

INSPECTION REPORT

Greenways Primary School

Stoke on Trent

LEA area: Stoke on Trent

Unique reference number: 124025

Headteacher: Mr P. Such

Reporting inspector: Mr P. Snelling
3624

Dates of inspection: 10th – 13th April 2000

Inspection number: 190494

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

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: Nursery Avenue
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Telephone number: 01782 235333

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Appropriate authority: Governing Body

Name of chair of governors: Mr Paul Cotton

Date of previous inspection: 18th November 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Philip Snelling	Registered inspector	Science Music Physical education Equal opportunities Special educational needs	The school's results and achievements. How well the school is led and managed.
Jane Hughes	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils. How well the school works in partnership with parents.
Brian Ashcroft	Team inspector	Mathematics Geography History Religious education	How well pupils are taught.
David Twist	Team inspector	English Art Design and technology Information technology Under fives	Quality of the curriculum and other learning opportunities.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenways Primary School is about the same size as most primary schools. There are currently 187 boys and girls on roll from 4 to 11. The area from which the school draws most of its pupils reflects the wide variety of social and economic circumstances seen in Stoke on Trent. Housing in the area varies widely in age and type. Six per cent of children are entitled to free school meals, which is below the national average. Seven per cent of the children have special educational needs, including statements, which is well below average. There are no pupils who speak English as an additional language or from ethnic minorities. Pupils enter the reception class at four years old with a wide range of abilities, though the general level is above average.

HOW GOOD THE SCHOOL IS

This is an effective school. Teaching is good for pupils' under five, sound in the infant classes and consistently good in the junior classes. As a result, pupils' achievement grows as they move through the school. By the time they leave, pupils reach very high standards in English and mathematics, and high standards in science. The headteacher's leadership is strong and thoughtful. The cost of running the school is low so it gives good value for money.

What the school does well

- Standards at 11 are well above average in English and mathematics, and above average in science. Achievement of pupils under five is above average in English, mathematics, and personal and social development.
- The lively teaching in Key Stage 2 motivates pupils to work hard and promotes their good achievement. Older pupils become even better learners because they work so well together and are good at taking responsibility for their own learning.
- Teachers effectively link different subjects through the activities they give to the children.
- The leadership of the headteacher is very effective at bringing about improvement.
- The behaviour of the children is very good both in class and around the school.
- The school takes very good care of its pupils and provides well for their moral development.

What could be improved

- Pupils' achievement in Key Stage 1.
- The variety of learning opportunities for pupils under five.
- The way in which pupils' work is assessed across the classes and subjects.
- The links the school has with its parents.
- The involvement of the governing body in deciding how the school should develop in the future and measuring its progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a far better school now than it was at the time of the previous inspection in November 1996. The turn round has been brought about mainly by better teaching in the junior key stage and by the effective leadership of the headteacher. More than a quarter of the lessons observed during the last inspection were unsatisfactory whereas on this occasion, only one unsatisfactory lesson was seen. Pupils' attainment at 11 in mathematics, science and some aspects of English was judged to be below average; standards are now high in all these subjects, as test results confirm. As well as improvements in standards there have also been improvements in the quality of the school's provision. The curriculum is better organised and pupils have more opportunities to take on responsibility than they used to. For example, they take part in social activities such as residential trips, which add significantly to their personal development and they are more often given the opportunity to work together in groups on practical tasks. One improvement still to be made is in the provision of large scale play equipment for pupils under 5. This is included in current plans for establishing the new nursery in September 2000. The school is well placed to continue to get better in the coming years.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	C	A	B	well above average A
mathematics	A	C	A	B	above average B
science	A	C	C	D	average C
					below average D
					well below average E

These are very good test results in English and mathematics and they show that by the time the pupils leave they have achieved more than the levels expected. Results in science are not quite so good, with last year's pupils not doing as well as they should compared to similar schools. However, pupils' work seen in Year 6 during the inspection shows that science standards are better this year and are now above average. Work seen in English and mathematics in Year 6 confirms that once again standards are well above average. Pupils' achievements are improving year on year in Key Stage 2 because of stable and effective teaching. In Key Stage 1, there have been more changes of teachers and progress from year to year is not as smooth. Nevertheless pupils reach average levels in mathematics and writing and above average levels in reading. This provides a firm foundation for good progress in Key Stage 2. The targets set by the school for this and future years in English and mathematics are suitably high.

Most of the younger pupils comfortably achieve what is expected of them and by the time they are five, their attainment is above average in English, mathematics, and personal and social development. They have made good progress in these important areas this year despite two changes of teacher.

In other subjects, including religious education, pupils reach standards typical of those in most schools. In information technology pupils reach the expected standard only because they achieve so much in Year 6. Up to then their progress, though improving, is still slower than it should be. They reach very high standards in swimming.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good for pupils in reception and for the junior pupils. Though satisfactory, not as good in the infant classes because a small number of pupils do not keep up their concentration throughout all lessons.
Behaviour, in and out of classrooms	Very good throughout the school, in lessons and at other times such as lunchtimes and playtimes.
Personal development and relationships	Good. Pupils respect each other and are particularly good at working together on group activities during lessons.
Attendance	Above average; better than in most schools. Pupils arrive on time and the school day begins promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	satisfactory	good

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

The teaching is much better than it was at the time of the previous inspection. All the teaching seen was satisfactory or better apart from one lesson. In 32% of lessons it was satisfactory, in 49% good and in 17% very good or excellent. Teaching is consistently good or better in the reception year. In the junior classes it is strong across all years, with many good lessons and the occasional more ordinary or very good one. In the infant classes most of the teaching is satisfactory. Basic skills are taught well but the teaching doesn't motivate pupils as strongly as it does in the other classes. Music is very well taught to all pupils by a specialist visiting teacher. The excellent teaching was in music.

Teaching is good in English and mathematics. Pupils learn to read quickly and confidently because teachers help them to understand how to tackle words they have not seen before. In mental arithmetic, teachers are good at drawing out from pupils different ways they can use to solve a problem.

Teaching is good for pupils with special needs throughout the school, when taught separately in groups and when working in class. The nursery nurses are particularly good at helping these pupils. For high achieving, gifted and talented pupils, teaching is better in reception and Key Stage 2 than in Key Stage 1 because they are consistently challenged to the limits. The higher achieving pupils are not always stretched enough in the infant classes.

There were a number of particular strengths evident in the teaching and learning seen, most noticeably in reception and Key Stage 2. In reception, the warm and strong relationship between the teacher and children boosts their confidence and fires their enthusiasm. The teacher explains very clearly what pupils are expected to do and they are keen to please. Much is demanded also of pupils in Key Stage 2 where there is excellent classroom management. Lessons are purposeful and no time is wasted. Activities are interesting and challenging, teachers make clear to pupils what they have to do and drive them on to complete their work. As a result, pupils try hard, work well with each other and achieve much new learning. In Key Stage 1, the teaching is not so effective at challenging all pupils to the highest levels at all times. When pupils are writing they don't always work as fast as they should and they become distracted. Sometimes tasks given to higher achieving pupils are too easy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for pupils in Key Stages 1 and 2. For pupils under five the range of activities is too narrow. The range of out of school activities is less than in most schools of a similar size though the residential visit for Year 5 brings enormous benefits in learning and in personal development.
Provision for pupils with special educational needs	Good. Pupils are well provided for and they make good progress towards meeting their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. Provision for moral development is very good because staff expect a lot of the children and promote a climate of justice and fair play.
How well the school cares for its pupils	The school cares for its pupils to a high level. Procedures for ensuring pupils welfare, health and safety, including child protection, are very good. Staff know the pupils well and are sensitive to their needs.

All statutory requirements for the curriculum are met. In Key Stages 1 and 2, whilst there is a strong emphasis on literacy and numeracy, care is taken to ensure other subjects are not neglected. A good balance is achieved, partly through the skill with which teachers link activities in different subjects. For pupils under five this is not so successful. Pupils' personal, language and mathematical development are strongly emphasised but there are not enough activities planned to develop pupils' knowledge and understanding of the world or creative skills. There are still no facilities to develop their physical skills through outdoor play.

The school has a satisfactory partnership with its parents. It tries hard to accommodate the wide range of views and opinions parents express though it is not always successful in communicating clearly with them. It encourages parents to help in classes and offers opportunities for this.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership is very high by the headteacher, deputy and staff. The deputy headteacher has a strong influence on the good provision for pupils with special needs. All teachers lead change effectively in the subjects they are responsible for.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities. They have some awareness of what the school is achieving but need to become more involved in working together with staff in moving the school forward.
The school's evaluation of its performance	Strong. The school has benefited greatly from its involvement in a new self-evaluation process, in partnership with the local authority. It has gained a clear and accurate picture of most of its development needs.
The strategic use of resources	Resources are used efficiently and to the benefit of all pupils.

