

INSPECTION REPORT

KIRKBY MALZEARD C of E PRIMARY SCHOOL

Kirkby Malzeard, Ripon

LEA area: North Yorkshire

Unique reference number: 121570

Headteacher: Mrs A. Jefferies

Reporting inspector: Mr Colin Goulding
22584

Dates of inspection: 12 – 15th June 2000

Inspection number: 109637

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Church Street Kirkby Malzeard Ripon North Yorkshire
Postcode:	HG4 3RT
Telephone number:	01765 658329
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Michael Harford-Cross
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Colin Goulding	Registered Inspector	Equal opportunities	What sort of school is it?
		English	School's results and achievements
		Geography	How well are pupils taught?
		History	
		Physical education	
Mrs Margaret Manning	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr John Manning	Team inspector	Special educational needs	How well is the school led and managed?
		Information technology	
		Art	
		Music	
		Religious education	
Mrs Monica Christian	Team inspector	Under fives	How good are the curricular and other opportunities offered to pupils?
		Mathematics	
		Science	
		Design and technology	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is set in the village of Kirkby Malzeard in North Yorkshire and serves a mainly rural community. It is smaller than most primary schools. Parts of the building are old but they have been well maintained and the quality of accommodation is good. There are currently 94 pupils on roll, all of whom are of white origin. The school's roll is rising slowly and there are 10 more pupils on roll than at the time of the last inspection. Pupils are taught in four mixed-age classes, one of which contains pupils at the end of Key Stage 1 and at the beginning of Key Stage 2. The percentage of pupils known to be eligible for free school meals is less than the national average. Similarly the number of pupils, with special educational needs, is less than the national average, although some years have higher concentrations of these pupils than others. Attainment on entry tends to be slightly lower than the local education authority's and national averages.

HOW GOOD THE SCHOOL IS

This is a good school, which effectively promotes pupils' achievements. Pupils make good progress and, by the end of Key Stage 2, pupils' attainments are generally above national averages and those of similar schools. The school is characterised by consistently good teaching, a very good learning environment that helps maximise pupils' personal development, and very good leadership and management. The unit cost of educating pupils is relatively high but not unduly so when compared with similar small rural schools. In view of the school's effectiveness, the standards pupils attain and the progress which pupils make, the school gives good value for money.

What the school does well

- The quality of teaching is good, and often very good, throughout the school
- Pupils, including those with special educational needs, make good progress, particularly in the development of literacy and numeracy, and standards improve markedly by the end of Key Stage 2
- Pupils' attitudes are very good and behaviour is excellent
- The school is very well led and managed, and the headteacher and governors provide a clear educational direction for the school
- The personal development of pupils, including spiritual, moral, social and cultural aspects, is excellent
- The contributions of parents, support staff and the community have a very positive effect on the quality of learning
- The caring and happy ethos of the school supports pupils' learning

What could be improved

- Target setting for individual pupils in order to raise standards further across the curriculum
- More challenge for able pupils
- Standards and provision in information technology
- The provision of mathematics resources for pupils with special educational needs
- Handwriting across both key stages

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected on 11th November 1996. All areas of weakness identified in the last report have been improved considerably. Procedures for assessment and monitoring are now in place and are being further refined to take account of target setting. The quality and range of reading books have been extensively improved and toilet provision for infants is now good. Short term planning takes account of the mixed age and ability groups in each class and teachers differentiate at the planning stage to meet the needs of pupils. Efforts have been made to ensure consistency in marking and pupils have been provided with a marking key. The governing body's annual report to parents now fully complies with statutory requirements. The effect of these, and other school initiatives, has been an improvement in the standards achieved by pupils and an improvement in the quality of education provided by the school. The leadership and management of the school have improved and are now very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	A	A
Mathematics	C	E	A*	A
Science	C	C	B	D

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

The variations in results that occur, between years, in this small school, may be attributed, in part, to the small number of pupils entered for the tests and the number of pupils with special educational needs in each year group. In some years, one pupil may represent 10 per cent or higher of the total entry. Statistical analysis, in this context therefore, should be viewed with caution.

