

INSPECTION REPORT

HOLLIN PRIMARY SCHOOL

Middleton, Manchester

LEA area: Rochdale

Unique reference number: 105792

Headteacher: Mrs M M Smith

Reporting inspector: Brian Holmes
15215

Dates of inspection: 27th – 31st March 2000

Inspection number: 188685

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Waverley Road Hollin Middleton Manchester
Postcode:	M24 6JG
Telephone number:	0161 643 5148
Fax number:	0161 643 2968
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Dawson
Date of previous inspection:	24 th – 27 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brian Holmes	Registered inspector	Information and communications technology	What sort of school is it?
		History	What should the school do to improve further?
		Physical education	School's results and achievements
			How well are pupils taught?
William Walker	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
			How well does the school care for its' pupils?
Gordon Alston	Team inspector	Mathematics	How well is the school led and managed?
		Geography	How good are the curricular and other opportunities offered to pupils?
		Music	
Patricia Peaker	Team inspector	English	
		Religious education	
		Special educational needs	
Vivienne Brittain	Team Inspector	Under 5s	
		Science	
		Art	
		Design and technology	

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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The Registrar
Inspection Quality Division
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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hollin Primary School is an average sized primary school with 222 pupils ranging from 4 – 11 years of age. Most parents are British in origin, and the number of pupils entitled to free school meals is above the national average. The number of pupils identified as having special educational needs is above the national average, although there are no pupils who have a statement of special educational need. Pupils' attainment level on entry to the school is well below that expected, and there are more boys than there are girls. Since the previous inspection report, pupils' literacy and numeracy skills on entry to the school have declined markedly, and are now well below the expected level.

HOW GOOD THE SCHOOL IS

This is a caring school, where the pupils are happy. The school sets pupils high standards for their behaviour and their work. It is an effective school, where pupils are taught well and achieve good standards in relation to schools with pupils from similar backgrounds. They show very good attitudes towards school, and achieve very good standards of behaviour. The school is well led and managed by the headteacher with support from staff and governors and, as a result, gives good value for money.

What the school does well

- The quality of teaching is good, particularly for children under five and pupils who are in Key Stage 1. This results in pupils achieving well and making good progress in English, mathematics and science. The 1999 National test results at the end of Key Stage 2 in mathematics and science are much better than other schools with pupils from a similar background.
- Pupils with special educational needs make good progress; they are well supported by specialist teachers.
- The headteacher, supported well by the deputy headteacher, and a conscientious staff, provides a good standard of leadership.
- The pupils achieve very good standards of behaviour, show very positive attitudes towards school, and form good relationships in a happy, caring environment which teachers work hard to provide.
- Good provision is made for pupils' personal development, particularly for social, moral and cultural development.
- The school has good links with parents and the community.

What could be improved

- Standards of attainment in English are below the nationally expected levels.
- Raise the quality of teaching in Key Stage 2 to that of the best in the school.
- Use assessment and recording information to plan suitable tasks for higher attaining pupils.
- The role of the governing body in evaluating the work of the school, and judging the effectiveness of how the school spends its money.
- Implement the planned programme for the role of subject leader in monitoring their subjects.
- The provision of a specified area, and outdoor play equipment, for pupils who are under five.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996 and has made good progress in its planned programme of improvement. Pupils' standards of attainment in English, mathematics and science have improved. Standards have risen faster than the national trend in mathematics and science, and in line with national trends in English. The overall quality of teaching has improved from unsatisfactory to good, and during the inspection no unsatisfactory lessons were observed. There has been good progress in matching classroom tasks to the age and ability of the pupils, although pupils who are higher attaining are not always sufficiently challenged in their work. Procedures for planning lessons and assessing what pupils know, understand and can do are in place, but lesson objectives are not always consistently clear. Assessment in foundation subjects is not sufficiently developed. Assessment information is not yet used well in planning for pupils' next steps in learning. Statutory requirements in religious education are now fully met. Good progress has been made in monitoring the punctuality and attendance of pupils. Although attendance is still below the nationally expected levels, the school works hard to ensure that pupils attend school on time. There are still issues to address in improving the financial position of the school. The priorities the school has identified for development, along with its enthusiasm and commitment to higher achievement, give the school a good capacity for further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar school
	1997	1998	1999	1999
English	E	E	E	C
mathematics	E	D	D	A
science	E	E	D	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in English, mathematics and science at the end of Key Stage 2 are below the national average when compared with all schools. Compared to schools who have pupils with a similar background, results in mathematics and science are much better than the national average. Trends over time show an overall improvement in mathematics and science, and a slower improvement in English. Inspection findings show that standards of attainment are rising throughout the school in all three subjects, and a number of other subject areas. In the current Year 6, standards of attainment in English, mathematics and science are below the level normally expected for eleven year olds because of the large number of lower ability pupils within the Year 6 cohort. The results of the 1999 national tests for seven year-olds show that results are below average in reading and writing, but in line with the national average in mathematics. When the school's results are compared with schools who have pupils from a similar background they are still below average in reading, in line in writing, and above average in mathematics. Inspection findings agree with this picture in English, but in mathematics they show that pupils are likely to achieve the level normally expected for seven year olds. Pupils achieve well, particularly from the low levels of attainment with which they enter the school. The impact of the literacy and numeracy strategies is helping to raise standards. In information technology, at the end of both Key Stages 1 and 2, pupils' attainment is broadly in line with national expectations. In religious education pupils' attainment at the end of both key stages is in line with what is expected in the locally agreed syllabus. Across the school, pupils achieve appropriately in most subjects, doing particularly well in art in both Key Stages 1 and 2. This shows that standards have been maintained and improved since the previous inspection. Results show that girls do slightly better than boys in mathematics and science, and pupils with special educational needs make good progress as a result of the good support they receive. The school is making good progress towards achieving the targets it has set itself.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have a very good attitude, and enjoy school. They are keen to learn, enthusiastic and show interest in their tasks.
Behaviour, in and out of classrooms	Behaviour, both in lessons, and in and around the school is very good.
Personal development and relationships	Relationships at all levels are very good and are a strength of the school. Pupils' personal development is good, and they are keen to take responsibility.
Attendance	Despite the best efforts of the school the level of attendance is now below the national average. There is an effective policy for monitoring attendance and punctuality.

TEACHING AND LEARNING

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

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

The quality of teaching is good, and particularly strong for children under five and in Key Stage 1. Teachers successfully meet the needs of most pupils, the exception being higher attaining pupils, especially in mathematics in upper Key Stage 2. Across the school, 100 percent of teaching was satisfactory or better, with 52 percent good and 8 percent very good. The teaching of English is good and mathematics is taught well in Key Stage 1 and satisfactorily in Key Stage 2. The skills of literacy and numeracy are effectively taught. Pupils are well motivated by the tasks teachers prepare. Teachers have a good knowledge and understanding of the subjects they teach and plan effectively. They have high expectations of pupils' behaviour and the work they produce. They manage pupils particularly well, and foster good relationships. Pupils are not always clear about what they should do, and tasks for higher attaining pupils sometimes lack appropriate challenge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. Visits enrich pupils' experiences. Planning does not always specify what pupils should learn. There are no outdoor play facilities for under fives.
Provision for pupils with special educational needs	Good provision. Work is planned to meet needs, and good planning and support help pupils to achieve their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Learning opportunities for pupils' personal development are good. There are good examples of pupils taking responsibility around school, and helping other pupils. Good provision for pupils' moral, social and cultural development.
How well the school cares for its pupils	The school provides a secure, caring environment. Teachers are sensitive to pupils' needs. Assessment is sound, but under developed in religious education and foundation subjects.

The school successfully keeps parents informed about the work of the school and their children's progress. The school offers opportunities for parents to be involved in the life of the school. Parents support the school by helping pupils at home with their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an effective leader who has a clear vision of the direction the school needs to follow. She is committed, conscientious and effective. There is a good team approach, and subject coordinators manage their subjects appropriately.
How well the governors fulfil their responsibilities	The governing body is supportive of the school's management, but does not yet act as a 'critical friend'. Its role in monitoring the work of the school and evaluating the effectiveness of spending is constrained.
The school's evaluation of its performance	The school carefully evaluates its performance. Where areas have been identified the school considers and implements ways to improve them.
The strategic use of resources	The school uses the money it receives well and deploys its resources effectively.

The quality of the school's accommodation is good, whilst the levels of appropriately qualified staff and learning resources are satisfactory. The school effectively applies the principles of best value in purchasing equipment and resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • What the school does to promote a caring environment, and value each child. • The high standards of behaviour the school promotes. • Friendly and approachable staff who deal with matters quietly and efficiently. 	<ul style="list-style-type: none"> • The amount of homework pupils receive. • Information as to how their children are getting on.

Inspectors' judgements support parents' positive views. They do not support the two views about which parents expressed concern. Homework is consistently given and supports pupils' learning well. The school provides a good range of information for parents, and there are clear lines of communication between the school and parents. Parents' evenings are well attended and supported.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 In the 1999 national tests the proportion of pupils at the end of Key Stage 1 reaching the expected level (Level 2) and above was well below the national average in both reading and writing, and in line with the national average in mathematics. The proportion of pupils achieving the higher level (Level 3) was in line with the national average in mathematics, and below in reading and writing. The results in 1999 were similar to the previous year in reading and writing, and an improvement in mathematics. Trends over time show a gradual improvement in standards, particularly in writing and mathematics. At the end of Key Stage 2, the proportion of pupils achieving the expected level (Level 4) and above was close to the national average in mathematics and science, and well below the national average in English. The proportion of pupils achieving the higher level (Level 5) was below the national average in mathematics, and well below in English and science. Trends over the past four years show a steady rise in standards between 1996 and 1999, particularly in mathematics and science. The trend in improvement in test results is better than the national trend in mathematics and science, and in line with it in English. In comparison with schools who have pupils from a similar background, the standards of attainment in school by the end of Key Stage 2 were very good in 1999. This was particularly true in mathematics and science, where pupil performance was well above that of schools with pupils from similar backgrounds. In English, however, pupils' performance was in line with those of schools with pupils from similar backgrounds. This reflects the lower standards of English in the school compared to mathematics and science. Inspection findings show that standards are rising throughout the school except in the current Year 6, where there is a larger number of lower attaining pupils than in other classes in the school. The impact of the Literacy and Numeracy strategies is helping to raise standards. Test results indicate that girls attain higher than boys in mathematics and science at the end of Key Stage 2. This was not apparent in the work seen or the lessons observed during the inspection.

- 2 On their entry to the school, children's attainment is well below the level expected for their age. Overall the under fives achieve well in the reception class and, by the time they reach compulsory school age, they achieve in line with what is expected in their personal and social development, but below the average that is expected in language and literacy, mathematics and knowledge and understanding of the world. A lack of outdoor play facilities restricts the progress in children's creative and physical development, and they achieve below the level expected in these areas. Children develop their speaking skills, although many have a limited vocabulary, which prevents them from expressing themselves fully. They listen well and are attentive in class. Most children know that words and pictures carry meaning, but are at different stages of recognising letters, sounds and rhyming words. They practice writing their letters and many can copy-write. In mathematics, most children count easily from one to ten, but not all are able to order them correctly. They share equipment well and are beginning to learn to work together. They are developing very good attitudes to learning, persevere with their work, and show some independence.