There are enough staff, and the accommodation and learning resources are adequate. The school checks to see if it is getting best value, for example by comparing its test results to similar schools.

The headteacher provides clear direction for future development, and he has a realistic and accurate view of where the school is now. Staff work together well as a team and there is a strong will to continue to improve standards and achievement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are happy to come to school and they make good progress. • The teaching is good. • The ease with which they can approach the school with questions or problems. • How the school expects children to work hard and do their best. • How the school helps their children to grow up and become mature. 	<ul style="list-style-type: none"> • The range of activities offered to pupils beyond their daily lessons. • Information about how well their children are getting on. • The closeness with which the school works with parents. • More consistent provision for homework.

A substantial number of parents returned the questionnaire and most expressed strong support for the school. Inspectors agree with their largely positive views. However, inspectors also agree that the range of activities outside normal lessons is narrow and that after school clubs and activities are fewer than is normally found in schools of this size. Although the school has a policy for homework, it is neither clearly enough set out for parents nor is it applied consistently in all classes. This is a pity because there are examples of homework being used really well by some teachers.

The school provides sufficient information about pupils' progress. The number and organisation of formal meetings between teachers and parents is similar to that in most primary schools and there are opportunities for parents to meet with teachers at other times. Written reports are mostly good. The school is not always successful in communicating wider information to parents; for example about the curriculum. There is room for improvement in publications such as the school brochure to help parents gain a closer understanding of how the school works.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children who are five years old or younger attain good standards in language and literacy, mathematics, and personal and social development. This is similar to the time of the previous inspection. Most enter reception with above average standards and they maintain and improve on this by the time they enter Key Stage 1. They progress best in these areas because of the emphasis given to them. Progress in the other areas of learning, creative and physical development, and knowledge and understanding of the world, is satisfactory. Less work is planned in these areas and less time is given to them though most achieve above the average in knowledge and understanding. They reach the basic standard in their creative work but not enough physical activities were seen to make a judgement.
2. At the end of Key Stage 1 the most recent test results for pupils at seven (1999) give a mixed picture. Pupils achieved well above average in reading and above average in writing. In mathematics results were below average. Compared to similar schools, results in reading and writing were average but in mathematics well below. The balance was similar in 1997 and 1998, with reading always better than writing or mathematics. The work of the present Year 2 children seen during the inspection shows their reading is above average, and their writing and mathematics average. The class has a very wide range of achievement, with a larger than usual number of low achieving pupils, fewer average and more high achievers. Whilst pupils' progress is satisfactory overall, there is small number whose attitudes to their work are not as good as most. However, the numeracy hour is helping pupils to achieve higher levels in mathematics.
3. The most recent national test results for pupils at eleven indicate high standards are achieved in English and mathematics but average standards in science. There is a clear trend of improvement in Key Stage 2 since 1996 in line with the national picture although there was a dip in 1998 from the usual high standards to average. This was caused by the group being smaller than usual and one or two low achievers joining towards the end of the key stage. Compared to similar schools, results are good in English and mathematics but not in science. The work of the present Year 6 pupils seen during the inspection shows their English and mathematics to be well above average and their science above average. The improvement in science reflects better curriculum provision and teaching. For example, pupils undertake more practical and investigative work than they used to and their work builds better on what they have done before as they move from year to year.
4. The targets set for pupils in English and mathematics in 1999 were achieved and more challenging targets have been set for 2000. These are realistic and accurately reflect what pupils might be expected to achieve if they work hard.
5. Pupils' progress in English, mathematics and science is satisfactory in Key Stage 1 and good in Key Stage 2. This is partly because the staff has been stable in the junior key stage for several years and teachers work well together on sharing ideas and improving the curriculum. There have been more changes of teachers in Key Stage 1 and work does not always build effectively on what has gone before. This situation has not been helped by the lack of a whole school system of assessing and recording pupils' progress and achievements. Levels of challenge are higher in the junior key stage and pupils respond enthusiastically to this and to more stimulating teaching. Pupils in the reception class have had a number of teachers

this year. However they have made good progress regardless of the changes because of the high quality teaching by the individual teachers they have had. The school is now well placed to improve provision in the early years and Key Stage 1 with the opening of its own nursery in September, stable staff and the implementation of the new Foundation curriculum.

6. Pupils with special needs achieve well for their abilities and those with individual learning plans make good progress towards their targets. When they work in class they benefit from the close attention of teachers. When they are withdrawn from class to work with a nursery nurse they achieve very well. This is because they are very sensitively supported and gain a lot of confidence. One pupil in a junior group showed great delight at beating her personal best and others in the group showed how pleased they were for her. The nursery nurses keep close links with class teachers to ensure the work they do draws on their normal class work. Higher achieving, gifted and talented pupils are better challenged in Key Stage 2 than Key Stage 1 and this has been reflected in the low number of infant pupils who reach level 3 in national tests. Boys and girls achieve equally well.
7. Pupils reach average standards in most other subjects of the curriculum. Standards in art, design and technology, geography, history, religious education and music are similar to those found in most schools. In music, standards are better in singing and playing instruments than they are in composing because this aspect of the curriculum is neglected. In art, pupils are good at copying the styles of well known artists but are not given sketchbooks in which to try out their own ideas. In physical education, pupils reach above average standards in Key Stage 2, including very high standards in swimming. In information technology, pupils just reach the standards expected by the time they leave because they are taught very well and make very good progress in Year 6.

Pupils' attitudes, values and personal development

8. Children under the age of five have very good attitudes to learning. They have particularly impressive listening skills that help them to take the most from each activity. Children respond very well to the lively approach of the reception teacher and nursery nurse who hold their interest and motivate them to try their best at all times. They are able to work quickly and without constant adult support and this enables them to produce a good volume of work. For example, when transferring patterns onto fabric they had previously dyed, children were confident about what to do and why they had to practise on paper first. All managed to complete a "trial run" on paper and then transfer their pattern to the fabric in the time allowed.
9. Pupils in Key Stage 1 show satisfactory attitudes to learning although there are a small number whose attitudes are not as good as most. They concentrate better when teaching is challenging and captures their interest. For example, pupils in Year 1 were particularly well motivated during an English lesson when they acted out the story of the "Three Billy Goats Gruff". They listened carefully to each other and remembered their "lines" very well. When teaching is more ordinary and lacks pace, pupils do not maintain their concentration long enough and they drift off task. They can become noisy and do not then make the best use of the time available.
10. Older pupils are lively and eager to participate in all aspects of school life. Key Stage 2 pupils show very good and at times excellent attitudes to learning. They listen very well to instructions from adults, work quickly and hard. They are well organised, settle to work promptly and are eager to do well and to learn. They show great interest in their lessons and hold sensible conversations with teachers when they have problems or queries. Pupils are very familiar with the high expectations set by staff who expect a great deal and they respond by producing work of a

consistently high standard. Parents of pupils of all ages state that their children like coming to school.

11. Behaviour is very good in classrooms and around the school. Older pupils set a good example to younger ones, whom they treat with sensitivity. Pupils are very courteous to each other, staff and visitors, and are always respectful. They enjoy the pleasant social atmosphere in the dining hall at lunchtime and play well together in the playground. They are very trustworthy, as seen on several occasions during a persistently wet inspection week, when pupils accepted the inevitable restrictions brought by wet playtimes and behaved very well during indoor classroom breaks. There have been no exclusions from school.
12. Relationships in the school are of a high order and add to the sense of security pupils experience. Staff and pupils work well together and are often able to enjoy lighthearted moments during lessons. Pupils show great sensitivity to each other and are quick to comfort classmates when they have a problem. For example, one child in reception had a problem with her dinner money and was very distressed. Her teacher consoled her whilst another pupil hunted for a tissue and a third brought her coat from the cloakroom without being asked so she was not late for lunch.
13. Pupils' personal development is good. They respond particularly well when given opportunities to work together during lessons. Older pupils benefit greatly from a residential trip when they experience a variety of social settings and learn to be more independent. Standards of pupils' personal development have improved since the last inspection.
14. Levels of attendance are good throughout the school and are above the national average. There is no unauthorised absence and parents are conscientious about informing the school of any reasons for absence. Pupils arrive on time and there is a very prompt start to the day. Children under five are brought to school regularly and on time. Attendance and punctuality levels are similar to those reported at the last inspection.

HOW WELL ARE PUPILS TAUGHT?

