety of practical activities across a range of musical elements.

The pace of lessons is brisk, and the management and organisation of pupil activity are clear and efficient. Skilful guidance and support are given to groups of differing attainment to enable them to achieve the objectives for their tasks.

65 Throughout the school, in assemblies and class lessons, pupils are given satisfactory opportunities to listen to, perform and develop an appreciation of music. A number of good developments are raising the profile of music in general, and the standard of singing in particular.

66 The co-ordinator is an accomplished musician, who leads the subject capably and has a clear vision for the further development of music across the school. The recently introduced policy and scheme of work provide excellent guidance for non-specialist teachers, enabling them to plan in depth within a strongly developmental and practical programme which interrelates all the elements of music. Detailed planning sheets exemplify different types of lesson, and a rich variety of songs and recorded music is included, each piece being carefully related to its best use. All this represents a significant improvement from the situation observed in 1996, when the inspection reported 'little progression in the skills taught' to pupils.

67 Pupils have opportunities to join the choir and to take part in musical productions in the summer and Christmas seasons. Pupils in Key Stage 2 have the chance of tuition in recorder, guitar or keyboard skills. Resources are satisfactory and have been recently improved by the purchase of sets of modern song books, recorded music on CDs, and a more multi-cultural range of instruments. Another useful initiative provides a listening focus as recorded music is played on entering and leaving assemblies. Against these positive developments, there are the restricting effects of the accommodation. The school has no designated and appropriate area for music. Teachers must therefore teach music in their own classrooms, where any extra noise disturbs another class

Physical education

68 Pupils enter the National Curriculum with average levels of physical development. Thereafter, their satisfactory progress through both key stages is effectively promoted by sound teaching and a well-structured curriculum, despite the restricting effects of the limited outdoor facilities. Pupils who have special educational needs, and those for whom English is an additional language, play a full part in all lessons; good planning and support enables them to make progress similar to that of other pupils. Lessons in dance, gymnastics and swimming were observed during the inspection. Games and athletics are taught in summer, when better use can be made of the playground. There is little scope for outdoor and adventurous activities.

69 Pupils in Year 1 develop a good and growing awareness of space and safety, and show sound physical control of different travelling movements and sudden changes of direction. In developing a theme of frost and ice through dance, they create new elements by exploring the sharp shapes that can be made with fingers, elbows and knees, and they 'freeze spikily'. Year 2 pupils in a good gymnastics lesson show greater control and understanding of movement. They accurately explain the effects of a vigorous warm up on the body. They explore, with increasing control and sequence, a range of ways of jumping and landing. Many are happy to demonstrate skill points, and correctly point out the difference between a good landing and a bad one.

70 Pupils build on these skills in Key Stage 2. Good progress was observed in a well taught dance lesson with a class of Year 3 and 4 pupils. All pupils understand the benefits of exercise and respect the conventions which apply in physical education. They work with effort and thought, individually or in pairs, to develop complex combinations of twisted body shapes and movements, fitting these to music to counts of eight which involve both contrast and rest. They compare, evaluate and improve

their interpretations, achieving different qualities of performance, although all pupils make similar progress.

71In both key stages, pupils' response to lessons is good and they enjoy all aspects of the subject. They dress appropriately for lessons, and change independently and quickly. All pupils participate vigorously in warm-up sessions, and work energetically and with full concentration throughout the learning activities. Boys and girls work well together, as do pupils of different ethnic background, age and ability. They appreciate each other's efforts, and evaluative comments are always constructive. Older pupils are a credit to their school when they attend swimming lessons at the local baths.

72The quality of teaching ranges from satisfactory to good, and is good overall at both key stages. This represents an improvement since the previous inspection, when teaching was judged to be 'sound in both key stages'. All teachers set a good example by being always appropriately dressed for lessons and dynamic in approach. They form positive relationships with pupils and are sensitive to and supportive of the needs of the less confident without lowering the general level of high expectation. Teaching is mainly characterised by secure knowledge of the subject, clear learning objectives which are consistent with the scheme of work, and well-paced, active and highly structured lessons which effectively motivate and challenge pupils.