- 3 Pupils achieve well in English, although their attainment at the end of both key stages is below the national average in reading, writing and speaking and listening. When the attainment level on entry to the school is taken into account, this represents good progress across the school for pupils, particularly in Key Stage 1. By the end of Key Stage 1, pupils listen carefully, and start to respond in full sentences. By the end of Key Stage 2, their listening skills are reinforced, although limited vocabulary prevents sustained discussion. In reading, by the end of Key Stage 1, pupils read a range of books accurately and confidently, but with limited opportunities to express opinions about major events or ideas. By the end of Key Stage 2, pupils have sound study skills, but their ability to read and discuss the main themes of stories varies greatly. In writing, by the end of Key Stage 1, pupils develop their ideas using basic grammar and punctuation and re-tell stories they have heard. In Key Stage 2, pupils develop their stories, and write in a range of genre, but their skills in refining and re-shaping writing to ensure clarity for the reader are lower than expected.
- 4 Pupils achieve well in mathematics and their attainment is in line with the national average at the end of Key Stage 1, but below the national average at the end of Key Stage 2. All pupils achieve well and make good progress in Key Stage 1. In Key Stage 2, they achieve appropriately and make sound progress. By the end of Key Stage 1, pupils have a sound understanding of number, and use correct mathematical language in the appropriate context. They can measure accurately, and have a sound understanding of both shape, space and measure and data handling. By the end of Key Stage 2, many pupils are not confident in multiplying and dividing large numbers, and have below average mental skills. Most pupils use a range of strategies for using decimals and calculating area. Most pupils have satisfactory data handling skills, and a sound knowledge of shape, space and measure.
- 5 In science, pupils achieve well. By the end of Key Stage 1 their attainment is in line with the nationally expected level, but below at the end of Key Stage 2. Overall pupils achieve well, and their progress is good. By the end of Key Stage 1, pupils have sound scientific knowledge and skills, and are developing a sound scientific approach in observing and communicating their findings. In Key Stage 2, pupils are able to carry out a fair test, and deepen their knowledge and understanding of scientific processes. By the end of Key Stage 2, most pupils have developed their scientific knowledge and skills appropriately, but their understanding lacks depth, and they are unable to use scientific terms accurately.
- 6 In information technology, by the end of both key stages pupils achieve well and their attainment is broadly in line with the expected levels at seven and eleven. By the end of Key Stage 1, most pupils are confident in using a computer and understanding the basic functions of the keyboard and the mouse. They use a range of software for different purposes, and can program a floor robot. By the end of Key Stage 2, pupils have a sound capability, using e-mail, importing images, and creating spreadsheets. They have appropriate word processing skills, can save and retrieve their own work, and present their work well using text wrap. They have more limited opportunities to develop their data handling and control technology skills, and as a result these skills are not quite at the expected level.

- 7 By the end of both key stages, pupils achieve well in religious education and standards are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, are making good progress. Pupils in both key stages have a satisfactory knowledge of several religions, including Christianity, Islam, Buddhism and Judaism. They learn from religion, and are able to reflect on their studies. They reflect on important issues they talked about in their religious education lessons, such as peace, harmony, death, freedom, truth, justice, love and forgiveness.
- 8 A significant factor affecting the improvement of standards of attainment in school has been the fact that the level of attainment of pupils on entry to the school has declined markedly since the last inspection. Since then, standards have improved in mathematics and science in both key stages. Standards in English have improved, but at a slower rate. Standards have risen in Information Technology in both key stages after a planned programme of development to address the weaknesses identified in the last report. Attainment in Religious Education is now in line with the locally Agreed Syllabus after the school took steps to ensure that the religious education curriculum was securely in place. At the end of both key stages, the standard of pupils' work is at the level expected for their age in history, physical education, and in design technology at the end of Key Stage 2. In art pupils' standards of attainment are above the level expected for their age at the end of both key stages. This shows that standards have improved in all of these subjects. Pupils achieve well, and in lessons progress was always satisfactory or better. It was good in over 60 percent of lessons. Over time, pupils make good progress in art, and sound progress in history, physical education, and design technology. Pupils displayed satisfactory creative skills developed particularly through art. There is no significant difference in the progress made by boys and girls.
- 9 Across the school, pupils' literacy skills are effectively developed through other subjects. There are sufficient opportunities for extended writing in other subjects. During the inspection, examples were observed in history and in science. Research skills are used to enhance learning on other subjects, for example, history. Pupils' numeracy skills are used effectively in a range of subjects across the curriculum, for example, for timelines in history; and measurement in art and design technology. The school has made good progress towards achieving the targets it has set itself.
- 10 Pupils with special educational needs achieve well and make good progress towards the targets set for them in their individual education plans. Early identification of their needs, and the drawing up of individual education plans mean that pupils with special educational needs receive an education which is relevant to their needs. They achieve well both in the classroom and in withdrawal sessions. The framework for the literacy strategy, with its emphasis on differentiated tasks for independent work, supports these pupils well. They are no longer marginalised which is an improvement on the findings of the previous inspection report. Pupils receive good support which enables them to make good progress and achieve standards appropriate to their abilities.

Pupils' attitudes, values and personal development

- 11 Throughout the school pupils have a very good attitude to school. This is a marked improvement on the situation found in the previous inspection when behaviour was unsatisfactory in some lessons and occasionally poor when pupils were less supervised during the lunchtime break. It is now clear that most pupils enjoy school and are willing and keen to learn. They are enthusiastic, show interest in their allotted tasks and take pride in their presentation. They concentrate well in lessons and respond to teachers' questions in an eager but very orderly way. A particularly good example of this was seen in a whole school assembly where pupils became very involved in a story and most of them were eager to contribute, but there was no shouting out or misbehaviour. Pupils work very well together, in pairs and small groups, discussing their work calmly and showing a proper respect for different viewpoints. They show confidence in contributing to discussions, with the least able recognising that their comments will be valued by the class and that lessons can be learned from answers.
- 12 Pupils' behaviour at play and about the school is very good. They move about the building in a calm and considerate manner, never slow to hold open doors or let adults go first. Even when unsupervised, pupils move in a purposeful way and take particular care when negotiating the stairs. Meals are taken in a civilized environment, pupils being conscious of the good manners expected of them by the teachers and supervisory staff. No evidence was seen of bullying and whilst it is clear from records that there are occasional incidents of oppressive behaviour, pupils show no concerns about it and have a very clear idea of the action to take should they observe or be subject to it. In the last year there have been one permanent and three fixed term exclusions, the latter all referring to the same incident. In each case the headteacher and governors have acted properly and in accordance with local education authority guidelines.
- 13 Relationships at all levels are very good and are a strength of the school. Pupils respect their teachers and learn from them to be kind, polite and courteous to each other. They grow in confidence from the knowledge that their work will be valued in school. They appreciate the praise that is given to them and in turn are quick to congratulate and applaud colleagues who have performed well. There is a sense of teamwork which characterises the school and pupils benefit greatly from the good example of this which they see in their teachers and other members of the school staff.
- 14 The personal development of pupils is good. They quickly learn to distinguish right from wrong and to understand the importance of rules in a social environment. Pupils are keen to assume responsibility, and make good use of the opportunities offered to manage their own work in the classroom and older pupils particularly enjoy the challenging nature of some homework which involves research, reflection and often consultation with their families. In the daily routines of school life pupils from Key Stage 1 onwards are keen to help the teacher and support each other, happily sharing resources and patiently awaiting their turn. They anticipate the needs of visitors and are keen to provide a chair or help with directions. Older pupils carry out helpful tasks which ease the daily routines of school life, making themselves available to assist teachers during their breaks, tidying the library, helping to clear the dining hall, sometimes supporting the lunchtime supervisory staff in organising games for younger children, carrying out the administration of the school bank. In these and other ways pupils show that they grow in maturity and are well prepared for the next stage of their education.

- 15 The level of attendance has fluctuated since the previous inspection and despite the best efforts of the school it is now below the national average for primary schools. To some extent this is due to the effect on the school, of pupils regularly moving in and out of the immediate locality. Unauthorised absence is slightly below the average. Close monitoring of lateness and a rearrangement of the school timetable have been effective in significantly improving the punctuality of pupils and facilitating a prompt start to the school day and to lessons.

HOW WELL ARE PUPILS TAUGHT?

- 16 The quality of teaching has improved significantly since the school was last inspected. No unsatisfactory lessons were seen during the week of the inspection. The quality of teaching has been maintained and improved for the under fives, and has significantly improved in both Key Stages 1 and 2. The amount of teaching judged to be good or very good has improved. In the previous inspection the quality of teaching was unsatisfactory in forty-five percent of lessons seen. As a result a key issue for the school was to improve the quality and consistency of teaching throughout the school. Unsatisfactory teaching was linked to low expectations, limited planning and assessment, and work was not sufficiently related to pupils' abilities. There was too much teacher direction, which resulted in a slow pace and a lack of motivation among pupils. A number of factors have contributed to the improvement in the overall quality of teaching; the development of teachers' subject knowledge in a number of subject areas; improvements in long and medium-term planning through the development of schemes of work; the introduction of assessment procedures which provide information for planning pupils' next steps in learning, and matching tasks more specifically to the abilities of different groups of pupils; a raising of teachers' expectations of what pupils know, understand and can do; the inclusion of learning objectives in planning. A system for monitoring the quality of teaching and learning has also been introduced since the previous inspection, and has contributed significantly to improvements in the quality of teaching and learning.
- 17 The quality of teaching is good and ensures pupils achieve well in lessons and over time. Teaching is particularly good for children under five, where all the teaching was at least good, with 17 percent of the teaching very good. Teaching is also good in Key Stage 1, where all the teaching was at least good, and 17 percent of the teaching was very good. Across the school, teaching was satisfactory or better in 100 percent of lessons observed. Teaching was very good in 8 percent of lessons, and good in 52 percent of lessons.
- 18 The teaching for under-fives is good and enables children to acquire new knowledge and skills. Teachers' planning, particularly for literacy and numeracy, is clear and focused. Relationships are very good and the teacher has a good understanding of the needs of young children in these areas. Staff work well together and provide good role models. They plan a range of interesting activities to build children's confidence and increase their understanding in the areas of learning. The teaching of basic skills, particularly phonics is very good. In a very good literacy lesson aimed at recognising letter sounds at the end of words, the teacher carefully explained what children were to do, and provided a wide range of resources to focus children on the activities. The lesson was well organised to develop children's learning in a series of stages, and questions were used well for this purpose.

- 19 In Key Stage 1, the quality of teaching is good. In the lessons seen teaching was always satisfactory or better, and is good or better in 81 percent of lessons. In 19 percent of lessons, teaching is very good. The good quality of teaching provides pupils with opportunities to apply their intellectual and creative effort in their work and to make good progress. Where teaching is good or very good, teachers plan carefully and set clear learning objectives with high expectations of what pupils know, understand and can do. Pupils are well motivated by good use of praise and encouragement, and have a clear idea of what is expected of them. Pupils are provided with challenging tasks, and work is well planned to meet the needs of different ability groups within the class. An example of very good teaching was in a science lesson when pupils were investigating how to make a toy car go further using a ramp. Questioning was used extremely well to challenge pupils to think for themselves and to develop their own ideas. In completing the task the pupils worked productively, and at a good pace. In the literacy hour, teachers have established good routines, and there is a good learning environment and atmosphere. Pupils are able to work well independently and concentrate for long periods. They show good levels of responsibility in managing their own learning. When support staff are present, they are used purposefully and provide good support for pupils, for example, in English, mathematics, and group activities in information technology. Although no unsatisfactory lessons were observed, an area for improvement identified was the use of on-going assessment of pupils' attainment to direct their learning, and ensure that pupils were clear about what they were doing at all times.
- 20 In Key Stage 2, the teaching is satisfactory. The teaching was satisfactory or better in 100 percent of lessons, and good in 39 percent of lessons. In the best lessons, there is a clear focus for teaching, and the purposes of lessons are made clear through focused learning objectives. Lessons are well planned and continually challenge pupils to think for themselves and develop their ideas. Questioning is used well to direct pupils' learning and check their understanding, and learning proceeds at a good pace. An example of good teaching occurred in an English lesson where pupils were developing a description of an imaginary character. The learning objective was shared with pupils in language they understood, and the text was made accessible to pupils of different ability. The teacher had high expectations of what pupils should be able to do and used a range of strategies to enable pupils to deepen their understanding of the text and increase the range of descriptive words they could use for the task. Although no unsatisfactory lessons were seen, there are some aspects of teaching which are in need of improvement. Learning objectives are not always clear or explained sufficiently for pupils to be clear about what is expected of them. Work sometimes lacks challenge for pupils, particularly higher attaining pupils, and they complete tasks too quickly. Explanations of tasks are not always clear, and this leaves pupils uncertain about what to do or what is expected of them. Assessment of pupils' work does not always focus on their attainment, and as a result pupils are not always clear about what they need to do to improve.