15. Since the last inspection there have been significant improvements in the teaching. It is now good for the under-fives and reception, satisfactory in Key Stage 1 and good in Key Stage 2. Only one lesson was judged to be unsatisfactory.
16. In reception the teacher has a good understanding of the pupils' needs and this encourages the children to have confidence. There are very good relationships and the children respond well to the warm and enthusiastic style of the teacher. For example, on one occasion when the teacher lost her voice, the children responded by helping her. Tasks are explained very clearly and the teacher always shares with pupils what she wants them to know by the end of the lesson. A lot is expected of them. Activities are enjoyable. For example, in a mathematics lesson, the children enjoyed a variety of practical tasks set out to develop their skills in recognising and using coins. The teacher is good at teaching basic skills such as helping children to read unfamiliar words. By regularly assessing what pupils have already achieved and using this information to plan the next work, the teacher ensures pupils are fully challenged. The nursery nurse works closely with the teacher and this is strength. In a mathematics lesson, the children made good progress in number when the nursery nurse acted as the shopkeeper and the children were using coins to buy items. Homework is used well; for example when laminated cards are sent home to guide the parents on a sharing an activity with their child.

17. Most teaching in Key Stage 1 is satisfactory though it ranges from unsatisfactory to good. Lesson objectives are shared with the children so that they know what they are aiming for and how well they are getting on. Good questioning is used to check previously learned work and to get the children to explain things and think more deeply. For example, in a religious education lesson, the children were encouraged to think about how some characters in the Easter story would have felt. There is good teaching of basic skills though the level of challenge for higher attaining pupils is sometimes too low. This means that these pupils do not maintain concentration or make enough progress. For example in an English lesson, the written tasks did not stretch the language of the higher attainers and in a geography lesson, too much time was spent drawing pictures instead of completing a more challenging extension task. When the children are completing written tasks, a productive working atmosphere is not always maintained and teachers do not expect enough of pupils to establish a quieter working atmosphere.
18. Most teaching in Key Stage 2 is good though it ranges from satisfactory to excellent. There is excellent class management and teachers expect pupils to work hard, behave well and accept challenge. The pupils know this and they respond well to it. Relationships between the teachers and pupils are strong and lessons are characterised by a purposeful working atmosphere. Teachers plan thoroughly, set out clearly what they want pupils to learn and share this with them. Good open questioning in lessons draws out and builds on pupils' previous knowledge. Activities are interesting. For example in Year 6, children were making clinometers and using these to work out different heights around school. Other children worked in association with the local Technical College to make their own newspapers, after acting out the role of reporters. Pupils are motivated well by such activities and they enjoy their learning.
19. Pupils are given many opportunities for collaborative work and they organise themselves very well. This was seen, for example, in a Year 4 geography lesson when children worked in groups to produce a leaflet and reported back to the rest of the class on their ideas.
20. Teachers are good at developing pupils' skills in both literacy and numeracy. The teaching of reading and writing are good and phonic skills are taught well. Teachers also encourage the children to use other strategies, such as initial letter sounds or picture checks, to learn new words as well. In numeracy, teachers are good at promoting the use of basic number skills through mental arithmetic sessions. They help pupils to recognise and use correct mathematical vocabulary.
21. Pupils with special educational needs are taught well throughout the school. They are given sensitive, encouraging support, enjoy working in small groups and respond well to the teaching. Class teachers support these children well in class.
22. Higher attaining pupils' needs are usually met well at Key Stage 2. Most lessons have good pace and challenging tasks are set to extend the learning of the higher attainers. For example, in a Year 5 mathematics lesson, the pupils' previous work had been assessed and some pupils went straight on to an extension task rather than completing work which the teacher knew they would be able to do. In the more ordinary lessons the pace drops, and the opportunity to stretch the higher attainers can be missed. For example in one English lesson, the comprehension task for the higher attainers was too easy and they were not challenged by it. Occasionally opportunities are lost because teachers do not build on the enthusiasm of the pupils.
23. Teaching is equally good across most subjects, with good lessons seen in English, mathematics and science. Excellent music teaching undertaken by a visiting teacher is particularly successful in developing pupils' abilities to sing and to play

instruments. There are examples of the good use of homework to extend pupils' learning; for example when pupils in Year 6 reinforce their knowledge in science.

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

24. The school meets its statutory requirements and teaches all subjects including religious education. The curriculum has been improved since the last inspection when the balance of attention given to subjects varied between classes and there were few schemes of work in place. Although there are still some weaknesses to be addressed, the overall quality of the curriculum is good and all groups of pupils have their needs met. Support staff give well planned and directed help to special needs pupils and this is better than at the time of the previous inspection.
25. There is an appropriate emphasis given to the core subjects of English, mathematics and science but the rest of the curriculum is also given adequate attention. The school's provision for information technology is much improved with more computers and a wider range of work. The school has successfully adapted the nationally recommended strategies for literacy and numeracy and is providing an effective programme of activities to develop key skills in reading, writing and number work. This is particularly rich in the range of writing experiences offered to pupils in Key Stage 2. Another strength of the curriculum is the way in which different subjects are often linked through the same activity, as for example when pupils use information technology to record their findings from geography work on the school's residential field trip. Visits like this, together with visitors, add interest, enjoyment and valuable first hand experience to pupils' learning. There is a weakness in the music curriculum, where the balance of activity is too strongly in favour of performing and appraising music at the expense of composing it.
26. The curriculum for under 5's challenges the reception pupils in the core areas of language and literacy, and mathematics, building upon their good levels of skills on entry to school. Personal and social development is also well provided for through sensitive and encouraging teaching. In creative and physical development, and knowledge and understanding of the world, the range of activities is not broad enough to fully extend the pupils. This is because the programme of work is largely based on the early stages of the National Curriculum and stresses English and mathematics. Plans referred to in the previous report for adjusting the curriculum to more fully meet the needs of four-year-olds have not been completed. The school recognises this and plans to revise the curriculum provision in line with the opening of its new nursery in September 2000.
27. The school provides a very limited range of extra-curricular activities, all sports. This is less than in most schools of a similar size and a significant number of parents expressed their concern through the questionnaires and discussions at how little there is. At present, only one member of staff provides these extra curricular activities and no parents are involved.
28. The school makes good provision for pupils' personal development through its timetabled programme of personal, social and health education. Staff use this time well to encourage pupils to express their thoughts and feelings and to make them more aware of issues surrounding their own personal safety. Year 5 pupils, for example, worked in groups and as a class to produce a range of safety posters which highlighted the potential dangers of a number of everyday activities. They worked sensibly and productively and could talk at length about particular issues. A number of visitors contribute to the programme; the community police constable and school nurse, for example. The school has adopted a policy not to teach a formal sex education programme.
29. The headteacher and staff ensure that the community makes a good contribution to pupils' learning. For example, the school makes the most of its close proximity to

the Potteries and recently Year 6 pupils produced two large plates which were entered in the City of Stoke Millennium Challenge. This project gave pupils the opportunity to study the locality and its traditions, and to follow a project through from design to display.

30. Good relationships exist with a number of other schools and colleges. The school's high standards in swimming are partly due to its use of the pool at the local secondary school. Longstanding links are established with the local playgroup which shares the reception building and means the young children are already familiar with the school's early years' environment by the time they join the reception class. Constructive links are established with a number of colleges. A newly established link with the College in the Community has led to the provision of courses for adults in information technology and mathematics as well as a basic training course for parent helpers. The pupils are now benefiting from this. For example, a small number of parents now work on computers with Key Stage 1 pupils, enabling them to better develop their skills and achieve more.
31. The school makes good provision for pupils' personal, including spiritual, moral, social and cultural development and this enables pupils to become mature and sensitive individuals with a better understanding of their place in society.
32. Good provision for pupils' spiritual development is particularly apparent during collective worship and in workbooks and displays. Staff include spiritual elements in worship. The most effective examples were lively and contained a basic message that was simply reinforced. The graphic re-enactment of Jesus knocking over the moneylenders' tables in the Temple left a very strong impression on all the pupils. It was in stark contrast to the reverent atmosphere created during the hymn and prayers, which were coupled with meaningful periods of reflection. Symbols such as palm fronds and a lighted candle add to the spiritual nature of assemblies. Pupils' poetry also reflects spirituality; for example when Year 4 pupils write about "The sweet fragrance of the spring buttercup" and "The joy in my heart and the prickly green leaves tickling my hands."
33. Staff create a very strong moral culture for pupils, which centres around very high expectations and a sense of justice and fair play. Pupils are taught the difference between right and wrong, they understand how to behave and they learn to listen carefully to each other. Much of this is achieved through the personal and social and health education programme, and also assemblies. The Year 4 class assembly graphically illustrated the qualities of a true friend. Pupils acted their parts with feeling and the whole school audience sat spellbound. They showed a very clear understanding of the message when questioned afterwards.
34. The school makes good provision overall for pupils' social development despite the small number of opportunities created through extra-curricular activities. The active Parent Teacher Association organises social events such as ice skating and discos for the pupils which add to their experiences. The introduction of a residential trip has provided pupils with a very useful opportunity to work and play together in a different environment. Teachers also encourage pupils to work collaboratively on tasks and this helps them to learn to value the opinions of others and to listen to different points of view. These opportunities are particularly well used in Key Stage 2 where pupils are expected to take more responsibility for their own learning. Provision for pupils' social development has improved since the last inspection.
35. Provision for pupils' cultural development is good. Some pupils participate in local sports competitions and musical events which help to broaden their own sense of cultural identity. They listen to a wide range of music at times such as assemblies. Pupils are also provided with a good variety of multicultural experiences. For example, Year 1 pupils celebrated Chinese New Year and made a Chinese