In the latest reporting year, 1999, at the end of Key Stage 1, pupils' performance in reading was close to the national average; in writing, it was below the national average and, in mathematics, it was above the national average. The trend in tests, between 1996 and 1999, has been for pupils to be above the national average in reading and mathematics and to be close to the national average in writing. Over this period of time, boys have tended to be close to the national average in all these areas, while girls have been above the national average in all areas.

At the end of Key Stage 2, in 1999, the standards in national tests achieved by pupils appear in the table above. The A* grade achieved in mathematics indicates that pupils' level of attainment was very high and in the top 5 per cent of all schools nationally. This is a marked improvement on the results in this subject over the previous four years. Over the years 1996 to 1999, the performance of pupils in English has been well above the national average and their performance in mathematics and science has been slightly above the national average.

Taking all three subjects together, over this period of time, the performance of all pupils has been above the national average. Over the same period, taking all three subjects together, the performance of boys was above the national average, and that of girls, well above the national average.

In the lessons observed, inspection findings confirm that almost all pupils are attaining at a level in line with national expectations for their age and many are attaining at a higher level in all National Curriculum subjects and religious education. Information technology is an exception. Levels of attainment are below national expectation in this subject at both key stages. Standards of handwriting are an area requiring attention across both key stages also.

The school, as well as taking careful note of these annual test results in each key stage, has internal on-going assessment and monitoring procedures in place. These procedures are currently being reviewed and improved. In combination, these are used effectively to set broad school targets for improving standards of attainment at both key stages. For example, the school has set clear targets to improve the attainment of boys particularly in aspects of literacy and all pupils in investigative science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very positive. They are enthusiastic to participate in all the school's activities.
Behaviour, in and out of classrooms	Pupils' behaviour in school, and off site, is excellent.
Personal development and relationships	Their personal development and relationships are very good. By the time they have reached Year 6, they are very mature and responsible.
Attendance	Attendance is satisfactory and close to the national average.

Pupils have very positive attitudes towards learning in all contexts. Personal development, relationships and behaviour are significant strengths of the school. Pupils are enthusiastic towards school because they are valued, cared for, and encouraged and they know they are making progress. In spite of this, attendance is only in line with national averages and is adversely affected by holidays taken in term time.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
38 lessons observed	Good	Good	Good

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

In 90 per cent of lessons observed, in both key stages, the teaching was good or better. In 40 per cent of lessons, teaching was very good or excellent. In no lesson was the teaching less than satisfactory. Teachers are particularly skilled in the teaching of literacy and

numeracy within both key stages and pupils make good progress in these areas as they move through the school. No teaching was seen in information technology but pupils' attainment in this subject indicates that this is an area of teaching in need of further development. Teachers have a good knowledge and understanding of almost all the subjects of the curriculum and the needs of the pupils. As a consequence, they meet the needs of pupils of all abilities well in all subjects other than information technology.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is very good. A good range of extra-curricular activities is on offer. The relative weakness is in provision for information technology.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Individual education plans clearly target what pupils need to focus on. For the most part, teachers differentiate work to enable pupils to meet targets. Classroom assistants provide them with good support and pupils make good progress
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, social and moral development is excellent. Provision for their cultural development is very good and the school has identified multi-cultural awareness as an area for development.
How well the school cares for its pupils	Procedures are good overall. The school's procedures for monitoring and promoting good behaviour are excellent. Annual reports are satisfactory but more could be done on identifying areas for improvement. Target setting is in the early stages of development, but more needs to be done in this area.