73The co-ordinator provides effective leadership. The recently revised policy and scheme of work provide very good guidance for teachers to plan for progression in learning in games, dance and gymnastics. The planning for dance has been significantly improved since the last inspection, and this has led to good improvements in teaching and learning in this area. The new element of country dancing is very popular, both in lessons and as an extra-curricular activity. Arrangements for swimming are good. There is satisfactory equipment for games and for Key Stage 1 gymnastics. Apparatus for gymnastics at Key Stage 2, however, is unsatisfactory. Extra-curricular provision for sport is limited, largely because the school has no grassed area to accommodate field sports. There is a successful rounders team and a country dancing club. Football is played at lunch-times and in a few friendly fixtures with other schools, which the pupils arrange themselves. Good efforts to secure outside help locally have gained opportunities for pupils to have coaching in ball skills in both rugby and tennis.

Swimming

74The inspection of this school included a focused view of swimming which is reported below.

75By the time they complete their two-year course of swimming instruction, over 80 per cent of pupils in Year 6 achieve the nationally required standard of swimming at least 25 metres unaided and safely.

A high proportion can exceed this distance and some demonstrate almost equal competence in the back-stroke. All pupils are confident in the water and have sound skills in water safety. Most know how to rest and float. Pupils make good progress through the swimming programme to achieve these standards.

76The quality of instruction provided at the pool is good. The instructors make good use of assessment to organise pupils into groups and to match targets to prior learning. They have clear expectations for each pupil's effort and progress, and they keep lessons moving at a brisk pace. Approaches are carefully suited to the needs of different groups and a good balance is maintained between support and challenge, the aim being always to help the individual to achieve independence.

77Instructors and teachers are attentive to the needs of poor swimmers and give patient support to the

few who lack confidence in the water. Resources and supportive guidance are well used to enable lower attainers to progress, and other pupils are effectively helpful.

78The course of instruction is effectively planned and lessons have clear aims and well defined stages of progression. Organisational arrangements are good so that no time or opportunity is lost, and the programme has good continuity over its two-year duration. Pupils' attainment is tested periodically and certificates awarded when each significant target is achieved. The timing of the programme and the time given to it are appropriate in ensuring that required standards are achieved, with the least possible damage to other elements in the curriculum.

177 **PART C: INSPECTION DATA**

177 **SUMMARY OF INSPECTION EVIDENCE**

178 The inspection was carried out by a team of four inspectors, one of whom was a lay inspector. During the inspection 36 hours were spent observing 53 lessons or parts of lessons; in hearing a 12 per cent sample of pupils read, in discussing work with pupils and in examining the work of a representative sample of pupils. In addition, inspectors observed registration sessions, observed pupils in informal situations at break times, lunch times and before and after school. They examined school documents, including development plans, policies, schemes of work, financial records and minutes of governors' meetings. They held discussions with members of staff and governors. They considered responses by parents to a questionnaire and at a meeting.

178 **DATA AND INDICATORS**

178 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	130	2	24	27
Nursery Unit/School	12	0	0	0

178 **Teachers and classes**

178 **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	8.1
Number of pupils per qualified teacher:	16

178 **Education support staff (YR - Y6)**

Total number of education support staff:	6
Total aggregate hours worked each week:	59

178 **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	0.5

178 **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	1
Total aggregate hours worked each week:	16.2

Average class size:	26
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178 **Financial data**

Financial year:

1999

£

Total Income	267313.00
Total Expenditure	273713.00
Expenditure per pupil	1927.56
Balance brought forward from previous year	21237.00
Balance carried forward to next year	14837.00

Number of questionnaires sent out:

153

Number of questionnaires returned:

25

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	40.0	4.0	16.0	
I would find it easy to approach the school with questions or problems to do with my child(ren)	44	52.0	4.0		
The school handles complaints from parents well	4.8	57.1	28.6	4.8	4.8
The school gives me a clear understanding of what is taught	29.2	54.2	12.5	4.2	
The school keeps me well informed about my child(ren)'s progress	33.3	45.8	16.7	4.2	
The school enables my child(ren) to achieve a good standard of work	41.7	50.0	8.3		
The school encourages children to get involved in more than just their daily lessons	24.0	48.0	16.0	12.0	
I am satisfied with the work that my child(ren) is/are expected to do at home	28.0	52.0	4.0	16.0	
The school's values and attitudes have a positive effect on my child(ren)	41.7	41.7	8.3	8.3	
The school achieves high standards of good behaviour	32.0	44.0	16.0	8.0	
My child(ren) like(s) school	40.0	52.0	4.0	4.0	