- 21 Teachers have a good knowledge and understanding of the subjects they teach, particularly for under fives and in Key Stage 1. Particularly well taught subjects are English, mathematics in Key Stage 1 and science. There is good continuity between those lessons that are part of a series, especially in English and mathematics. The introduction of the National Literacy Strategy has helped to improve the teaching of English. Pupils are taught literacy skills effectively. Basic skills are taught well by all teachers. Whole class sessions are used well to set the scene, and effective use is made of plenary sessions to check on pupils' learning. Overall, the teaching of mathematics is satisfactory, and the structure of the lesson is in line with the National Numeracy Strategy. Teachers place an appropriate emphasis on mental mathematics to give pace to the start of the lesson. There is a range of tasks for pupils of all abilities, although work for higher attaining pupils in Key Stage 2 sometimes lacks challenge. There is a final plenary session which is used effectively to reflect on pupils' learning and draw out important ideas.
- 22 Homework is used well to support the work in classrooms. The regular use of homework is effective in promoting the development of reading and mathematics, and also in developing pupils' ability to work and research independently. Most parents are happy with the amount of homework given, although a minority expressed some concern in the parents' questionnaire.
- 23 Pupils with special educational needs are well supported, and have access to all areas of the curriculum. When pupils with special educational needs are withdrawn from lessons, teachers take appropriate steps to ensure that they are clear about what to do when they return. Good additional provision is made for these pupils through the support of the special needs co-ordinator and non-teaching support in the classroom, particularly in the literacy hour, and for pupils in Key Stage 2. There is evidence, particularly in the literacy lesson, that work is matched exactly to the needs of these pupils. Pupils at or above stage two of the Code of Practice have individual education plans that contain appropriate targets and are regularly monitored and reviewed. Overall, pupils achieve well and make good progress towards the targets set for them in their plans. For example, in a Year 2 literacy lesson when pupils were recording the life cycle of a frog, the special needs co-ordinator focused support on difficult words linked to the content. Work for higher attaining pupils sometimes lacks challenge, particularly in mathematics. Pupils are banded in Key Stage 1 for mathematics, which provides teachers with opportunities to set challenging tasks and further extend pupils' thinking.

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

- 24 The school has made good progress in most areas and made significant improvements. However, in some instances further improvements are needed. In the previous inspection report the areas of concern highlighted were a lack of schemes of work, weakness in identifying learning objectives in teachers' planning and unsatisfactory assessment and recording procedures. All subjects now have satisfactory schemes of work, but although teachers' planning and assessment procedures have improved, further improvements are needed.

- 25 Although the curriculum for under fives is broad and balanced there are shortcomings in outdoor provision. Children under five do not have regular access to an appropriate space for outdoor play, and there is a lack of large climbing and play equipment to further promote the children's physical, creative and social development on a daily basis. Appropriate activities are provided in the reception class that effectively covers the six areas of learning. Planning successfully meets the requirements for children who are under-five as outlined in the under-five curriculum. For older pupils, the curriculum is broad and balanced and the requirements for religious education are fully met with appropriate provision made for sex education and awareness of drug misuse. The curriculum provides pupils with a sound education that promotes their intellectual, physical and personal development and prepares them well for the next stage of their education.
- 26 The school has responded enthusiastically to the National Literacy Strategy and gives high priority to the teaching of reading and writing which are beginning to raise standards. Daily well-organized literacy sessions, which adhere closely to the national framework, are taught in each class. Pupils' literacy skills are used sufficiently well in both key stages. The school is effectively implementing the National Numeracy Strategy. There is an appropriate emphasis being given to numeracy. Numeracy skills are being satisfactorily developed in other areas of the curriculum. For example, they are used in design and technology, geography and science. A strength is the emphasis given to mental arithmetic in Key Stage 1 where pupils are beginning to display satisfactory skills.
- 27 Staff successfully promote equality of opportunity and access for most pupils. However, higher attaining pupils are not always sufficiently challenged, particularly in mathematics. The school is successful in meeting the needs of pupils with special educational needs. The special educational needs coordinator effectively supports class teachers, and along with outside agencies, all work well together to ensure pupils with special needs receive appropriate support and make good progress. The local education authority provides funds for additional support for those pupils on Stage 3 of the Code of Practice.
- 28 There are sound policies and schemes of work in place for all subjects, which are to be reviewed in a planned programme of development. The quality of curriculum planning is satisfactory and ensures continuity and progression. The school has developed a format for teachers' planning to ensure consistency. Detailed long-term plans are in place, which effectively reflect the schemes of work. Long and medium term plans appropriately relate to the requirements of the curriculum the school offers and are carefully translated into weekly and daily plans. However, short-term plans do not always clearly identify what pupils are expected to learn or how it will be achieved.
- 29 The curriculum is enriched by visits and visitors and by the use of the environment. For example, a circus, an artist and people from the local community have visited the school and have effectively shared their expertise with pupils. Trips take place to the library, local and regional museums, Hopwood Hall, and there are residential visits. There is a satisfactory range of out of school activities available for pupils, mainly concerned with sport and music, which does much to enrich the curriculum. However, pupils do not always support these activities sufficiently well and as a result several after school clubs have ceased to exist. Several members of staff and a number of adults from outside the school are involved. Sports teams take part in competitions with local schools.

- 30 Learning opportunities for pupils' personal development are good. The provision for spiritual development is satisfactory, and that for moral, social and cultural development is good.
- 31 Provision made for pupils' spiritual development in the school is satisfactory. Acts of collective worship fulfil requirements and pupils are given time to reflect when prayers are said. Opportunities are given for pupils in Year 6, in their religious education lessons, to consider some of life's fundamental questions. They have collected together a book of their personal reflections on peace, harmony, death, freedom, truth, justice, love and forgiveness. Exploration of such issues contributes to their spiritual understanding and development.
- 32 The school's provision for moral development is good. There is a clear behaviour code which pupils follow well. Pupils understand that negative behaviour is not tolerated. They are taught effectively the difference between right and wrong. This is reinforced by the staff who provide good role models in all aspects of school life. Pupils are encouraged to support new comers to the school. Assemblies often have a strong moral theme. For example, they learn the importance of perseverance and the setting of high standards for one's own behaviour and work. Pupils concentrate well on such occasions. Instances of honesty are praised.
- 33 The social development of pupils is good. They show their enthusiasm for the weekly award assembly which is clearly an important event for promoting their self-esteem not only for good work done but also for helpfulness and kindness to others. Pupils are given responsibilities around the school. Year 6 pupils help younger pupils with coats and shoes at break times. Each teacher has two Year 6 pupils who are trusted helpers in their classrooms at dinner times. There are opportunities for pupils in all classes to have responsibilities in setting out equipment. They are considerate of each other, listening to contributions made in lessons and giving praise without prompting. Fundraising for a different charity each year is a regular feature of the school calendar and develops their awareness of the importance of giving. Pupils are encouraged to be concerned about those less fortunate than themselves. In winter, they collect tins of soup which are sent to a local charity providing hot food for the homeless.
- 34 Provision for cultural development is good. Art is celebrated widely and boldly in school displays, some of it linked to that of famous artists. These displays make a good contribution to pupils' development. For example, Key Stage 2 pupils paint in the style of Picasso. Pupils study aboriginal paintings and imitate their style. An awareness of other cultures is promoted through lessons on the major faiths of the world. Cultural awareness is raised through the study of Ancient Egypt in Year 3. Pupils in Year 4 have established European links through the pen friend exchange with a German school. In the local area, pupils involved in the 'Telling Tales' project have talked to elderly residents on the estate in order to record in pictures a way of life in the past. The school is currently involved, along with three other local primary schools, in the revival of the ancient tradition of maypole dancing. Pupils become familiar with the music of some of the world's great composers which they listen to as they assemble for collective worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 35 The school continues to provide the caring, supportive community which was the subject of favourable comment in the previous inspection. Teachers are very sensitive to the needs of those in their charge. They know them well and work hard to ensure their welfare. The trusting relationships which the pupils enjoy with their teachers give them the confidence to share any concerns and help them to cope with the problems that arise in everyday life. Governors have a responsible attitude towards health and safety. Their policy is clear and detailed. It makes good provision for the regular assessment of risk and review of practice. The school complies fully with local child protection procedures. The policy has been very recently reviewed but its provision for all staff to receive training to raise their awareness of the issues, which is also included in the school development plan, has yet to be implemented.
- 36 The school's behaviour policy is consistently implemented across the school and it is very effective. Pupils are familiar with the main aspects, respect them and recognise their value in the life of the school. They also make a valuable contribution to behavioural standards by agreeing classroom rules with their teachers. The staff have worked hard to eliminate any form of oppressive behaviour. Any incidents of misbehaviour or bullying that do occur are dealt with promptly and properly.
- 37 The importance which the school attaches to attendance and punctuality is reflected in its recently reviewed policy, and in the stress that is placed on it in correspondence with parents. The procedures for monitoring are exemplary. Registers are marked promptly and properly. Appropriate enquiries are made to establish the reason for any unexplained absence. Good systems are in place to encourage pupils to attend regularly and arrive promptly. These various measures have been very effective in improving punctuality but have so far had limited impact on the overall rate of attendance.
- 38 The assessment of pupils is satisfactory. Although systems of assessment and record keeping are satisfactory in core subjects and information and communications technology, there is no formal assessment or record keeping system in place in the non-core subjects and religious education. As a result, teachers do not always have a clear picture of pupils' progress in those subjects. Pupils are regularly tested in English, mathematics and science. However, these assessments focus more on what pupils have covered, and not sufficiently on what they know, understand or can do. The results of assessments are used purposefully to plan future work for individual pupils in most areas. The school effectively carries out the end of key stage assessments and carefully analyses these results to set targets for improvement. Samples of pupils' work are kept to help teachers to make reliable assessments of their pupils' attainment in several subjects, for example, in writing, mathematics and science. These records of achievement are an attractive record of the wide variety of experiences that the school provides. However, these samples are not always graded using National Curriculum criteria and make it difficult for teachers to judge precisely what progress pupils have made.
- 39 Assessments of the ability of children entering school, are carefully analysed and used effectively to plan sessions to meet the needs of all children. A satisfactory programme of assessment monitors the children's progress. The needs of pupils with special educational needs are initially identified from the baseline assessment and the subsequent individual education plan is reviewed termly. The co-ordinator monitors progress through the reviews at which pupils' achievements in meeting their targets are considered.