Dragon. Pupils in Year 3 were able to experience Afro-Caribbean rap music during a poetry lesson. The same pupils presented a “Dance Around the World” theme during their class assembly, which helped the whole school to appreciate the diversity of music and celebration around the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school takes very good care of its pupils and this is one of its strengths. The headteacher and staff know individual pupils very well and there are very good systems in place to ensure their health, safety and well being.
37. There are secure procedures in place to ensure child protection arrangements are effective. The headteacher is designated responsible for child protection and he is very conscientious in his duty of care. The school works closely with outside agencies when necessary and staff have a clear understanding of the procedures to follow.
38. Arrangements for the general pastoral care of pupils are very good. Lunchtime supervisors are well briefed and they form good relationships with pupils. They manage pupils’ behaviour through the same systems used by the teachers and the whole school community works very well together. Particular care is taken over the supervision of pupils moving to and from the dining hall. Staff help pupils to cross the road and pupils are well aware that they must wait for an adult to say when they may cross.
39. Effective procedures are in place to promote good attendance. Pupils are regularly encouraged to be punctual. Pupils enjoy coming to Greenways School and this is reflected in the above average attendance figures the school achieves. Good procedures support and promote appropriate standards of behaviour throughout the school. This ensures pupils waste little time during the school day. There is no oppressive behaviour and pupils seem particularly sensitive to the needs of their friends. The school promotes an ethos of mutual understanding and acceptance which ensures a calm and orderly community.
40. There are weaknesses in the school’s procedures for assessing pupils’ attainment and progress. Some teachers and subject co-ordinators have begun to put in place good assessment initiatives but there has been no attempt to pull the best elements together into a system across the school. Whilst teachers often make satisfactory use of assessment information to guide the work they plan, procedures again are not uniform. Although some teachers work very hard to check pupils’ learning and to adjust their teaching and planning accordingly, others are still struggling to create a suitable system. The sharing of information between teachers is also weak. There is good practice in some classes and subjects but not in all.
41. Systems to track pupils’ achievement over time also suffer from the same weakness. Some teachers monitor pupils’ longer term progress well - in Years 4,5 and 6, for example. However, teachers in Key Stage 1 have generated a large amount of information on pupils’ performance but it is not proving as useful as in Key Stage 2.
42. Pupils with special educational needs are well supported by the special educational needs co-ordinator and teachers make good use of individual education plans which apply to pupils in their class. The additional adult support provided for these pupils is extremely effective and good records are kept of the progress they make.
43. The school provides good levels of support and advice for its pupils which help to promote their personal development. Pupils are offered many opportunities to act as good ambassadors for the school and their local community.

44. Parents are very happy with the care given to their children and feel the school is very supportive of any problems they have. Standards are similar to those reported at the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents and carers have very positive views of the school. They are happy with what the school achieves and recognise the good work of the staff. However, parents do express a very wide range of views, which at times makes it difficult for the school to meet them all. A significant minority of parents have particular concerns over homework, the levels of information they are given about their children's attainment, how well the school works with parents and the range of extra-curricular activities on offer.
46. Whilst the school's links with parents are satisfactory there are weaknesses. The headteacher works hard to make the school an open community where parents will come and share their views. However at times good opportunities are missed to further extend this; for example by inviting in parents when pupils in each class perform assembly. The school listens to parents' concerns, canvasses their opinions and tries hard to accommodate as many of these opinions as possible. Sometimes, it does not communicate clearly enough with parents. A good example of this is the school's approach to homework. Although it has a policy on how much homework will be given and how often, some parents are still unsure and the statement in the prospectus is not clear. Classes do not always follow the system. The teacher in Year 2 recently sent out a detailed letter concerning spelling homework to parents of children in her class but similar letters were not sent for other classes. This created uncertainty.
47. The quality of information provided for parents is satisfactory overall but there are some aspects which could be better. Information provided about everyday events is good. However, the school prospectus does little to convey the lively and stimulating nature of the school to the reader. Similarly, the governors' annual report to parents conveys little of the wealth of interesting activities the pupils experience during the course of the year. The quality of the annual written report parents receive on their child's progress is usually good. Most reports contain detailed, evaluative comments about each pupil's progress. Pupils contribute with self-review statements and set themselves targets for future achievement. The level of curriculum information the school provides for parents is low and does not help them very much in supporting their children's learning at home.
48. Parents make a satisfactory contribution to the work of the school and to their children's learning. A small number help regularly in school. More parents offer support for specific projects such as making 'Story Sacks' in reception, where a group of twelve parents worked very hard to complete these useful homework packs. Parents respond regularly by completing reading record books but the school does not provide sufficient guidance for them on what to look for or comment on. A reading course for parents is planned for next term. Useful mathematical guidance for parents of Key Stage 1 pupils has helped them to understand what their children need to focus on next.
49. Parents are active fundraisers on behalf of the school and are keen to support any initiatives to improve school resources. Parents of children with special educational needs are closely involved with their children's learning. They attend meeting with the class teacher and the co-ordinator for special needs and are fully consulted about the support their children receive.

50. The partnership the school maintains with parents is broadly similar to that reported at the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides very strong leadership and management. At the time of the previous inspection, when the headteacher had only just taken over, management was not judged to be making much difference to standards or the quality of provision. Since then, he has maintained a very clear picture of what the school should be like and brought about many changes to move it towards this goal. At that time, more than a quarter of teaching was unsatisfactory, staff were committed but not helped to work together and co-ordinators had little influence on their subjects. It is a much better school now because standards are higher by the time pupils' leave and also because the quality of the education pupils receive is improved.
52. In particular the school has become more outward looking and it is expecting more from pupils. For example, it has benefited from being part of the city's initial project to help schools with self-evaluation, which has led to the school having a good understanding of what it needs to do next to improve. Teaching is better, partly because staff have become involved in groups and training with teachers from other schools. They undertake a lot of training and have not been afraid to put their work under the microscope. They have been observed teaching literacy and numeracy by the headteacher and local authority advisers, and have discussed how they can make teaching better. Teachers also challenge older pupils more to achieve high standards whilst reorganisation of special needs provision has improved the deal for these pupils. Pupils personal development is much better because they are encouraged to take part in events such as the school's own residential trip and this helps them become better learners.
53. Teachers play a bigger part in managing their subjects than before. The teachers responsible for leading change in literacy and numeracy have been successful in implementing the new national arrangements. Through activities such as looking at pupils work in all classes they have begun to build up a useful picture of where the best achievement is and what is not working so well, though it is early days yet. Staff work together well as a team in sharing these findings and in putting more emphasis in their lessons on the weaker aspects. The school collects a lot of information on pupils' performance, through, for example, analysing test results. This is also used to identify weaknesses in particular parts of subjects, which are then tackled. The information is not yet used as fully as it might be to set targets for individuals or particular groups of children.
54. The governing body is not effective in exercising all aspects of its management role. Whilst it fulfils its statutory duties sufficiently well and has some understanding of the how well the school is performing, it lacks a corporate approach to helping to move the school forward. For example, whilst it receives a great deal of detailed and useful information from the headteacher, it does not contribute sufficiently to forming the annual development plan. Neither does it follow through sufficiently the developments to find out whether the changes have worked and what difference they have made.
55. The school uses its financial and other resources well. It plans ahead successfully to account for variations in budget and expenditure; for example, in the light of any projected changes in staff and pupil numbers. Spending is closely linked to the priorities in the school development plan and grants to the school for specific purposes are appropriately used. The school pays good attention to the principles of best value; for example it compares its results to those of similar schools to see how well it is doing.
56. The school has a sufficient but not generous number of teachers and support staff. The nursery nurse makes a highly valuable contribution to pupils' learning and is

particularly effective at ensuring that pupils with special needs are fully involved in class activities. There is a good blend of more and less experienced teachers across the school and the newly qualified teacher is appropriately supported by the deputy headteacher. There is valuable specialist teaching. In music this is bought in from outside whilst in other subjects such as science and physical education it is achieved by teachers changing classes. Whilst there have been a number of changes of teacher in the reception class, the harmful effects of so many changes have been reduced by the high quality of the teaching by the individual teachers concerned.