Links with parents, who make a very positive impact on the life and work of the school, are very good. The information provided by the school to parents, in the form of the prospectus and the annual report of the governing body, is good. Reports to parents on pupils' attainment and progress need to include more detail on strengths and weaknesses. The curriculum is well matched to the needs of the pupils and fully meets statutory requirements. The school's supportive ethos is very evident. It has a beneficial effect on pupils' achievements and progress and helps them develop an enthusiasm for school. Positive attitudes and values enable pupils to make a full contribution to school life and for the school to make a valuable contribution to the community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher and key staff are very good. Staff morale is high. Clear priorities have been identified and the school has a clear direction for further improvement.
How well the governors	The governors fulfil their responsibilities very well. All statutory

fulfil their responsibilities	requirements are met. Governors play a full part in strategic planning.
The school's evaluation of its performance	The quality of self-evaluation by the school is good. The governors and staff regularly, and critically, monitor their progress towards the achievement of their targets, set in the good quality school improvement plan.
The strategic use of resources	The school uses its resources well. It makes especially good use of parents and helpers who contribute a great deal to the quality of education.

Staff are adequate in number, well qualified and provide a good quality education. The standard of accommodation is good. With the exception of information technology and support materials for pupils with special educational needs in mathematics, the number and quality of learning resources are good. The headteacher leads and manages the school very well with the strong support of teaching and non-teaching staff, governors and members of the community. The school strives successfully to achieve best value for money. Although expenditure is high, it is in line with that of similar small schools. Standards are better in most areas than national averages; pupils achieve a great deal and this is recognised by the parents and the community. In consideration of these factors, the school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good progress that pupils make • The commitment of teachers to improving standards and their approachability • The way the school develops confidence, life skills and encourages the acceptance of responsibility • The wide range of extra-curricular experiences • The promotion of good behaviour • The big improvements made since the last inspection 	<ul style="list-style-type: none"> • The large mixed age classes • Provision for pupils with special educational needs in large classes • Able pupils need to be challenged more • Consistent application of the homework policy • The dissemination of information to parents • Information technology resources

Inspection evidence supports the positive views of parents. Pupils do make good progress particularly in the core subjects and much of the teaching is of high quality. Teachers differentiate work well to match the needs of pupils in the large mixed age classes, and pupils with special educational needs are well supported. There was some evidence to support parents' concerns about the need to challenge more able pupils further. Appropriate amounts and types of homework are set in both key stages. Communication links, between the school and home, are generally good and the school is seeking to improve these further.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment levels on entry to the school, as identified by baseline tests that are administered seven weeks after pupils are admitted, have tended to be lower than the local education authority's and national averages for the past four years. In addition, the school's results and achievements must be viewed in the context of a small rural school with small cohorts being entered for the National Curriculum tests each year. Additionally, numbers of pupils with special educational needs vary from year to year and in some years, the performance of one pupil may affect the school's results by 10 per cent or more. Statistical comparisons, in this context, should be viewed with caution therefore. Nevertheless, inspection evidence shows that pupils' standards of attainment in literacy and numeracy are consistently above national expectations in both key stages. The school sets high standards in all subjects and all areas which contribute to the personal development of pupils, and is well on course to meet or exceed them.
2. The 1999 Key Stage 1 results showed that pupils' attainment in reading was close to the national average, in writing it was below the national average and in mathematics it was above the national average. The trend in tests, between 1996 and 1999, has been for pupils to be above the national average in reading and mathematics and to be close to the national average in writing. Also, the trend has been for boys to be close to the national average and girls to be above the national average in these areas. Inspection evidence shows that there has been improvement on these results and that, in reading and writing, Key Stage 1 pupils are attaining at a level above national expectation. In mathematics, all pupils are attaining in line with the national average at least and a good proportion are attaining above it. From the evidence available, in English and mathematics, more pupils should attain higher levels this year than in the previous year. In science, music and physical education pupils' standards are above the national average. In art, geography, history, design technology and religious education, pupils' standards are in line with national expectations and, in information technology, attainment is below the national average.
3. At the end of Key Stage 2, test results and teacher assessments showed that pupils were attaining above national averages in English when compared with all schools and with similar schools. In mathematics, when compared to all schools, results were very high and indicate that pupils' level of attainment is in the top 5 per cent of schools nationally. When compared to similar schools nationally, results were well above average. This represents a marked improvement in the results in this subject over the previous four years. In science, when compared to all schools nationally, pupils' standards were above the national average, but when compared to similar schools, they were below the national average. Over the four years 1996 to 1999, the attainment of pupils in English has been well above the national average and their achievements in mathematics and science have been slightly above the national average. Taking English, mathematics and science together, over this period, the standards of pupils have been above the national average. Over the same period the performance of boys has been above the national average, and that of girls well above the national average. In the lessons observed in these subjects at Key Stage 2, inspection findings confirm that pupils' standards are at least in line with national averages, with a significant proportion of pupils attaining at a higher level in these subjects. In other subjects at Key Stage 2, pupils' achievements are above national expectations in geography, physical