- 40 Guidance from teachers is based on a sound knowledge of pupils' personal development and a good awareness of their level of achievement. Constructive efforts are made to provide an appropriate challenge for those pupils capable of higher attainment, particularly in mathematics, but at present these are confined to a small number of pupils. Teachers work well with parents and support agencies to ensure that pupils who are vulnerable or with special educational needs receive the help and guidance which best suits their requirements. Overall the educational and personal support provided by the school has a positive effect in raising pupils' achievements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 41 Parents have expressed high levels of satisfaction with the school, in both the inspection survey, and that used by the school in 1998 to gather information. Those answering indicated overwhelmingly that they find the school approachable and feel that the school works closely with them. Parents have expressed very positive views in every aspect addressed by the questionnaires. A small number of parents, mostly of children in the upper stages of Key Stages 1 and 2, have reservations about the amount of homework provided and would like more detailed information about the progress being made by their child.
- 42 This strong support expressed for the school is a fitting reflection of the efforts made by the headteacher and staff to build up a partnership between home and school. Teachers provide a warm welcome for parents and offer an imaginative range of opportunities for them to become involved in school life. For example, parents have been invited to help teachers with the "Better Reading" scheme, to engage with their children in Family Literacy sessions, to support their children at weekends in planting trees to mark the Millennium. A small number of parents have responded positively to these initiatives and thereby given valuable support to the school and to their children's academic and personal progress. Most parents are less involved but most attend the consultation evenings which are held each term with teachers and many approach teachers before or after school for informal discussions about problems that may have arisen with their children. In the main parents also support the school's policy on homework, hearing the younger children read and sometimes joining their older children in tackling the challenge of the comprehension tests or the research into ethnic religions.
- 43 Parents are well informed about the school. There are clear lines of communication and the school's well-presented documentation helps to ensure that parents are aware of procedures, events and developments at the school. Annual reports on pupils contain much useful information about the curriculum and about pupils' progress, but they would be improved by a clear indication of relative performance and the inclusion of more specific targets for pupils to aim at in the following year. Despite the limited involvement of parents in school life there are clear indications that the school's liaison with parents has a positive effect on pupils' learning, behaviour and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 44 The management of the school is effective and has played a major role in the significant improvements the school has made since the last inspection, ensuring that there will be a planned programme for continued improvements. They have successfully raised the quality of education the school provides for its pupils, managed the implementation of the literacy and the numeracy strategies, and improved the provision of religious education, which now meets statutory requirements. The previous inspection report commented that the headteacher was new to the school and the school had experienced a considerable period of management instability. The weaknesses that were highlighted were concerned with the school not yet meeting its aims with regard to the development of pupils as effective learners. Further criticisms were concerned with the ineffectiveness in the monitoring of teaching, in improving its quality and statutory requirements not being met for religious education.
- 45 The headteacher is an effective leader who has a clear vision of the path the school needs to follow to continue improving. She is committed, conscientious and effective. Her all round performance over past years means that she has secured the respect of governors, staff, parents and pupils. She has been instrumental in developing target setting, greatly improving the fabric of the building, and developing a team approach; all of which have contributed to the raising of standards. A strong emphasis has been given to extending the school's involvement in the community and, as a result, links with parents have improved and add much to the caring ethos of the school. She has energetically pursued extra sources of income through additional grants and has been successful on several occasions. There is a sound management structure that is well supported by the deputy headteacher; this leads to effective involvement of all staff through clear channels of communication. An enthusiastic deputy provides good support for the headteacher and subject coordinators manage their subjects appropriately, particularly in devising policies and schemes of work.
- 46 Although the governing body is invariably supportive of the school's management and makes a satisfactory contribution to leadership, it does not yet act as a 'critical friend'. It successfully meets statutory requirements. In some areas of its work, such as financial planning, it is able to make decisions based on a satisfactory number of options. These are appropriately provided by the headteacher and provide it with an opportunity for input into strategic planning. However, several governors are recent appointments and have limited experience or knowledge of school governance and the school does not have its full complement of governors. Consequently, their role in monitoring the work of the school and evaluating the effectiveness of spending is severely constrained and a great deal of responsibility rests with the headteacher.

- 47 Curriculum development is planned for the core subjects and a number of foundation subjects and monitoring systems are in place. The headteacher and senior management team mainly undertake monitoring. They regularly review the core subjects through scrutiny of teachers' planning and sampling of pupils' work. Coordinators have clear responsibilities laid out in their detailed job descriptions and relevant targets set for the development of their area are a feature of the school's development plan. Appropriate structures exist for coordinators to give advice on and develop their subject. However, adequate time has not been given within the school day for most co-ordinators to monitor the teaching effectively. When the opportunity has been presented, for example, in mathematics, effective monitoring has taken place resulting in a clear plan of action highlighting strengths and weaknesses. The school has plans to implement a monitoring programme in other subjects and areas of development identified will form the basis of the new school development plan. The monitoring of teaching is undertaken both informally and in a formal, systematic way by the headteacher and deputy head. A professional discussion follows in order to improve the quality of teaching further and targets are set for teachers when necessary. The special needs policy meets statutory requirements. There is a governor with responsibility for special educational needs.
- 48 The school has experienced teachers who have the expertise and subject knowledge to teach the whole curriculum. They are suitably qualified. Teaching and support staff work well together and their teamwork makes an effective contribution to pupils' learning. The system of appraisal of teaching staff by the headteacher and deputy headteacher has been renewed and given high priority since the previous inspection. It has been a significant factor in raising the quality of teaching. Appraisal is linked well with staff development. Induction procedures for new staff are now in place.
- 49 The school's accommodation is of high quality and is well maintained by the caretaker and cleaners. Good quality displays of pupils' work enhance the learning environment. There are extensive grounds which are being developed to extend their potential for environmental work. However, there is still no identified area for outdoor play equipment for the under fives, and this has a negative impact on the quality of the curriculum provided for children who are under five. The quality and provision of learning resources has improved since the previous inspection. There are some weaknesses in the provision of IT software, for example, to support the teaching of history in Key Stage 1.
- 50 Development planning involves the whole staff and governing body in the setting of priorities and targets for the coming year. The format shows sound practice. It identifies most key areas for development, is carefully costed and has success criteria against which to judge success. However, this is not sufficiently detailed in some areas, for example, geography and history. There are too many curriculum areas highlighted for the school to effectively review in any depth. Key areas such as staffing, staff development and how the current budget deficit will be reduced are not included in the development plan.

- 51 The philosophy of the school states 'we are committed to encouraging and developing the abilities and confidence of its pupils and welcome the involvement of parents and the community.' This draws policy and practice together and provides a sound basis for the caring ethos that exists within the school. Standards are being maintained and are rising in some subjects, particularly in mathematics and science. Although the school is rightly committed to the continual raising of standards, higher attaining pupils are not always sufficiently well challenged. The highly effective day-to-day management and organisation by the headteacher and deputy ensures that pupils are well taught in a safe and happy environment that promotes effective learning.
- 52 At the time of the previous inspection in June 1996 the school had a budget deficit of £25,000 and a key issue was to improve the financial position of the school. The headteacher and governors received good support from the local education authority in improving the quality of their financial planning. Within three years the deficit was reduced to £4,000, representing some success in resolving the key issue. However a combination of circumstances has led to a deterioration of the financial position and at the time of the inspection the deficit again stands at £25,000. Governors have for several years faced difficulty in planning the budget due to the unusual volatility of the numbers on roll. There is a high level of family mobility within the catchment area and the local authority projection of numbers is therefore speculative. The 1999 projection, for example, overestimated by 16 pupils; the Year 2000 projection underestimated by 10 pupils. An additional complication in 1999 was that 40 pupils left from year 6 but only 27 started in the Reception year. The local authority recognises the financial problems faced by the school and had agreed to the deficit budget. Over the last year the school has managed its finances competently to stay within the agreed limits of expenditure. From the data currently available the numbers on roll are expected to reduce over the next 5 years by 16 percent. It is of obvious importance that the governors take this information into account in their medium and long term planning. The local authority is fully aware of the situation and are considering a variety of options to improve the school's financial situation.
- 53 The report of June 1997 submitted by Her Majesty's Inspector of Schools suggested that the school development plan should include resource allocations to aid budget setting and financial planning. The school has complied with this advice. Priorities are identified and appropriately costed. Funding overall is allocated effectively. A weakness that remains with the plan, which covers a three year period, is that it does not incorporate any precise strategy to effectively manage a reducing budget allocation in the long term. In fulfilling its strategic responsibility the governing body has not developed a longer-term vision of how the school may improve its educational outcome. It has not yet made predictions about income and expenditure in future years and as a result the school is not in a position to consider alternative strategies to achieve future goals.

- 54 Financial procedures and controls are good. The school receives effective support and advice on financial management from the local education authority. The most recent audit was carried out in November 1999 when records were maintained properly and procedures and regulations were being followed. The few recommendations made in the report have been implemented. Administrative routines are carried out in an unobtrusive but efficient way. Good use is made of technology to provide appropriate information on finance to the headteacher and governing body. Teachers benefit from the good administrative support which enables them to focus more fully on their work in the classroom. Standards Fund Grants are fully targeted on their designated purpose. The headteacher carefully monitors expenditure to ensure that pupils obtain the intended benefit. The governors are well guided in their financial decisions by the procedures outlined in their finance policy. Recent changes in key personnel, including the chair of the finance committee, have inevitably had an adverse effect on the role of the governing body in fulfilling their strategic responsibilities. They are aware of the need for training, particularly for new governors, to further raise their awareness of the principles of best value in decisions about spending.
- 55 Taking account of the low attainment of pupils on entry; their good progress as they move through the school; the good quality of education provided, and the high standards of behaviour and relationships found, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 56 Raise standards of attainment in English.
Raising the quality of all teaching in Key Stage 2 to that of the best.
Develop the effectiveness of the governing body in fulfilling its' statutory role
Implement the planned programme for the role of subject leader.
Provide an identified area and play equipment for pupils who are under five.
- (1) Raise standards in English by:**
improving the range of pupils' vocabulary; (**paragraph 75**)
improving the range and challenge of reading books; (**paragraph 76**)
providing pupils with greater opportunities to revise and edit their work in extended writing. (**paragraph 77**)
- (2) Further improve the quality of teaching, particularly in Key Stage 2, to that of the best by:**
ensuring that learning objectives are always clear and explained sufficiently to pupils; (**paragraph 20**)
ensuring that tasks are clearly explained, so that all pupils understand what is expected of them; (**paragraph 20**)
improving assessment procedures in order to enable teachers to gain a clear picture of pupils' attainment, and enable pupils to understand what they need to do to improve; (**paragraph 20**)
using assessment information to plan challenging tasks for higher attaining pupils. (**paragraph 20**)
- (3) Further improve management by:**
implementing the planned programme for the role of the subject leader in monitoring teaching in their subject areas. (**paragraph 47**)

(4) Ensure that the governing body is able to carry out its duties confidently by:

developing their role of monitoring and evaluating the work of the school;
developing the ability of governors to judge the effectiveness of how the school spends its' money;
undertaking in-service training to clarify roles and responsibilities.

(paragraph 46)

(5) Further improve outdoor provision for children who are under five by providing regular access to outdoor play through:

incorporating such activities in a carefully planned curriculum;
providing appropriate resources;
developing an accessible area.