57. The accommodation is adequate and there have been improvements since the previous inspection. Classrooms are generous in size but there is little space elsewhere. The provision of lighter tables in classrooms allows the furniture to be rearranged more easily and this is a noticeable benefit in supporting collaborative group work.
58. The school's learning resources are sufficient in quantity and adequate in quality. The amount of practical resources for subjects such as science and mathematics is better than at the time of the last inspection though there is still no adequate large play equipment for pupils under five. Whilst there is now sufficient literature to develop pupils reading at Key Stage 2 there is still too little high quality fiction for the more advanced readers and some gaps in computer software for research.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. Whilst the school has many strong features, there is some underachievement in Key Stage 1. There is too little variety offered in the curriculum to pupils under 5. Although there is some good practice in the way teachers assess pupils' achievement, this is not always the case. The school's links with parents are not as strong as they might be nor is the involvement of governors in school development. Through their action plan the headteacher, staff and governors should therefore

- (1) Further raise pupils' achievement in Key Stage 1 by
- Managing and supporting pupils better in class to keep them fully on task
 - Expecting more of pupils to sustain their concentration and work quietly when required
 - Planning tasks which interest pupils and more consistently challenge higher achievers.

Paragraphs: 2, 6, 9, 17, 79, 81, 87, 93, 105

- (2) Provide a wider range of learning opportunities for pupils under 5 in knowledge and understanding of the world, creative and physical activities.

Paragraphs: 1, 26, 60, 68, 70, 71

- (3) Develop whole school procedures for assessing and recording pupils' achievements, building on the individual good practice already in place in some subjects and classes.

Paragraphs: 5, 40, 41, 53, 91, 95, 101, 119, 135

- (4) Improve the effectiveness of the governing body by increasing their involvement in

- Setting direction for the school and establishing its priorities
- Producing the school development plan

- Checking what difference its implementation makes to standards or the quality of provision.

Paragraph: 54

- (5) Encourage parents to participate more and better inform them about the life of the school by
- a. Communicating more clearly with them over matters such as homework and other school policies and expectations
 - b. Improving the school brochure
 - c. Giving parents more information about the curriculum and how best to support their children's learning
 - d. Establishing a wider variety of ways and more opportunities for parents to be involved in the daily life of the school.

Paragraphs: 45, 46, 47, 77

The school has itself identified weaknesses 2, 3 and 4 as priorities for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	TBA

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	13	49	32	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	187
Number of full-time pupils eligible for free school meals	11
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	12
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	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	21	4

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	4	4	4
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	92	92	96
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	19
	Girls	2	4	3
	Total	21	24	22
Percentage of pupils at NC level 2 or above	School	84	96	88
	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	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	7
	Girls	15	13	15
	Total	22	21	23
Percentage of pupils at NC level 4 or above	School	88 (80)	84 (60)	92 (73)
	National	70(65)	69(59)	78(69)]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	6
	Girls	12	13	15
	Total	18	21	23
Percentage of pupils at NC level 4 or above	School	72 (67)	84 (67)	92 (67)
	National	68 (65)	69(65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	22
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	20

Exclusions in the last school year

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

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

Financial information

Financial year	1998-1999
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	£
Total income	267,525
Total expenditure	259,057
Expenditure per pupil	1424
Balance brought forward from previous year	18,356
Balance carried forward to next year	26,824

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	182
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	1	0
My child is making good progress in school.	48	46	5	2	0
Behaviour in the school is good.	47	51	1	0	1
My child gets the right amount of work to do at home.	26	50	15	3	6
The teaching is good.	57	35	1	1	6
I am kept well informed about how my child is getting on.	28	44	23	5	0
I would feel comfortable about approaching the school with questions or a problem.	63	29	5	1	1
The school expects my child to work hard and achieve his or her best.	58	37	4	1	1
The school works closely with parents.	28	45	22	2	4
The school is well led and managed.	32	56	8	2	2
The school is helping my child become mature and responsible.	48	47	3	0	3
The school provides an interesting range of activities outside lessons.	14	38	27	12	10

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

60. The overall attainment of pupils under five is good, as it was at the time of the previous inspection. Although children come into reception with a wide range of attainment their overall level of ability is above average. They all make good progress in the key areas of language and literacy, mathematics, and personal and social development, where there is a challenging and relevant curriculum in place. Progress in the other areas of learning, creative and physical development, and knowledge and understanding of the world, is satisfactory. These areas are not as strongly established, largely because the early years curriculum is not planned in a way that gives sufficient emphasis to all areas of learning. The main factor in the children's good rate of progress in the key areas is the good teaching they receive from the supply teacher, working in effective partnership with the nursery nurse.
61. At the time of the inspection, all the reception children were working on the early stages of the National Curriculum in English and mathematics. Although some are still under 5, they cope well with this approach because their basic skills and levels of concentration are sufficiently good.

Personal and social development.

62. This area of learning is given a high priority and children's attainment is likely to exceed the expected level by the time they are 5. Pupils are very co-operative in their work, helping each other if any difficulties arise and sharing their materials and equipment in a very mature way. Their awareness of classroom rules and routines is very good and they respond well to the many prompts, such as reminders to say 'please and thank you' and to put up their hand if they wish to make a contribution to the lesson. Children's confidence to relate to their peers is effectively promoted when, for example, each child brings in an article of importance to talk about with their friends. Children ask questions about the article, and in answering these they develop skills of listening and communicating.
63. Teaching in this area is very good and a particular strength is the way in which opportunities are constantly sought to raise children's self esteem. For example, the teacher always values children's answers, even if they may not be what was wanted, saying things such as 'That was a good try, can anyone else help her out on this?' On one occasion, a child's friend was invited to 'Whisper some help in his ear'. This supportive teaching encourages children to respond eagerly without fear of getting things wrong. The children showed how aware they are of the needs of others when their teacher lost her voice and they worked extra quietly and independently.

Language and literacy.

64. Most children are well on course to exceed the level expected by the time they are five. Many are able to write their own simple sentences and are beginning to develop early reading skills. All are able to have a good attempt at writing their own name and most can write the majority of letter accurately. They have plenty of opportunity to enjoy their favourite storybooks in the reading corner and they handle them carefully and sensibly. Children have begun to contribute their own writings to class books such as 'Our Amazing Adventures', in which they write imaginative ideas like 'I saw a lion on Saturday.'
65. Children are given many opportunities to speak and listen, which builds their confidence to use new vocabulary and to express themselves in front of others. This is a particularly good aspect of the teaching in that pupils are successfully

encouraged to extend their speaking from simple phrases to longer statements. The teacher has a knack of making learning fun for the children. For example, she gives out lots of articles from a sack, asking questions such as 'Has anybody got anything beginning with T?' The children respond with enthusiasm during these games and are keen both to learn new words and reinforce existing vocabulary. Early reading skills are taught well as children learn to follow a story line and predict the next event during group sessions with a class 'big book'. The teacher sets the children a good example by reading with expression herself. Together they work out unfamiliar words using a range of clues such as the sound of their initial letters, the likely meaning and any help available from pictures.

Mathematics

66. Children's overall attainment is above average and they make good progress in this area. Most can use numbers well as they count to twenty in twos and practise counting on from different starting points. Through singing number songs such as 'Five little speckled frogs' and regularly using number in practical activities such as threading beads, children build their confidence to a high level. Their knowledge of shape is good and they can identify basic shapes such as triangles and circles in and around the classroom.
67. The teaching of mathematics is good. The teacher sets up a wide range of challenging tasks such as giving the right change when using money in the class shop. In these activities the teacher tries to encourage the use of mathematics in real life situations. Learning is made fun; for example when the children have to dig in the sand tray to find particular coins before allocating them to containers with specific denominations. The children's interest is captured, and they sustain their concentration and quickly develop their knowledge and skills.

Knowledge and understanding of the world

68. Children's attainment in this area is above average and they make satisfactory progress. Most arrive in school with a good awareness of the world around them but there is not much planned activity to systematically extend their knowledge over the year. Most of their learning comes from the excellent discussion sessions that the teacher regularly holds, in which aspects of science, history, geography or religious education are mentioned. When talking about their current class book 'A Dark Dark Tale', for example, pupils shared their knowledge. They considered the fact that owls only fly in the dark or dusk and that the 'dark door' was probably made from wood, which comes from trees, as paper does too.
69. Through science experiments children learn about plant growth. They observe seeds growing into tall plants, measuring them with counting blocks. As they are responsible for watering them, children soon learn about plants needing water to grow properly. In looking at old photographs, children learn about the changes that can take place with the passage of time. In the one piece of direct teaching that was observed in this area, on the theme of different families, the teacher showed great sensitivity in challenging the children to think about how differing family circumstances were not better than each other but simply different.