education and religious education. They are in line with national expectations in all other subjects, with the exception of information technology, where they are below the national expectation. The lower attainment in information technology represents a fall in standards, at both key stages, since the last inspection. This is almost entirely due to the deterioration of equipment over time and insufficient numbers of computers. The school recognises this, and it is a target area for improvement in the development plan. Up-to-date equipment in sufficient numbers is expected to be in place for the start of the new academic year and in-service training for teachers is planned.

4. Pupils, including those with special educational needs, make good progress consistently in school. Most pupils are working at or near their capacity and are achieving well in terms of their earlier attainment on entry. Children under five reach the desirable learning outcomes by the time they start Year 1. By the end of Key Stage 2, standards are generally higher than in similar schools and work in lessons is demanding. There is much added value. Pupils' achievements are significant because of the good quality teaching and their attainment, when compared with national or similar benchmarks, steadily improves as pupils pass through each key stage. Levels of attainment could be raised further when the school adopts target setting for individual pupils across the curriculum and offers more opportunities to able pupils to engage in open-ended work and personal research.

Pupils' attitudes, values and personal development

5. As in the last report, pupils' attitudes to school are very good. They are very keen to attend and show great interest in school activities. Although attendance is only satisfactory when compared with that in primary schools nationally, this is not because the pupils don't want to come but because parents take them on holiday during term time despite the headteacher urging them not to. Pupils are usually very punctual.
6. In lessons, pupils show great enjoyment in the activities. The youngest pupils worked together very co-operatively in their groups in a physical education lesson, which included rehearsal for part of a concert. Their relationships with each other and with their teacher were excellent. They can sustain their concentration well and share equipment and resources without fuss as they did in an English lesson. Equally good relationships were seen in groups of older pupils in Key Stage 2 working together and sharing ideas in English. Pupils sometimes become a little fidgety and lose concentration as they did in the mixed key stage science lesson on light and shadows. In a religious education lesson at Key Stage 2 where pupils were asked to think about a spiritual journey, they treated the idea very seriously and many were highly motivated by the idea. They asked questions which showed the depth of their interest. Pupils with special educational need co-operate well and even those with behaviour problems work well in lessons.
7. Pupils' behaviour around school and when off-site is excellent, as when older pupils went on a field trip to study the wildlife at a local riverside. They showed great enthusiasm and interest in what they were doing. When in assemblies, they are keen to volunteer to act out a story in front of the rest of the school for the teacher or the visiting curate. The other pupils react with enjoyment and appreciation of their efforts. They play together very well in the playground and the older pupils in particular obey the rules they have drawn up themselves, agreeing that groups should take turns in using the area for lively games. By the time they reach Year 6, pupils have become very mature and responsible and, as in the last inspection report, standards of personal development are high. Pupils undertake duties that help in the smooth running of the school, such as preparing the hall for assemblies, sensibly and without fuss. Younger

pupils also happily clear away beakers of water and clean up the dining tables at lunchtime without being reminded. All pupils are extremely polite and courteous to visitors and treat other pupils in the school with respect and thoughtfulness. Their relationships with all staff in school are equally good. The school has had no reason to exclude any pupil, nor has it had to contact any parents over behaviour problems with their children. Parents who came to the meeting and answered the questionnaire are in agreement that behaviour is excellent.

HOW WELL ARE PUPILS TAUGHT?