(paragraphs 25, 67, 71)

OTHER SPECIFIED FEATURES

- Having the full complement of governors; **(paragraph 45)**
- raise pupils' level of attendance; **(paragraph 15)**
- reduce the number of curriculum areas in the school development plan, in order to enable more in-depth review of identified areas. **(paragraph 50)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	52	40	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		222
Number of full-time pupils eligible for free school meals		85

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		71

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	14	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	12	19
	Girls	10	13	14
	Total	17	25	33
Percentage of pupils at NC level 2 or above	School	47	69	92
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	14	13
	Girls	10	12	11
	Total	18	26	24
Percentage of pupils at NC level 2 or above	School	50	72	67
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	17	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	14
	Girls	10	13	15
	Total	20	25	29
Percentage of pupils at NC level 4 or above	School	57	69	81
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	10	9	9
	Total	17	18	19
Percentage of pupils at NC level 4 or above	School	47	50	53
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	221
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	25.6
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	72

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998-1999
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	£
Total income	400,668
Total expenditure	389,088
Expenditure per pupil	1,753
Balance brought forward from previous year	-15,515
Balance carried forward to next year	-3,935

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	34	61	3	2	0
My child is making good progress in school.	37	55	5	3	0
Behaviour in the school is good.	37	53	5	2	3
My child gets the right amount of work to do at home.	29	53	16	2	0
The teaching is good.	53	39	5	0	3
I am kept well informed about how my child is getting on.	42	45	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	29	0	3	0
The school expects my child to work hard and achieve his or her best.	76	21	0	3	0
The school works closely with parents.	47	47	3	3	0
The school is well led and managed.	53	39	0	3	5
The school is helping my child become mature and responsible.	39	42	8	3	8
The school provides an interesting range of activities outside lessons.	26	55	11	3	5

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56 At the time of the inspection there were thirty-one children in reception, sixteen of whom were still under five. On entry to school attainment is variable but most children are attaining well below the nationally expected levels. The previous inspection indicated that standards on entry were in line with what was expected. This change reflects the changes in the socio-economic circumstances of families in the school's catchments area. Few of the pupils starting school last September had received any nursery education or had attended a pre-school playgroup. The progress made in Reception is good overall although, by the age of five, the attainment of pupils is below that usually seen, except in their personal and social development which is in line with national expectations. Ten children in the class have been identified as having special educational needs. They make equally good progress because of the targeted support they receive. Taking into account, changes in the ability of children on entry to the school, there has been a satisfactory improvement since the previous inspection report, when children in the Reception class reached a satisfactory level of attainment and made satisfactory progress.

Personal and Social Development

57 Attainment is in line with what is expected for children at the age of five. In the morning children line up and enter school quietly and orderly and take responsibility for their own clothing and belongings. They know the routines of the classroom and follow them well. They enjoy the responsibility of taking the register to the office and willingly take part in tidying up at the end of each session. In literacy and numeracy lessons children are able to listen and concentrate for lengthy periods. Most remember to put up their hands to answer questions. They can take turns when playing number games as a class. They are learning how to cooperate with each other during group tasks and they treat each other and equipment with care. During free choice activities a few children find it difficult to concentrate and stay at activities for more than short periods of time.

58 Teaching is very good. Provision for personal and social development is highlighted in the aims for the Early Years and a high priority is given to it, especially when children enter school. Staff provide a secure environment. They work well together and provide good role models for relationships. The teacher uses every informal opportunity, for example, at registration and milk times, to chat with children, and relationships are very good. Staff encourage pupils' independence. Children are expected to dress and undress themselves for physical education lessons. Some activities are structured to promote cooperative working. Children are given opportunities to take on responsibilities such as preparing and handing out milk. Through stories and real life situations they are encouraged to think about the needs and welfare of others and how to look after themselves. They are taught the difference between right and wrong.

Language and Literacy

- 59 Attainment for most children is below what is expected at the age of five. Listening skills are developing well and children are attentive in class lessons. Their speaking skills are developing but many have a restricted vocabulary which prevents them from expressing themselves well. Some children have to be encouraged to speak during lessons and a number respond in short phrases rather than sentences. Most children handle books well and know that words and pictures carry meaning. Some higher attaining pupils 'read' to each other using appropriate 'story' language whilst a few are still at the stage of flicking through books quickly without becoming engaged. Children are at varying stages of recognising letters, sounds and rhyming words. Higher attaining children are beginning to recognise and remember key words and are making good progress reading the first books in the reading scheme. These children are also beginning to write simple sentences unaided and confidently use their phonic skills to attempt to spell unknown words. All children practice writing their letters and most can copy-write.
- 60 The development of children's language and literacy skills is given a high priority in reception and teaching is good and sometimes very good. The literacy 'hour' is well structured to develop literacy in all its forms. Learning objectives are clear and specific and different group activities match pupils' prior attainment. The teaching of early reading strategies, particularly phonics, is very good. Children's writing is given equal emphasis to reading and they are developed together. Staff provide a wide range of activities to extend pupils' skills in speaking and listening and early reading and writing. However role-play is not planned as a teacher focused activity to extend children's oral language and an opportunity is lost to develop speaking skills. The teacher uses every opportunity to encourage pupils to talk and she constantly reinforces new words such as 'traffic' and 'vehicle' when, for example, the class discuss what they have seen during a traffic survey.

Mathematics

- 61 Attainment for most children is below that expected for their age. Children can count easily from one to ten but not all are able to order numbers correctly. A small group of lower attaining children had difficulty threading eight beads and counting them correctly. Children are being introduced to the idea of one more and one less and higher attaining pupils show a good understanding of the concept. Most children can match two dimensional shapes and long and short objects. They are beginning to understand the concept of lighter than and heavier than.

- 62 Provision for the development of mathematics is good. Relevant informal opportunities are used well to develop pupils' understanding of number. Children are taught to sing number songs and rhymes, using their fingers to count. Activities are provided for children to match and sort objects. Water play is structured to develop children's understanding of full, empty and half-full. Teaching is good and children make good progress. Lesson planning for the numeracy hour is clear and group tasks are differentiated to children's prior attainment. There is constant reinforcement of mathematical language. Good practical activities help to develop pupils' understanding. Occasionally children are confused when using pictures instead of real objects, for example, when asked to say which is the lighter, a feather or a comb, when some children have no experience of feathers. Good use is made of the nursery nurse who sits on the carpet with the children during whole class sessions and interacts well with children having difficulties, allowing them to play a full part. Progress was seen from one lesson to the next when children showed more confidence in counting mentally one more and one less.

Knowledge and Understanding of the World

- 63 By the age of five attainment is below the level expected. Children enter school with limited general knowledge, for example, at the start of the present topic, many children did not know the names of some common fruits. They are beginning to develop an understanding of the world around them through planned walks around the locality, looking at shops, roads and types of houses. Some children can talk confidently about the area around school and how they get there each day. Within the school grounds they have helped to plant trees to improve the school environment. In a technology activity children were learning about the strength of materials when they chose from a range of papers to make a bag with handles to hold three apples. When testing their bags many found out that glue is not successful as a joining material before it is dry. Some children choose to use constructional toys during free choice activities and many use computers confidently to practice their drawing skills.
- 64 Little direct teaching was seen, but provision is good and children make good progress. Children were well prepared for their traffic survey as they responded to questioning about a 'busy road' frieze. In the technology activity effective questioning from the nursery nurse enabled pupils to think about the appropriateness of the size and strength of their bags. Children were given the opportunity to choose resources and methods and to develop skills in fixing and joining materials for themselves. A range of construction toys is provided and occasional staff intervention helps children to develop their joining skills. There are free choice and planned activities where children use the computer and listening centre.

Physical Development

- 65 Development in this area is below the average by the age of five. In a physical education lesson children's attainment is sound when they perform high and low movements and combine them into a pattern. However the hall equipment does not lend itself easily to the use of younger children, especially for climbing. Consequently children have few opportunities to develop their control, balance and dexterity. In the classroom pupils generally hold their pencils and paintbrushes appropriately and are developing sound control. Children use the computer mouse confidently to interact with programs.

- 66 Many children still have difficulty using scissors to cut round an outline with accuracy. Although children have regular formal gymnastic and dance opportunities, provision is unsatisfactory because of the lack of outdoor play equipment needed by children of this age to develop control, balance and an awareness of space. Teaching was good in the lesson seen and children made good progress. The teacher built on previous learning to develop patterns of movement. She used children's demonstration effectively to assess their progress. The lesson combined a variety of activities and moved at a good pace. A good range of equipment and activities is provided to develop fine motor skills and children are guided well in group tasks.

Creative Development

- 67 Attainment is generally below average by the age of five. Children are involved in role-play in the 'shop' and 'home corner' but their limited language skills and experiences mean that imaginative play is very limited and interactions in these areas are brief and sometimes non-existent. No creative craft or painting activity was observed although children had chosen their own decorative patterns to decorate clay tiles. Children have regular singing lessons in the hall with the other Key Stage 1 classes and they join in enthusiastically with songs they know.
- 68 The teaching of singing is good with pupils using the alphabet to practice scales. Children who are under five found difficulty singing in two parts but began to join in as the lesson developed. Provision for creative development is sound. Appropriate opportunities are provided for children to produce pictures and designs using a range of media. They sing, listen to and discuss music. They use percussion instruments and hand claps to repeat rhythmic patterns. Imaginative play is not well developed because staff do not sufficiently interact with children to develop their skills.
- 69 Overall, the quality of teaching in reception is never less than good, with some very good teaching seen, which is having a positive impact on the clear progress which all children are making. Good use is made of the learning environment, which is bright and inviting and supports children's work. Support staff work well with the teacher and children and their input makes a good contribution to learning. Children are well managed and careful planning ensures that organisation is smooth and that pupils are continually involved in relevant activities. Particular strengths are the very good teaching of basic skills in mathematics and literacy, the effective questioning to encourage children to think for themselves and the constant reinforcement of skills and concepts in different ways.
- 70 Provision for children under five is sound overall. Planning is detailed and relates appropriately to the areas of learning for young children. Given the limited speech of many children, the lack of planned intervention in role-play is a weakness. Insufficient support results in missed opportunities to develop speech and language, and children's creative development. The outdoor play provision is unsatisfactory and needs to be addressed. Assessments of children's skills and understanding are made on a regular basis and are used well in planning the next stage of learning.

ENGLISH

- 71 Over the last four years, standards in English, like the other core subjects, have improved in line with the national average. The pupils' results in 1999 are broadly in line with the national average for similar schools. National Curriculum results at the end of Key Stage 2 over the four year period 1996 to 1999 show that the performance of pupils was well below the national average. The figures for 1999 indicate that the number of pupils gaining the national standard, level 4, was still well below the average for primary schools as a whole. The proportion of pupils gaining a higher level in 1999 was well below the national average. The performance of boys over the period 1996 to 1999 was similar to that of girls; both were well below the national average.
- 72 At Key Stage 1 from 1996 to 1999 results in reading and writing have been well below the national average. The percentage of pupils reaching level 2 or above in 1999 in reading was very low in comparison with the national average. The percentage of pupils reaching higher levels was below the national average. In writing, the percentage of pupils reaching level 2 or above was well below the national average. The percentage reaching higher levels was also well below the national average. Over the last four years there has been little variation between the attainment of boys and girls. The pupils' results in 1999 are broadly in line with the national average for similar schools.
- 73 Inspection evidence shows that at the end of both key stages, pupils' attainment is below national expectations in all aspects of English. This remains an issue as in the previous inspection. There is a high proportion of pupils with special educational needs in both the current Year 2 and the current Year 6. Even though standards are low at the end of the key stages, pupils, including those with special educational needs, do make good progress as a direct consequence of good teaching.
- 74 Pupils' speaking skills are below average in Key Stage 1. The many opportunities provided by teachers to promote language development mean that pupils make good progress. Skilful questioning by teachers encourages them to respond in full sentences. The plenary session in the literacy hour is helping them to develop their confidence when they present their work to the class. At the end of Key Stage 2, speaking skills are still below average. Limited vocabulary prevents pupils from participating in sustained discussion at the level expected. The good classroom attitudes that result from the school's effective, consistent approach to behaviour improve and reinforce listening skills across the key stages.
- 75 By the end of Key Stage 1, pupils' reading skills are below average. Higher attaining pupils master a range of strategies for reading and can read accurately and confidently. Average and lower attaining pupils are reading books which present them with little challenge and have simplistic story lines which present few opportunities for them to express opinions about major events or ideas. At the end of Key Stage 2, reading skills are still below national expectations. Higher attaining pupils read with accuracy from a free choice of books. Average pupils have a choice of books within a prescribed level, which they read with accuracy. Lower attaining pupils are more hesitant and make use of phonic strategies when self-correcting. Higher and average attaining pupils have a good understanding of the main points of stories and talk about the characters. All pupils questioned could explain how they would locate fiction and non-fiction books in the school library. They have a satisfactory understanding of the use of index and content tables. They use the school library to enhance their research skills.