Creative development

70. Children's attainment is in line with the expected standards for their age, but the programme of activities they experience is limited in the scope it gives them for individual expression. Artwork such as painting is mostly done to illustrate work in other areas. For example, the children paint large coloured circles to make a 'Very hungry caterpillar' or squares to make 'Elmer the Elephant' as they illustrate the characters in their storybooks. Whilst they can mix primary colours to make secondary ones and can crayon neatly and produce good quality pencil drawings,

adults over support some of their activity. For example, pupils occasionally colour in from templates supplied by the teacher rather than drawing for themselves. This reduces the level of challenge and opportunity for them to express themselves and reflects the school's lack of emphasis on worthwhile creative activities in its early years curriculum.

Physical development

71. Other than in their manipulative skills, which are good, it was not possible to judge children's physical development as no physical education activities were seen. As at the time of the previous inspection there is still no large-scale equipment for outdoor play .
72. The planning for physical education activities is satisfactory with a good emphasis on balance and control of movement. Children show good skills in cutting and gluing when they make their own booklets or Easter cards to take home. They also show a good level of ability as they assemble models from simple construction kits.

ENGLISH

73. Standards at the end of Key Stage 1 are above average in reading and average in writing and in speaking and listening. In their end of year tests, the current Year 2 class are unlikely to match the above average standards reached in writing last year. The class has more low and high achieving pupils and less average.
74. By the end of Key Stage 2, pupils' overall standards in English are very good. Work seen during the inspection indicates that standards are at least as good as they were at the time of the last national tests, when they were well above the national average. There are more pupils now working at a level which exceeds that expected of 11 year olds, in both reading and writing. Handwriting is above average for most pupils, and spelling is good. Standards of speaking are average overall, but pupils' listening skills are above average. There are no significant weaknesses in the subject at Key Stage 2.
75. Since the previous inspection, standards at Key Stage 1 have been broadly maintained, but in Key Stage 2, there has been significant improvement, particularly in the standard of writing. This was previously below average, and the range of writing too narrow.
76. In speaking and listening skills, pupils can express themselves clearly in class discussions and most listen carefully to teachers' instructions at the beginning of lessons. However, there are too few occasions when pupils are challenged to give extended answers or to explain more fully to their classmates. In Key Stage 2, pupils listen very well and in all classes they are very clear about what they have been asked to do. Speaking skills are still average for the majority. They converse sensibly and maturely with their peers when working together. However they have too few opportunities to develop the skills needed to speak effectively to larger groupings or a class audience, for example through drama activities. Year 4 pupils have more drama and discussion activities than other classes and this shows in their confidence in speaking to the class.
77. All ability groups achieve well in reading. The main reason for this is that teachers know how to teach reading effectively. They are good at judging the right difficulty of text to match pupils' skills and at both key stages they present a good role model when reading with expression. In Key Stage 1, teachers show pupils how to use different strategies to work out unfamiliar words. These include using the sounds of letters to build words and figuring out their likely meaning by reference to the context in which they are used. Younger pupils are also taught to use pictures to

give them clues in reading simpler books. Reading diaries are extensively used to encourage reading at home though they could be improved by teachers adding more comments to help parents know which particular skills their children need to practise.

78. At Key Stage 2 pupils extend their skills in using non-fiction books as they learn to use contents and index pages. They develop their dictionary and thesaurus skills to a good level. By Year 6 most are reading with good expression and can explain inferences and humour in their texts. Some use different voices for different characters and can bring stories alive in the way they read them.
79. In Key Stage 1, pupils are given plenty of practice in using correct grammar and punctuation, and the majority can write with reasonable fluency and accuracy by the end of Year 2. An area of improvement since the last inspection is in the broader range of different types of writing pupils do; for example translating well known stories such as 'Jack and Jill' into simple play scripts. Teachers are good at providing guidance and support in how to write stories and they employ good 'frameworks' to help pupils to construct story lines and characters. However, there is a tendency to rely too heavily on closely directed worksheets and this can hinder pupils' confidence, especially for lower attaining pupils. This weakness continues into Year 3. By the end of Key Stage 1, most pupils have developed a good handwriting style with neatly formed letters and well spaced words. Most pupils' spelling is average, although some pupils still spell words as they sound.
80. In Key Stage 2, pupils write well for their ages. Teachers give plenty of emphasis to grammar and more advanced punctuation and this pays off in the accuracy of pupils' writing. Handwriting is mostly good but on occasions pupils do not transfer the standard of work shown in exercises to their daily work. A strength of the Key Stage 2 curriculum is the way in which teachers offer pupils exciting writing activities. For example in Year 4, pupils write to the author of 'The Children of Winter' giving their views on the book and in Year 6 they are challenged to write a book summary in no more than one hundred words. Older pupils write poetry to accompany interesting images and some have reported on their visit to the Technology College for the local newspaper. When given tasks such as these, pupils are enthused to write with carefully selected vocabulary in appropriate styles and they produce work of a high standard.
81. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. One factor that separates the key stages is the enthusiasm with which teachers in Key Stage 2 deliver their lessons. They engage the pupils' interest with challenging tasks and expect them to try hard. This results in the pupils making maximum effort with their work and lessons move at a fast pace allowing more learning to take place. Teachers give higher achievers in both key stages suitably challenging work in most lessons, and pupils with special needs receive good support and make good progress in relation to their abilities. This is either in the class or in withdrawal groups, where they are helped with basic skills such as recognising spelling patterns or writing grammatical sentences.
82. The subject is well managed by the co-ordinator who has successfully overseen the introduction of the school's literacy strategy. This has involved adaptation of the national strategy to suit the school's own requirements and preserve its best practice. Pupils' work and teachers' planning are checked for quality and to ensure full coverage of the curriculum. This gives the co-ordinator some useful insight into the strengths and weaknesses of the subject, though her awareness of practice in Key Stage 1 is not as strong as Key Stage 2. More fiction books are needed to give the many high attaining readers a wider selection, particularly in Key Stage 2. The school has identified this need in its development plan.

MATHEMATICS

83. Standards achieved by pupils aged 7 are broadly in line with the national average, and the proportion of pupils on course to achieve a higher level is more than last year. The standards achieved by the oldest pupils at the end of Key Stage 2 are well above the national average, and the proportion of pupils on course to achieve a higher level should be slightly higher than last year, which was well above the national average.
84. The previous inspection reported that overall attainment in mathematics was below the national average. Standards therefore have shown great improvement, particularly at Key Stage 2.
85. By the end of Key Stage 1 the majority of the pupils are developing satisfactory skills in numeracy and are competent with number bonds. For example, they know that because $8 + 4 = 12$, it is evident that $12 - 8 = 4$. They can count in sequences of 2, 5 and 10 and recognise odd and even numbers. They can name two-dimensional shapes of up to six sides. They have some knowledge of fractions and know that half of 10 is five and quarter of 8 is 2. They can recognise right angles and know what a quarter turn is. The majority of children can recognise o'clock and half past the hour, though they find difficulty with quarter past and quarter to. They show a good understanding of the days of the week, months of the year and seasons of the year, and can put them in order.
86. By the end of Key Stage 2, the pupils work confidently with fractions and know the relationship between these fractions and their equivalent percentage or decimal. They understand perimeter and that the area of a rectangle can be calculated from knowing its length and width. Their mathematical vocabulary is developing well, and they can explain such terms as prime number, median or mode. They know the names of different angles such as acute or obtuse and can construct these accurately using a protractor. They have a secure knowledge of number and can multiply and divide numbers by 10, 100 or 1000. They have a knowledge of the 24-hour clock and can convert these times to am or pm times.
87. The teaching seen in Year 5 was very good. All the other lessons in Key Stage 2 were good. In Year 5, the teacher showed very good subject knowledge and the lesson moved at a fast pace, with challenging work to stretch the higher attaining pupils. The teacher used her previous assessments to inform her planning. Higher attaining pupils were thus able to begin an extension investigation rather than complete other tasks which the other children were doing because she knew that they could already do this. Teachers ask open-ended and challenging questions to bring out the children's previous knowledge and help to develop their learning. In most lessons challenging tasks were set and much was expected of the pupils. For example in Year 6, pupils were using clinometers they had previously made to measure the heights of buildings, and then drew angles accurately using a protractor. In the more ordinary lessons seen in Key Stage 1, pupils were not managed so well and the lessons had a slower pace. In the unsatisfactory lesson, the children did not understand the task and this resulted in a lack of concentration and some wasting of time. The teaching failed to interest the children or help them to apply themselves, so little progress was made by most of the class.
88. A strength of the teaching is the quality of the mental arithmetic sessions throughout the school. Children are developing improved numeracy skills because specific strategies and methods are taught. Homework is set which is directly linked to the teaching. For example, in Year 6 the children were asked to finish off their work at home so that it could be checked in the next lesson.