8. The quality of teaching has improved markedly since the last inspection. At the time of the last inspection six per cent of the teaching was judged to be unsatisfactory, and 94 per cent satisfactory or better. In the current inspection, in 90 per cent of the lessons observed, the teaching was good or better. In 40 per cent of lessons, teaching was very good or excellent. No teaching is currently unsatisfactory. The quality of teaching is the most significant factor in the rapid learning and the achievements that pupils make whilst at the school.
9. No teaching was observed in the foundation stage of education because the school does not have a nursery. All pupils in the Reception/Year 1 class had attained the age of five years and were engaged in National Curriculum studies at Key Stage 1. Judgements are therefore based on a scrutiny of previous work, documentation including assessment records and discussions with the teacher and pupils. The teacher and classroom assistants responsible for the mixed age Class 1 are very knowledgeable about how young children learn. As a result the school teaches effectively the very early skills in reading, writing and number. It caters well for the children's personal development, for example, by giving them both structured activities and sufficient opportunity to make choices of their own. Teachers and classroom assistants work closely together to plan lessons with clear learning objectives. They discuss the organisation of activities and judge what progress children have made. Relationships are very positive and all staff respond sensitively to the children's individual needs. Classroom management and organisation are very good, and manageable systems for assessing the children's attainment have been established. Teachers and support assistants who work in Class 1 quickly identify those children who are experiencing difficulties with their language and learning, and support them well.
10. The quality of teaching is good throughout Key Stages 1 and 2 and in almost two-fifths of the lessons it is very good or excellent. Teachers show good subject knowledge and understanding of pupils' needs in each of the subjects. All teachers have undergone in-service training in the teaching of literacy and numeracy and, as a result, they are particularly skilled in teaching these subjects. No teaching in information technology was seen and computers were used infrequently as a teaching aid. Pupils' attainment in information technology is below the national expectation at both key stages, which indicates that this is an area of teaching, which needs to be improved. Teachers' medium term and short term planning is good and they use appropriate teaching strategies, which not only match the needs of most pupils, but challenge and inspire them, thereby creating very effective learning situations. As a result of the consistently good teaching throughout the school, most pupils effectively gain new knowledge and skills and apply intellectual, physical and creative effort in their work. They are productive and sustain concentration while generally working at a good pace. On occasions, however, making their learning situations more open ended and investigative could further challenge the more able pupils. Almost all pupils understand

what they are doing and why. Marking of work is generally effective in helping pupils to understand how well they have done and how they can improve.

11. All pupils make good progress, including those with special educational needs. Individual education plans include clear and attainable targets, which represent milestones in pupils' progress. Teachers make good use of available time and resources, and lessons are well paced. Informal assessment is used well to inform short term future planning and, generally, teachers have high expectations of all pupils. Pupils are well managed in the classroom, on field trips or other out of school visits and teachers always insist in high standards of behaviour. Teachers introduce and conclude their lessons well and this helps pupils to recognise their strengths and weaknesses. Throughout the school, classroom assistants and non-teaching staff provide good support for the teaching. They are very effective in helping pupils to learn. Similarly, parents and other voluntary helpers who work in the school make a valuable contribution to the effectiveness of the teaching. Homework is used effectively, even with reception children. For example, in a numeracy lesson, these pupils were asked to find out the age of a parent or other adult and add ten years to it and to bring in the answer the following day.
12. Since the last inspection, there has been a significant improvement in all the areas that were causing concern. Teaching is now good in almost all lessons and frequently very good or better. The marking policy has been reviewed to ensure more consistency throughout the school. Schemes of work have been amended to ensure continuity between classes and key stages. Assessment and monitoring of progress assist future planning and meet the needs of all pupils. Short term planning is now good and is more detailed, but there is still some lack of challenge to more able pupils.