- 76 Pupils' attainment in writing is below national expectations at the end of both Key Stages 1 and 2. By the end of Key Stage 1, pupils write instructions and re-tell some of the stories which they have shared in the literacy hour. Year 2 pupils enjoy writing a Mr. Gumpy story in the style of the author. They develop their ideas using basic grammar and punctuation. Higher attaining pupils can communicate meaning in narrative writing using appropriate and interesting vocabulary. Their sentences are punctuated confidently. The punctuation of average attaining pupils is less secure. Lower attaining pupils and those with special educational needs, make good progress, when given support, with sentence construction in relation to their abilities. Written work shows that the Literacy Strategy is supporting well their identification of sounds and word families thus helping not only with their spelling but also with their reading. By the end of Key Stage 2, pupils have encountered a range of genres but have too few opportunities to consolidate them well. Teachers make clear links between work studied in the literacy lesson and tasks for extended writing. For example, pupils in Year 6 study texts which give information. They identify language which enhances the clarity of the text. They use words like 'introduction' and 'opening statement'. They are encouraged to write in a similar format. There is evidence that pupils try to plan stories with attention to character, development of plot and ending but there is too little extended writing where pupils have drafted and re-drafted the piece. Skills are lower than expected in refining and sometimes re-shaping writing to ensure that there is clarity for the reader. Handwriting practice continues throughout the key stages. By the end of Key Stage 2, although all pupils are writing in cursive script, much of it is not formed evenly.
- 77 Pupils with special educational needs benefit from carefully devised work that develops the skills in their individual programmes. Organisation in the literacy lesson and additional support lessons give these pupils basic skills, which contribute significantly to their success in other areas of the curriculum. They benefit from smaller groups, which give them the opportunity to learn new work at a pace matched to their needs. Teachers also involve these pupils sensitively and well in whole class activities. These pupils make good progress in relation to their abilities because of this support and the sensible match between their tasks and previous learning.
- 78 The school has responded enthusiastically to the National Literacy Strategy. It is proving to be a successful method of teaching literacy with many benefits to pupils' learning in all aspects of English. The planning structure provides a good framework which is ensuring that all pupils participate at the appropriate level. However, the rigour imposed by the National Literacy Strategy is less apparent in the planning for extended writing. Here, lesson plans do not identify precisely what pupils of all abilities will learn, nor do recording procedures enable teachers to gain a clear picture of pupils' attainment. The Additional Literacy Strategy is making a significant contribution to pupils' progress in a learning environment which builds their confidence. Teachers ensure that literacy skills are developed effectively through other subjects. Pupils in Year 3 wrote an imaginative account of Howard Carter's entry into the tomb of Tutankhamun. In Year 5 in science, pupils wrote clear instructions for designing a telephone. Computers are not used extensively for drafting and redrafting writing, their use being essentially limited to word processing for work which is to be displayed.

- 79 The pupils respond well. This is an improvement since the previous inspection when pupils' attitudes were variable in English. Now they have positive attitudes and their behaviour in lessons is good and sometimes very good. These improved attitudes and behaviour contribute effectively to pupils' personal development and successfully promote learning. Pupils listen attentively, respect the views of others, and are ready to praise other pupils. They are courteous to adults and to each other. Relationships with teachers are good. Pupils are helpful and willingly undertake preparation and tidying away of work. The literacy strategy provides appropriate opportunities for group work and pupils collaborate well. They enjoy the plenary sessions which support the development of their confidence.
- 80 Since the last inspection, there has been a significant improvement in teaching. The quality of teaching is now good overall. In Key Stage 1 it is good and in Key Stage 2 it is satisfactory with some good teaching. Basic skills are taught well by all teachers. A strength of teaching is teachers' management of pupils which is good. This is a significant factor in gaining a very positive response from pupils, including high levels of involvement in their work and sustained concentration, and achieving very good behaviour. These features of teaching ensure that pupils' learning is effective. At Key Stage 1, the whole-class sessions at the beginning of the literacy hour lessons are particularly well taught, with teachers making the introduction to the work enjoyable for the pupils. They help them to recall previous work done and set the scene for the work to come. By detailed questioning, teachers assess their pupils' understanding well. These specific aspects of teaching promote a good quality of learning. Throughout the school, pupils respond with enjoyment to the teaching and are keen to do their best. There are some good examples of informative marking which helps pupils to learn but this is not used consistently.
- 81 The co-ordination of the subject is satisfactory. The co-ordinator does not have the opportunity to monitor the teaching and learning of English in other classes. This lack of involvement in monitoring limits the extent to which they are able to develop the provision. There is a satisfactory range of books for teaching the Literacy Strategy. Many reading books, particularly in Key Stage 1, are out of date and their texts do not reinforce adequately those used in the Literacy Strategy. For example, they do not identify the author or the illustrator and their content is very simple. The key stage libraries are adequately stocked. The separate Key Stage 2 library has spacious and inviting accommodation. It offers pupils the opportunity to develop their skills and an understanding of libraries as a source of information.

MATHEMATICS

- 82 The 1999 National Curriculum test results show that by the end of Key Stage 1 the proportion of pupils achieving the expected level (Level 2) and above was close to the national average. The proportion of pupils attaining at higher level (Level 3) was also close to the national average. By the end of Key Stage 2 the proportion of pupils achieving the expected level (Level 4) and above was close to the national average. The proportion of pupils achieving the higher level (Level 5) was below the national average. When compared with schools who have pupils from a similar background the results are above average at both key stages. In Key Stage 1, trends over time indicate that standards have gradually risen in 1999 after falling from 1996 to 1998. In Key Stage 2 standards rose from 1997 to 1999; most recent results indicate a substantial improvement. Pupils' attainment by the end of Key Stage 1 is average. Inspection findings reflect the most recent 1999 results. Last year the school embarked on the National Numeracy Strategy and has given greater emphasis to developing mental strategies for pupils which has helped raise standards. At the end of Key Stage 2 pupils' attainment is below average as only about half the pupils will reach the expected level. The cohort of pupils in Year 6 shows a higher than normal proportion of lower attaining pupils than for other classes in the school. Pupils' attainment in other Key Stage 2 classes is at the expected level.
- 83 Weaknesses in the previous report were concerned with pupils underachieving because they were spending too much time practising skills in which they were already proficient, and providing work at the right level for the higher attaining pupils. There has been a good improvement in the teaching of mathematics, but higher attaining pupils are still not sufficiently challenged.
- 84 Across the school, with the exception of Year 6, pupils' attainment in number and mental mathematics is at the expected level. They know their multiplication tables and other number facts and their mental agility is a great help with written number problems. Mental mathematics is particularly strong in Year 2 and 5 where all pupils answer with speed and accuracy and are able to explain their methods and see relationships and patterns in number.
- 85 Overall, pupils achieve well in Key Stage 1 and make good progress; in Key Stage 2 pupils make sound progress and achieve appropriately. Pupils with special needs make good progress in classes where provision is targeted to meet their needs as identified in their individual education plans. At times, higher attaining pupils needs are not fully met as teachers do not always question them sufficiently well as they work to further extend their thinking. However, in Year 2 where higher attaining pupils are taught separately they are well challenged and make good progress.
- 86 By the end of Key Stage 1, pupils can add two digit numbers without carrying figures whilst higher attaining pupils can do this with one carrying figure. They know their two, five and ten times multiplication tables. The majority of pupils can round numbers to the nearest ten mentally, whilst the lower attaining pupils can do this with the aid of a number line. Pupils' understanding and use of appropriate mathematical language related to number are sound. Pupils can measure accurately using standard units of length and recognise both two and three-dimensional shapes. Most pupils can construct a frequency table and interpret information from a block graph.

- 87 At Key Stage 2, pupils in Year 3 show development of their knowledge of number, shape and measurement. They can add and subtract two digit numbers with carrying figures whilst higher attaining pupils can calculate halves and quarters of numbers to 100. They can read simple scales accurately when weighing items and solve money problems. In Year 4, pupils successfully tell the time in hours and minutes on a digital and an analogue clock. They understand the term area and perimeter and can calculate the area of rectangles. In Year 5, pupils can find the area of rectilinear shapes, can accurately measure angles to the nearest degree and have a good understanding of quadrants. They can plot information they have collected on block graphs deciding on an appropriate scale to represent their results.
- 88 By the end of Key Stage 2, a significant number of pupils are not confident with multiplication and division of large numbers and mental skills are well below average. Lower attaining pupils can multiply decimals with one decimal place whilst higher attaining pupils can use all four operations to two decimal places. Most pupils can draw and measure angles competently using a protractor. Without support many pupils cannot effectively calculate mentally simple fractions and percentages of quantities. Pupils can use simple language of probability and higher attaining pupils can apply their knowledge of mode, median and mean in simple contexts. Most pupils can find the area of simple shapes by counting squares whilst high attaining pupils can use formulae to calculate areas and perimeters of rectangles. Higher attaining pupils successfully develop their own strategies for solving problems and can explain their reasoning. However, at times, the teacher does not always question pupils effectively as they work in order to challenge their thinking further. Data handling skills are satisfactory, and pupils' knowledge of shape, space and measures is sound.
- 89 Pupils have very good attitudes, are interested in mathematics and enthusiastic in tackling problems. Investigation work enhances their initiative and confidence in taking responsibility. They work well together in groups or pairs, but can concentrate and work well as individuals, too, with concentration span increasing with age. Pupils are always courteous and smiling, well behaved and caring towards each other. Boys and girls work easily together, and all pupils show respect for apparatus, for staff and for each other. Relationships are very good.

- 90 Overall, teaching is satisfactory. In the lessons seen, the teaching is always at least satisfactory; and is good in 50 percent of lessons. In Key Stage 1, the teaching is good; in the lessons seen the teaching was always at least satisfactory and good in 75 percent of lessons. In Key Stage 2, all the teaching was at least satisfactory; and in 25 percent of lessons the teaching was of good quality. Teachers have a sound knowledge and understanding of the mathematics curriculum and place appropriate emphasis on mental mathematics that is built into every lesson. In good lessons, learning objectives are clearly focused and teachers use searching effective, questioning techniques which challenge pupils' thinking and builds on their understanding. Good lessons have pace and show high expectation of pupils. They are well balanced between introduction and consolidation of concepts and the opportunity for pupils to be actively involved in practical activities, using and applying their mathematical reasoning and methods in a variety of contexts. Relationships are good and teachers regularly praise pupils' efforts and achievements. Teaching was particularly good in a Year 1 lesson when pupils investigated number patterns in two's, five's and ten's. The learning was enhanced when they were asked to explain their strategies and explore different ways they could tell an even and an odd number. In another example, in Year 5 the teacher encouraged pupils to look for connections and patterns in numbers by challenging them to find multiples of eight in a 100 number square, reinforcing their knowledge of their eight times table. Organisational strategies follow the format suggested by the numeracy strategy, with whole class introduction, group work for different levels of attainment and a final plenary session which was usually used to reflect on pupils' learning and draw out important ideas.
- 91 The school has a scheme of work that is being adapted to the National Numeracy strategy, which the school is effectively implementing. Assessment tasks are set each term and moderation of work has begun but there is no formal assessment or record system which is used consistently to inform planning or which gives a clear picture of pupils' attainment. Mathematics is effectively coordinated throughout the school and staff work as a mutually supportive team to secure appropriate standards of effort and attainment. The subject meets statutory requirements and there are adequate resources to teach the subject.
- 92 Numeracy skills are enhanced in the rest of the curriculum, for instance, time lines in history, graph work in geography and science, data handling in information technology and measurement in art and design and technology. Appropriate use is made of information technology to help progress, and mathematical language is stressed in order to support progress in literacy, with mathematical vocabulary lists for each year.