89. Throughout the school children with special educational needs are well supported by their class teachers and, as a result, they make good progress in developing their basic skills.
90. Mathematics is being used well to support learning in other subjects. In science, children draw graphs and in geography plot co-ordinates. In Year 3, when children were seen using tally charts to draw bar graphs, lower attaining pupils were making good use of computers to record their results.
91. The subject is well led by the co-ordinator. Teaching has been monitored and resulting issues have been raised with the staff. Some teachers use assessments of pupils progress well for planning but this does not happen in all classes.

SCIENCE

92. Standards at the end of Key Stage 1 are average and they are above average by the end of Key Stage 2. In last year's National Curriculum tests for Year 6, pupils achieved the average for schools across the country, though they did not do as well as pupils in schools similar to Greenways. Progress across the junior classes has improved over the past two or three years because the curriculum is better organised and teaching of the subject is much more skilful. This is now reflected in the better standards reached by the oldest pupils. Work seen during the inspection shows they have a very good knowledge across all aspects of the subject including living things, physical science and materials. In all classes, boys and girls perform equally well. Pupils with special needs make good progress along with others. Science work is challenging and stretches high achieving pupils. At the same time, because pupils usually work in mixed ability groups, lower achieving pupils are supported well. The way pupils work together in collaborative groups is impressive and is a great strength in their learning.
93. Standards are much higher than they were at the time of the previous inspection when they were below average in both key stages. They have risen more in the junior key stage than the infant because there have been less changes of staff. This has allowed teachers to work together to improve the curriculum and teaching. In particular, the amount of testing and investigations pupils do is now far greater than it was and their skills are much better. Older pupils have a very good understanding of how to set up and carry out a fair test, make precise observations or measurements and draw conclusions. The way they record their findings, for example in tables, written accounts or graphs is very good. Whilst pupils in the infant classes are achieving better levels than previously the difference is not so marked. There is not the same consistency of good teaching or development from year to year. For example, whilst there is a wide range of science work recorded in Year 1 which has clearly challenged pupils, this is not built on sufficiently in Year 2.
94. Not enough science teaching was seen in Key Stage 1 for a secure judgement. In the lessons seen in the junior classes, standards of teaching were very good in one and good in the remainder. Teachers' knowledge of science is better than it was at the time of the last inspection so explanations are accurate and interesting. At times, teachers inspire and enthuse pupils through captivating demonstrations. This was seen, for example, in Year 3 when a piece of magnetite in water was used to move a straw pointer, apparently by 'magic'. As the lesson progressed, pupils were encouraged to think about what might be happening. They offered sensible suggestions for the pointer's movement, such as 'the bubbles are moving it' or 'is it because the straw is hollow and the air is going through it?' Eventually one observed 'because it's like a compass' and the answer was then explained. Another improvement is in the way that teachers consistently set out for the pupils at the beginning what the lesson aims to teach them. This helps them to be clear

as to what they are trying to find out when doing practical work and what it is they should know or understand by the end. In the very good lesson seen in Year 5, particular strengths included the high level of challenge and the fast pace at which the teacher drove the pupils along. Careful assessment of what pupils already know and can do was used to allocate them to particular tasks. This meant they were fully challenged by the work and interested in what they were doing. The pace of the lesson was maintained by giving pupils a fixed amount of time to complete particular tests before moving on. Open questions in the summary session at the end such as 'what happened to the three liquids in the jar?' encouraged them to explain what they had found.

95. The co-ordinator has a good knowledge of what needs to be done to further improve achievement, for example through having looked at pupils' work across the school. The well established close working of teachers in Key Stage 2 also helps good practice to spread; for example classes other than Year 5 are beginning to make good use of assessment of pupils work to ensure the best levels of challenge.

ART

96. Standards are typical of those found in most schools. Displays around the school show that pupils have developed satisfactory skills in an adequate range of techniques and media. However, there are marked differences in the amount and variety of work undertaken in different classes, with Key Stage 2 providing a richer diet overall than Key Stage 1. There are many similarities with art as described in the previous report and standards have been maintained.
97. By the end of Key Stage 2, pupils have produced some good quality work, often in collaboration, using techniques such as marbling and printing. A strength of the art curriculum is the range of work done in the style of well known artists such as Matisse, Seurat and Van Gogh. In a particularly effective piece of work, Year 5 pupils combined their study of a Van Gogh painting with that of a piece of music on the same theme. By interpreting the verses of the song, pupils gained a good level of insight into the life of the artist and some of the possible explanations behind his particular style.
98. In both key stages, a lot of the pupils' art work is undertaken to support or illustrate other parts of the curriculum such as reporters' articles in English, or studies of camouflaged animals in science. Pupils in Year 4 made some particularly good totem poles when they have looked at symbols from other cultures.
99. Weaknesses in art are the lack of sketchbooks to practise with different media and techniques, the scarcity of observational drawing and the lack of three-dimensional work.
100. Only one art lesson was observed and this involved completion of previous work rather than the direct teaching of new skills or learning. The activity was well supervised with a close eye kept on progress and timely intervention when pupils needed advice. A parent helper was well deployed in assisting pupils with a paint diffusion technique, giving them confidence to attempt this new experience.
101. Management of the subject is satisfactory. The co-ordinator has produced a school scheme to guide colleagues and offers advice on activities when needed. The degree to which colleagues fully develop the ideas in the scheme, however, does depend upon their individual enthusiasm and confidence. There is not enough checking of the amount and variety of pupils' work to ensure consistent progress across the key stages.

DESIGN AND TECHNOLOGY

102. Standards in design and technology are broadly typical of those seen in other schools. This is an improvement since the previous inspection when they were described as below national expectations.
103. Only one lesson was observed in design and technology, and as this mainly involved completion of a previously started project, there was little direct teaching seen. The pupils were given good opportunities to work both independently and in co-operation with each other whilst being offered support and advice when needed, and being challenged to think about their products. Giving pupils appropriate homework based on devising a method of testing the vehicles they were making completed this satisfactory teaching picture.
104. By the end of Key Stage 2, pupils have had experience of designing and making a range of products and their skills in selecting and joining materials are good. For example, Year 4 pupils have designed and made puppets of various types, together with a small theatre to extend their work on Shakespeare plays. The puppets are well finished and the pupils' design skills have been recorded by producing an instructional booklet on 'How to make a glove puppet'. This combination of design technology with other subjects is a strength of the curriculum and is further illustrated by the work of older juniors. They have used design and technology lessons to make propeller-powered vehicles and a range of apparatus to test friction and air resistance in their work on forces in science. Pupils' design folders and evaluation sheets show that they have experience of evaluating their products, though their comments mostly relate to a lack of difficulties encountered in their making or to preferences in appearance. A weakness is the insight pupils show in evaluating how well their products fit their original purpose. At times, teachers do not allow pupils enough freedom to design their own products but give them a common design to follow. When all products are essentially the same, there is less to be learned from evaluating how well they perform.
105. Younger pupils build their designing and making skills through simple models such as vehicles made from tubes and boxes to which they attach wheels and axles. They also use small-scale construction kits to make models of houses and to explore features such as interlocking cogs and gears. These experiences help them to develop their awareness of moving parts and how they operate and of different ways to join materials together. The activities undertaken at Key Stage 1 are not always sufficiently challenging in moving pupils' learning on from what they gained previously.

GEOGRAPHY

106. Standards in geography have improved since the last inspection. Evidence from observing lessons, discussions with pupils and reviewing pupils' work, indicates that standards are now typical of those achieved in most schools and progress is satisfactory.
107. Older infant pupils have a good knowledge of places and can name the countries of the United Kingdom. They can pick out countries and seas using a map and globe. In a lesson seen in Year 1, pupils found Egypt on a map and talked about the climate there. Older junior pupils understand the points of a compass and are able to locate certain features such as continents or oceans on a globe. They have a good understanding of physical geography, being able to describe, for example, the water cycle and the characteristics of deserts and mountain ranges.