SCIENCE

- 93 Teacher assessments of Year 2 pupils' attainment in 1999 were well below both the national average, and those for similar schools, for pupils reaching the expected level 2 and above. The number reaching the higher level 3 was also below national results although in line with those in similar schools. Pupils' attainment was similar in all aspects of science. Inspection evidence shows that the attainment for Year 2 pupils this year is in line with the national average, and has improved on the previous year.
- 94 The percentage of pupils attaining Level 4 and reaching national expectations for their age in the 1999 end of Key Stage 2 national tests was in line with the national average and well above the attainment of pupils in similar schools. The number of pupils achieving at a higher level was well below the national average but in line with similar schools. There have been no significant gender differences in attainment.

- 95 Standards in the last inspection were judged to be in line with national expectations in Key Stage 1 with unsatisfactory attainment in Key Stage 2, except in Year 6. Since then results of teacher assessments at the Key Stage 1, whilst erratic, have been maintained. For the past four years results at the end of Key Stage 2 have on average been below national trends, particularly in the number of pupils reaching higher levels, but have shown a significant trend upwards. Inspection evidence shows that the trend should continue, although the average attainment of classes in the key stage varies considerably. Year 6 pupils are not in line to reach nationally expected levels in the forthcoming tests and attainment is below that achieved last year.
- 96 At Key Stage 1 pupils have sound, and sometimes good, scientific knowledge and skills. In a Year 1 class most pupils are able to group objects according to their roughness and smoothness. They know the names of some common materials and what they are used for. Year 2 pupils know from investigation that pushes and pulls can make objects speed up and slow down, change direction or shape. Some pupils think of a way that cars will move further down a ramp without pushing. With help, they turn their idea into an investigation to see if a steeper ramp will make cars run further. They make sensible predictions, and know that a test will be unfair if cars are pushed or set off from a different position. In mixed ability groups pupils can carry out a test fairly, many of them using a tape measure accurately to record the distance travelled. They draw their own chart to record results and can use them to reach conclusions. Discussions with Year 2 pupils show sound, and sometimes good, knowledge and understanding in all the aspects of science.
- 97 Within Key Stage 2 the attainment of pupils is sound. In Year 4 pupils show an understanding of materials when they give reasons for choosing a suitable fabric for filtering a mixture of sand and water. Most can carry out a fair test, understanding which variables to keep the same. In a Year 6 class most pupils understand which variables needed to be controlled or changed when carrying out an investigation which involved finding out what happens to substances mixed with water. Some pupils were unable to predict that a solution of salt dissolved in water was reversible, despite an earlier investigation when water was evaporated to leave salt. Their understanding of evaporation and condensation is not secure, many being unable to explain that the water became a gas when it evaporated. Some pupils give good examples of irreversible and reversible changes and explain what happens during a chemical change. However attainment for the majority in their understanding of changes in materials is below expected levels. This is reflected in their knowledge and understanding of the physical and biological sciences generally. Pupils have at least a superficial knowledge of most aspects but, except for higher attaining pupils' their understanding lacks depth. They are hindered by their lack of a scientific vocabulary, for example, most did not remember the terms insulator or conductor although, when prompted, they could explain by giving examples. They are most confident in their understanding of life processes related to plants, animals and humans. Most show at least some understanding of solids, liquids and gases and know about reversible and irreversible changes. They are less confident about some physical concepts such as sound. Their skills of investigation are well developed although they need more opportunities to turn their own questions into investigations.

- 98 Teaching was very good in one lesson and good in the other lesson seen in Key Stage 1. At Key Stage 2 it was good in two lessons and satisfactory in one. In all lessons there is a direct link between the quality of teaching and the progress which pupils made. Pupils with special needs make similar progress. In most lessons they were well supported by classroom assistants. Teaching overall has improved since the previous inspection. The rise in the quality of teaching has been a significant factor in raising the attainment of pupils, particularly in Key Stage 2. Very good and good teaching relates work to previous learning; for example, in Year 4, pupils were reminded of methods they had used to separate other materials before making decisions on how to separate sand and water. Pupils make good or better progress when teachers' expectations are high and work is at a level to extend higher attainers. In Years 2 and 4 pupils are constantly challenged to think for themselves. These teachers involved pupils in the planning of tests and allowed them independence in carrying them out. Effective questioning techniques and good pupil management and relationships are other factors which contribute to good progress. The lessons are clearly planned with specific learning objectives for both the concepts and the investigative skills to be taught.
- 99 Pupils' attitudes to science reflect the quality of the teaching. They are good or very good at Key Stage 1, as is behaviour. At Key Stage 2 attitudes are mainly good. Pupils show a real sense of enjoyment and interest in what they are doing and they wanted to learn. Pupils in Year 2 and Year 4 organised themselves well and showed initiative and independence when working in groups. Relationships between pupils are almost always good and this results in productive co-operative work.
- 100 Science teaching makes a contribution to the development of pupils' literacy skills. At both key stages pupils are encouraged to talk about their ideas and what they see and do. The use of appropriate scientific vocabulary is emphasised in some classes, but not all and this needs to be addressed. The key words for current science topics are not displayed in any classes to help pupils in their explanations and in their writing. Year 6 pupils in particular find difficulty in expressing themselves using appropriate scientific vocabulary. Mathematical skills are developed as pupils take measurements and record data. By Year 6 pupils use line graphs to record their findings.
- 101 There was no scheme of work at the time of the previous inspection. This has now been rectified and a new scheme of work was introduced eighteen months ago to assist the systematic development of knowledge and understanding through investigation. It has been a significant factor in the raising of attainment and the quality of teaching, including better teacher subject knowledge, within Key Stage 2. The scheme provides a clear planning format giving specific learning objectives and outcomes for each activity. Pupils' attainment is now assessed by the outcomes of lessons and by end of topic and key stage tests. The targeting and tracking of pupils to raise attainment has just begun. The monitoring role of the subject leader has not yet been extended to include lesson observations of teachers to give guidance and support and this will be an important factor in raising the quality of teaching further.

ART

- 102 Throughout school pupils make good progress in the acquisition of skills and their understanding of art as an expressive medium. This includes pupils with special educational needs. Work seen is generally of a good standard with some high quality work in all classes. Pupils are able to explore and experiment with a range of different media although there is less evidence of three-dimensional work. Sketchbooks begin in Year 1 and show pupils' acquisition of drawing skills as they progress through school.
- 103 During Key Stage 1 pupils have a wide variety of experiences in two and three dimensions. Observational drawings are begun in Reception and pupils are encouraged to look closely at themselves and the world around them. Drawings of shells in Years 1 and 2 show that pupils are beginning to consider light and shade and attempt to reproduce them. Pupils in Reception have regular opportunities to draw and paint from their imagination. They can draw line patterns using pencils, paint and by using a computer program. They have made colour collages using a variety of materials. They have made tiles by rolling and cutting clay into rectangles, using tools well to decorate with line patterns. The work of artists is used in all age groups as a starting point. Year 1 pupils looked at the shapes and bright colours of Mondrian's work, using Lego bricks to model it and then created their own interpretations using coloured shapes stuck on white paper. In the lesson seen, Year 2 pupils were able to capture aspects of the style of Lowry in their own drawings. Attainment was sound, and sometimes good, for most pupils. Most made considered choices of paper and pencil type. They understand the terms foreground and background and can use them when discussing the composition of Lowry's paintings.
- 104 Key Stage 2 pupils continue to develop their skills. Observational drawings of shoes in Year 6 show good attention to detail and the confident use of pencil line and shading to represent accurately what they see. Picasso style portrait painting in Year 5 is of a high technical standard. Art from different cultures and times is used which helps pupils to understand their own and other cultures. A study of Aboriginal art in Year 4 led to high quality work when pupils interpreted it into their own designs and patterns for pastel drawings and paintings, decorated stones and fabric printing. They also produced interesting sculptures of animals using wire and paper after a visit to Heaton Park.
- 105 Teaching in the lesson seen was sound. It was well planned with clear objectives and effective use of questioning to promote the pupils' understanding of composition. Sound support was given as pupils worked, encouraging them to look closely at earlier practice sketches they had made of Lowry people and buildings and to incorporate features into their drawings. In the lesson observed pupils were interested and involved and worked with good concentration.

- 106 Art is well co-ordinated; the scheme of work meets national curriculum requirements and enables teachers to ensure progression in skills. Samples of work from each pupil are kept but there is no formal assessment procedure. Resources are well stored in art and craft areas and children are encouraged to choose appropriately. Artwork is displayed well in the school corridors and halls, producing an attractive and stimulating environment. The subject leader ensures that staff have a wide range of high quality tools and materials and this contributes to the attainment of pupils. Another strength in provision is the use of outside specialists to work with pupils. Pupils worked with staff and pupils from local high schools during an Art Week and each class produced high quality paintings, printings and collages based on the style of artists such as Mondrian and Klimt. During the summer term there will be an artist in residence in school to help pupils to design mathematical and Islamic patterns to decorate the windows in the dining hall. The enthusiasm of the staff enables pupils to take part in initiatives for the local and wider community. Pupils regularly enter artwork for the local Floral Club competitions and this year won the cup for the best exhibits from children. Artwork of scenes from the life of Christ has been exhibited locally to celebrate the Millennium. Pupils attending an After-school Craft club worked on a one metre square tapestry using knitting, weaving and embroidery skills. It is based on a 'Living Isles' theme and it is planned to be part of a tapestry on show in the Millennium Dome.
- 107 Since the previous report there has been a significant improvement in standards, particularly in Years 1, 2 and 3. A scheme of work was written after the inspection. Although formal assessment procedures are not yet in place a termly display of pupils' work from Reception to Year 6 enables staff to see the progression in skills, and to use this to plan accordingly.

DESIGN AND TECHNOLOGY

- 108 The standards of work seen are at least satisfactory and pupils are achieving in line with national expectations for their age. Planning suggests that pupils are being given relevant experiences using a range of materials and tools to cover the designing and making process.
- 109 In Reception pupils have disassembled and then reassembled cereal cartons to investigate how they are made. With support they have cut out sugar paper to cover them and used glue and staples appropriately for joining. They have been able to use scissors to cut out zigzag paper fronds to decorate their boxes and have chosen their own decorative patterns. They have made shopping bags from a choice of materials and tested them with three apples, finding out for themselves if the bags were strong or large enough. In a Year 4 class pupils were able to use wire cutters, hole punches and drills safely and carefully when making minibeasts from a range of materials. Year 5 pupils have carried out an evaluation of four Easter eggs from well-known manufacturers in terms of taste, contents, weight and packaging. They have used their results to decide on best value for money. In Year 6, before designing and making pencil cases, pupils decided on the criteria for success by comparing and rating commercially produced cases. They tested a variety of materials before choosing and used appropriate joining techniques such as lacing. Finished cases were evaluated for quality and suitability. Samples of other work from Year 6 show good standards, for example, carefully constructed wooden buggies and high quality weaving using a range of colours to produce a landscape background for a collage.

- 110 Teaching in the lesson seen was good. Lesson objectives were clear about the skills to be developed. There were clear explanations of the work to be completed and high expectations of what pupils could achieve. There was good emphasis placed on health and safety implications. All pupils made good progress as they used tools appropriately.
- 111 Pupils were attentive and listened well as the teacher outlined the task. They cooperated well together, sharing materials and tools politely, and clearly enjoyed the work, which they carried out with good concentration.
- 112 There has been some improvement in the curriculum provided since the previous inspection. A scheme of work have been put in place which shows coverage in terms of areas of technology, activities and some skills. It does not, however, show the progressive development of skills. There is no common planning format for teachers nor is there a formal assessment system in place. The role of the subject leader at present is limited and does not include the monitoring of planning or provide formal opportunities for her to monitor the standards of pupils' work across the school. Subject development has been put on hold because of the priority of other subjects.

GEOGRAPHY

- 113 No geography lessons were observed in either key stage during the inspection. Geography is not the focus this term. Evidence from documentation and discussions with staff and pupils indicate that pupils have a balanced programme of geography during the key stages. There was insufficient evidence to form a firm judgement on standards of pupils' work or of the quality of teaching.
- 114 In Year 2, pupils know the points on a compass and can competently label the countries that form the United Kingdom. They understand simple maps and can draw symbols to represent a house, pond and a church. By the end of Key Stage 2, pupils deduce and use information from maps and plans including measuring direction and distance and following routes. They use geographical vocabulary correctly and understand terms such as 'time zones'. They have an understanding of the features of a city, for example, London and have studied the services in their own locality of Middleton. Good use is made of visits to enrich the curriculum; Year 2 visit Hopwood Hall to study pollution and investigate ponds, Year 3 compare Askrigg in the Lake District with their own locality, Year 4 carry out a river survey at Boarshaw Clough and Year 6 have a residential visit to Ned Nook in Keighley.

HISTORY

- 115 By the end of Key Stage 1, pupils' attainment in history is in line with the average levels expected for seven olds. Most pupils have developed an increased understanding of historical time through the use of key words relating to the passing of time, such as then and now, old and new. They have developed an increasing ability to compare aspects of life today with life in the past, for example, street games in the 1950s, and can ask and answer questions of photographs showing life in the past.

- 116 By the end of Key Stage 2 standards of attainment are broadly in line with what would be expected for eleven year olds. Most pupils develop an increased knowledge and understanding of the periods they have studied, for example, Life in Tudor Times, Ancient Egypt, The Victorians. They develop a growing understanding of features of past societies and can compare the lives of rich and poor in Victorian society. Their understanding of chronology develops, and they are able to write about the effects of the Industrial Revolution and problems in the cotton mills. They develop their ability to look at issues from different points of view, writing a speech about conditions in the mines, and discussing the work of Victorian climbing boys.
- 117 Pupils' attitudes towards the subject are good. They are well behaved and are keen to answer questions and be involved when talking about Victorian climbing boys. They listen attentively, and show high levels of interest in the tasks they are set. They relate well to other pupils, and discuss their ideas with each other in groups, for example, in investigating aspects of life in Anglo-Saxon Times.
- 118 The quality of teaching in Key Stage 1 is good. There are clear learning objectives which set high expectations of what pupils should achieve in learning about castles. Planning ensures that work is matched to the needs of pupils of different abilities. Demonstration is used well to make clear to pupils what they should do in investigating photographs of life in the past. The quality of teaching in Key Stage 2 is satisfactory. In the best lessons, there is a clear purpose to the lesson with good levels of challenge for pupils in selecting information about life in the Anglo-Saxon period. Resources are well organised for work in groups, and pupils' progress is assessed through good use of questions in a plenary session.
- 119 The leadership of the subject is sound, and a recent audit has identified suitable priorities for development in the subject area. There is no whole school scheme of work at present, although statutory requirements are met through individual teachers' planning. A scheme of work would provide teachers with clearer guidance on developing in-depth work through history topics. The monitoring role of the subject leader is at present limited to sampling pupils' work, and there are no procedures currently in place for assessing pupils' progress in history. The school has made good progress in developing the history curriculum since the school was last inspected. Standards of attainment are now more consistent across the school.

INFORMATION TECHNOLOGY

- 120 The previous inspection report identified a number of weaknesses in the provision for information technology (IT) which had a negative impact on pupils' standards of attainment. The school has made good progress in identifying the weaknesses identified in the last inspection report, although there are still a number of issues, that need to be addressed.
- 121 By the end of Key Stage 1 most pupils are broadly in line with the attainment levels expected by the age of seven. Most pupils are able to type their own names using different fonts and sizes of text. They are able to import graphic images, which they combine with text. They are able to draw shapes and fill with different colours to form their own pictures. Most are able to program a floor robot to move forwards, backwards, make right and left turns. They can devise a program using these movements to make letter patterns, and are able to evaluate the success of their program and what they need to do to improve.

- 122 By the end of Key Stage 2, most pupils are broadly in line with the levels of attainment expected by the age of eleven. They have their own e-mail addresses and know how to send e-mail messages with attachments. They combine text with graphics using clipart, and can text wrap images they import in to word processing documents, and also re-size them. They are able to create simple spreadsheets to calculate cost of a field trip, and use a formula to work out averages. Their attainment in control and data handling is limited because of lack of opportunity to experience those elements of information technology, and because of a lack of appropriate software.
- 123 Pupils' attitudes towards information technology are positive and they behave well. They focus well on the tasks they are set, concentrating well and sustaining their interest and enthusiasm. They work well co-operatively, and manage their own learning well showing good levels of responsibility. They are enthusiastic, attentive and enjoy lessons.
- 124 The quality of teaching is satisfactory overall. In the best lessons teachers have high expectations, and pupils are provided with a good level of challenge in tasks, such as text wrapping and, and re-sizing imported images. There is a good pace, which impacts positively on pupils' learning. Lessons are well organised and managed to enable all pupils to gain sufficient access to the hardware. Teachers have secure subject knowledge, and give clear instructions. Work is clearly targeted at appropriate levels of attainment, which gives pupils a clear idea of what is expected of them. There is effective monitoring of pupils' work and progress, both individually and in pairs.
- 125 The leadership of the subject is sound. The subject leader has a clear vision of the resource development needed to improve standards. The school have identified the raising of standards of information technology as a school priority. A software audit has been undertaken to assess curriculum coverage, and software for areas not adequately covered has now been purchased. A whole school scheme of work has recently been implemented which gives a clear view of continuity and progression of pupils' learning, and clearly meets statutory requirements. Teachers now plan a balanced coverage of the information technology curriculum. IT is particularly used to support work in literacy. IT work is being planned on other subjects, but this process is at an early stage of development. In some classes they are building on a low level of prior experience, and to this end the school has made good use of external expertise to complement their provision. There are good links with the local secondary school in Key Stage 2, and expertise is bought into school to work with pupils in all classes. The grouping of computers in Key Stage 1, and in the IT room has resulted in much greater access to IT for all pupils in the school. The assessment of pupils' progress has recently been introduced, and the subject leader has undertaken some sampling of pupils' work, although they have not yet been involved in the observation of lessons.

MUSIC

- 126 By the end of both key stages pupils attain levels in singing which are expected for pupils of this age. Pupils have experience of listening and appraising in Key Stage 1 and all the elements of the National Curriculum in Key Stage 2 with the emphasis on performing and composing. A firm foundation is laid for future musical development.

- 127 At Key Stage 1 pupils listen attentively to music. The music is selected to promote the theme or mood of the assembly. Pupils respond positively to this and there are sufficient opportunities given to appraise the music to discuss its suitability or the composer. They sing with increasing awareness of pitch, expression and controlled breathing. Key Stage 2 pupils sing with clear diction, good rhythm and appropriate dynamics. They appraise their performance and make sensible suggestions for improvement. They follow the teacher in the successful and tuneful singing of an unaccompanied song. The correct complicated rhythm is maintained throughout.
- 128 Pupils make sound progress in both key stages. Key Stage 1 pupils concentrate hard when listening to music. Pupils in Key Stage 2 are developing effective use of untuned instruments to accompany songs. When performing they respond well to signals from their teacher or another pupil, which indicate changes in dynamics or rhythm. They listen to and evaluate their performance and express reactions clearly and thoughtfully.
- 129 Pupils evidently enjoy listening to and making music. Their learning is positive. At Key Stage 1 pupils respond quickly and appropriately to the music they listen to. At Key Stage 2, pupils are responsive to instructions and engage actively as a class. Pupils make suggestions readily, and are well behaved and sensible when using musical instruments.
- 130 The quality of teaching of singing is good. The teacher is well prepared and sets out to ensure that pupils enjoy the lesson and take full part. Pupils' efforts are encouraged to ensure that all pupils gain confidence and make steady progress. There are opportunities for pupils to receive peripatetic music tuition. A number of events are held each year, which raise the profile of music throughout the school. These include participation in celebrations of Harvest, Christmas and musical productions for parents. Throughout the school music is taught in an environment which promotes enjoyment.

PHYSICAL EDUCATION

- 131 The previous inspection report identified no area of concern and standards have been maintained. Overall, pupils are making sound progress. Their level of attainment is in line with that expected at the ages of both seven and eleven.
- 132 In Key Stage 1 it was not possible to observe Year 2 pupils being taught, but it is clear from the observation of Year 1 pupils that sound progress is being made, and that pupils attain the level expected by the end of the key stage. Pupils perform different types of roll, and practice in order to improve their work. They work safely with a partner, and make simple judgements about what they and each other have done. They are able to perform a simple sequence of their actions.
- 133 Pupils in Key Stage 2 make sound progress, particularly in games. Most pupils in Year 5 are able to work safely in groups and small teams, and perform basic passing skills with increasing accuracy. Pupils in Year 6 practice and perform basic stroke play in short tennis with increasing accuracy and precision. They effectively evaluate each others' performance in order to improve.
- 134 Attitudes overall are good. Pupils show sustained interest, enthusiasm and motivation. They work well in pairs and in small team games. They are well behaved, and form good relationships with each other. They persevere well in their efforts to improve their performance in both gym and games activities.

- 135 The quality of teaching overall is satisfactory. In the lessons seen one was very good, and two were satisfactory. In the best lessons, there is a clear structure to the lesson and subject knowledge is good, enabling pupils to have a clear idea of what is expected of them, and what they need to do to improve. Pupils are set high expectations of their performance, and are given increasing levels of challenge in the activities they are set. Good use is made of pupil demonstration to review progress and share success criteria with pupils. Activities engage pupils in their own learning, and they have opportunities to assess and review their own learning. Good use is made of encouragement and praise to motivate pupils.
- 136 The leadership of the subject is good, and the subject leader has a clear idea of where the subject needs to develop. There is a need to review the subject policy in order provide clearer guidance for staff on the development of all aspects of the subject. The monitoring role of the subject leader does not currently include observation of PE lessons, although they do some teaching in Year 2. There is some assessment of pupils' skills in games, but there is no formal procedure for assessing pupil progress in physical education throughout the school.

RELIGIOUS EDUCATION

- 137 Through a scrutiny of pupils' work in both key stages, and talking to pupils, it is clear that their attainment is in line with the expectations of the Locally Agreed Syllabus. Since the previous inspection, good progress has been made in the identified weakness identified at that time. A scheme of work is now in place. Curriculum planning meets requirements to teach pupils about main world faiths whilst providing a predominantly Christian focus. The Agreed Syllabus makes the study of Christianity and Islam compulsory at each key stage. The school is meeting this requirement. Since the previous inspection, the range of artefacts and resources has improved satisfactorily with the provision of a topic box for each main religion studied. Statutory requirements are now met.
- 138 Pupils at each of the key stages demonstrate that they have a basic knowledge of some world religions, in particular Christianity, Islam and Buddhism. They are beginning to acquire technical terms and, although uncertain of some words, provide satisfactory answers. They recollect well in Year 6 their visit to a Buddhist Centre and can talk about the eight-fold path. They appreciated the visit of Muslim students and have formed views on the way of life of people from this culture. They understand the need to tolerate the traditions of others. They can name holy books and major festivals. Pupils in Year 6 hold positive views about religious education and the subject can be seen to support their personal development. They have a clear understanding of the need to be kind, of the value of giving, citing their support of a local hospice and other charities. Not only does their written work document the faiths studied but religious education is providing opportunities for reflection on the nature of religion. Pupils in Year 6 have considered and written on such fundamental issues as peace, harmony, death, freedom, truth, justice, love and forgiveness, Pupils across the key stages are making good progress.