108. In the lessons observed the teaching was satisfactory at Key Stage 1 and good at Key Stage 2. Some good collaborative work was observed in Years 4 and 5 when children were producing a leaflet about their own locality or designing games to identify good and bad environmental factors connected with their River study.
109. The pupils take part in a residential trip to an environmental study centre. They do a valuable river study which includes a substantial amount of measuring and observation of geographical characteristics. It extends the geographical awareness of the pupils through the first hand investigative nature of the activities.

HISTORY

110. Standards are typical of those found in most schools and progress is satisfactory. Since the last inspection the standards have remained the same.
111. Older infant pupils are beginning to develop a sense of chronology and change over time in everyday life. They can explain how the lives of people in the past are different from their own. Older junior pupils have developed their skills of enquiry by handling artefacts and researching texts and pictures.
112. In the lesson observed, the teaching was good. The teacher had very good subject knowledge and used resources well to maintain the pupils' interest. There were good links made to geography and mathematics when the teacher demonstrated what the archaeologist had found in a 'dig' by using grid references. Pupils listened attentively throughout the lesson, responded positively and were well motivated.
113. The co-ordinator is enthusiastic about the subject and leads it well. She teaches it in three classes in Key Stage 2 and this is valuable. Visits are arranged to various places of historical interest and this increases pupils' historical knowledge.

INFORMATION TECHNOLOGY

114. By the time they reach the end of Key Stage 2, pupils' standards in information technology are average. Although the progress they make as they go through the school is uneven, and most year groups are working at a level slightly below that which would normally be expected, the pace of their development in Year 6 brings them into line with the national standard. In Key Stage 1, pupils have had less catching up to do and they are working successfully at the level expected.
115. The school has made significant progress in the subject over the past three years. The current picture is much improved from the time of the last inspection when there was very little evidence of regular activity in some classes. The main developments have been in resources, quality of teaching and the curriculum. There are now more computers available, teachers have undergone effective training and have gained more confidence and expertise, and there is a better curriculum based upon the nationally recommended scheme of work. When these factors are combined with the very good attitudes shown by pupils working on computers, it is clear why progress for all groups is so much improved.
116. By Year 6, pupils have developed a good level of skill in word processing, being able to select font styles, sizes and colours and manipulate text on. They can edit their work and show good awareness of how to use the full range of operations in word processing. Their current project on using a multimedia program has taught them how to combine sound and images as they compile a question and answer fact file. This work is of a good standard.
117. Teaching is good at both key stages. Lessons in Key Stage 1 are short, sharp and regular, and this helps pupils to reinforce their knowledge of programs and

keyboard functions. For example, some well-considered questions from the teacher helped the pupils to recall the main keys to be used when make simple alterations to text. In Year 1 pupils' understanding of the meaning of a picture graph was enhanced by the teacher's open questions such as 'What do you think this will tell us?' They had to think hard to interpret the data as it emerged in graph form. In Key Stage 2, Year 6 pupils benefited from strong teacher knowledge as they received well informed guidance on how to get the best out of their page designs. Year 4 pupils were enabled to enter and extract selected data confidently and speedily from a class-produced database after effective demonstration by the teacher. Appropriately challenging work is given to all groups of pupils and they progress well as a result.

118. A further improvement from the time of the previous inspection is the way in which information technology is now used to develop pupils' understanding in other subjects. For example, a Year 3 pupil was able to record his data from a frequency table onto the computer to create a simple bar chart about the colour of 'Smarties'. As he printed out his results to stick into his book, the visual presentation helped him to understand and draw conclusions from the information he had collected.
119. Although there has been much improvement, there are still weaknesses in the subject. Pupils' keyboard typing skills are still very slow and there is a shortage of reference software to assist pupils' research skills. There is also a need to further develop the assessment of individual pupils' attainment so that it concentrates more on what they can achieve as opposed to which activities they have encountered.
120. The subject is being managed effectively by the new co-ordinator. The scheme of work has been sensibly introduced at levels with which the staff and pupils can cope and good levels of support are given to staff to assist their planning and teaching of activities. Future plans for the development of the subject are realistic and the school has the capacity to continue its improvement.

MUSIC

121. Standards in music vary from better than in most schools to not as good, depending on the skills being judged. The oldest pupils performance skills are better than average whilst in composition pupils do not achieve so well. This reflects the emphasis of the lessons that they experience.
122. All music is taught by a specialist teacher, who takes a singing based approach. In Key Stage 1, all the pupils are taught together in the hall. In the lesson observed they achieved very well. An interesting and active set of exercises and rhythm games to warm up the voice immediately captured pupils interests and all joined in with confidence and enjoyment. A very clear focus on teaching pupils to think about pitch was reflected in the way they followed the melody of their songs and kept in tune.
123. In Key Stage 2, classes are taught separately. In the lessons seen, which were in Years 3 and 6, teaching was excellent. The songs used were well chosen to promote lively and enthusiastic responses from the pupils; for example they had strong rhythms. Again the lessons began with circle warm up activities, which effectively set a sharp pace for the rest of the lessons. These involved all pupils in playing tuned percussion instruments with a strong focus on developing particular skills. The difference in standards between the youngest and oldest juniors, and the high standards reached by Year 6, could be clearly seen. For example, all the Year 3 pupils could play in time with a song using combinations of two notes. The

Year 6 pupils could play using at least four different notes to a much more difficult 'blues' rhythm.

124. Pupils progress well from year to year because the teacher has a good knowledge of their standards, knows what they have done before and how well they achieved previously. The very high quality of teaching ensures that pupils make very good progress in what they cover but they are not given sufficient opportunities to develop skills in composition.

PHYSICAL EDUCATION

125. Achievement is similar to that of pupils in most schools in Key Stage 1 and better in Key Stage 2. This is an improvement since the previous inspection in Key Stage 2.
126. Year 2 pupils can express themselves through dance and reflect the music in their movements; for example, portray 'aliens' or 'astronauts' in a space sequence. They show good cooperative skills in putting a sequence together. By Years 3 and 4, their ability to work closely together in planning and performing leads to complex and interesting sequences of movements. They dance with great control and balance, and are very enthusiastic in their work.
127. Pupils reach very high standards in swimming. By the time they leave there are very few pupils who cannot swim. For example, in the present Year 6 there are only two pupils who have not yet achieved their 25 metre certificate. Pupils in Year 5 show good catching and throwing skills with small balls and are very enthusiastic to take part in games.
128. The quality of teaching is satisfactory. Teachers ensure pupils warm up and cool down before and after lessons, and this helps them to understand how activity affects the body. Teaching is most effective when pupils are clearly told at the start what the lesson is setting out to achieve so they are clear about the learning. For example in a Year 5 games lesson, the teacher reminded the pupils about a fielding technique they had practised previously before building on this during the lesson. Good use is made of pupils' own skills to demonstrate techniques to others and most lessons contain a good balance of the teaching skills and time for pupils to practise. Pupils are also encouraged to evaluate their work and that of others. In Year 2, this had led to pupils changing some of the musical effects to better suit their dance movements. There are some weaker elements in the teaching. The best resources are not always chosen for particular activities and sometimes learning is constrained when activities take place in the hall that need the bigger space available outside.
129. The teacher responsible has a very good grasp of the strengths and weaknesses of the subject throughout the school. He has more influence in leading improvement in the junior key stage than the infant.

RELIGIOUS EDUCATION

130. Pupils throughout the school reach standards which are typical against the locally agreed syllabus and make satisfactory progress. At the time of the last inspection, although standards were sound, insufficient time was given to the subject but this has now been remedied.
131. By the end of Year 2, pupils have some knowledge of Old and New Testament stories. They talk about Christian festivals such as Easter, and can retell stories about the life and teachings of Jesus. They have some understanding of another faith - they study Judaism. Time is given for them to reflect on both their own and

other people's actions. They ask relevant questions during class discussions and make progress in understanding the meaning of stories.

132. In Key Stage 2, pupils study another faith – Islam – as well as Christianity and Judaism. They build on previous knowledge and associate the Church with important life-time events and appreciate the spiritual impact of places of worship. They are beginning to see events, characters and behaviour from a variety of viewpoints, and relate them to their own views and feelings.
133. Children in both key stages show good attitudes to their learning. They show respect for the views of others and are good listeners. This was seen in a lesson in Year 3, when the children were looking at, and discussing, the different crosses that they had brought in from home.
134. In the lessons seen, the best teaching was in Years 3 and 5, where the teachers had planned well, had good subject knowledge and used resources well to reinforce the children's learning.
135. The curriculum is based on the locally agreed syllabus with supplementary material from other schemes. The previous co-ordinator has done some good work to improve the planning and coverage of the religious education curriculum throughout the school but planning is not monitored and no assessments are made. This means work does not always follow on as closely as it should.