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

13. A strong curriculum statement in the school prospectus refers to expectations of high standards. There is a working party for monitoring all aspects of curriculum development and the headteacher oversees the provision. Much time and energy has been devoted to the curriculum since the last inspection. There are indications that good progress has been made in tackling key issues. One of the key issues from the previous inspection was concerned with improving the curriculum to meet the needs of all pupils, especially those with special educational needs, and this has been successfully addressed. The key issue of improving planning has also shown improvement, especially in the long and medium term. Short term planning varies between teacher and teacher, but is generally thorough.
14. The curriculum for the children under five is broad and well balanced and adheres to the desirable learning outcomes. The head and teacher in charge of the youngest children decide when they are ready to be introduced to the mainstream National Curriculum subjects. The curriculum at Key Stages 1 and 2 is broad and balanced and statutory requirements are met. The time allocation given to subjects is as prescribed, but some subjects such as art and design and technology do not get as much time as in previous years. Science now receives comparatively less time than English and mathematics. This reflects the demands of the National Literacy and Numeracy Strategies. The school teaches information technology alongside other subjects. The length of the teaching week is in accordance with regulations.
15. Curriculum planning caters for pupils of all abilities and the provision is good. No pupils are barred from any area of the curriculum. Specific grouping in mathematics and

English facilitates a closer match of provision to individual ages, needs and aptitudes. The school teaches those pupils who have difficulties with literacy and numeracy in smaller groups, often overseen by a teachers' aide, to ensure they are learning at their own pace and with the close assistance they need. The overall provision for pupils with special educational needs is strength of the school, but a wider and better range of resources is needed to improve motivation and increase confidence in tackling the subjects. Provision for the higher-attaining pupils is satisfactory. Pupils enjoy, for example, access to a number of instrumental teachers in music.

16. The Literacy Hour is having a good effect on pupils' ability to read books for enjoyment and information. Some of the higher-attaining pupils are developing higher-level skills such as skimming and scanning. Everybody in school benefits from the special reading time, usually after school lunch, whereby pupils can be heard reading out loud to others, to teachers and helpers. This aids their expression and secures understanding of the texts. Many pupils are becoming more confident in speaking as a result of this inclusion.
17. The National Numeracy Strategy, recently introduced into the school curriculum, is having a good effect on most pupils, particularly in mental mathematics. Pupils are encouraged to think logically and use sensible strategies for computation. Increased mental agility is proving useful when pupils do their class mathematics as they do not have to waste time writing out the working of sums in all instances.
18. Extra-curricular provision is very good and is a strength of the school. A lively and extensive programme of activities considerably broadens pupils' learning and experiences. Opportunities include sports, team games, theatre visits, musical evenings and performances, trips to places of natural beauty and interest and workshops whereby pupils learn alongside real artists, poets and craftspeople. Pupils support these activities enthusiastically. Many parents and friends of the school play an invaluable part in securing the success of the programme. Pupils recently won a national poetry competition and as a direct result, an anthology of verse is now being created.
19. The provision for pupils' personal, social and health education, sex education and attention to drug misuse is good. The personal and social education programme is well linked to other subjects such as science, religious education and physical education. The governing body ensures that all resources are appropriate for the age range of the pupils and that parents are aware of the right to withdraw their children from lessons that could contain sensitive materials. The school nurse visits the school regularly and particularly helps pupils in their last year in school.
20. There are excellent links with the community. Visitors are welcomed to school and many give their time and skills to enhance the school curriculum. Recent visitors have shown pupils how to do various forms of craft work, helped them to use the computer, given them information about setting up a business and obtaining a bank loan, painted scenery for the school play and have helped them to write music.
21. There are very good links with the local schools. Pupils and teachers visit the local secondary schools as part of an induction programme. Children in the nursery visit this school to help them become familiar with the teachers and the buildings before they begin school full-time. The school has links with other schools in Bradford and America, which helps pupils' cultural education.

22. The provision for pupils' spiritual, moral, social and cultural development is excellent. The curriculum is very strong in all areas, although knowledge of the culture of other countries needs strengthening. The ethos of the school promotes individual development through encouragement and praise and there are high expectations of proper and courteous behaviour. The last inspection report made no adverse comments and the school has maintained its standards in the cultivation of spiritual, moral, social and cultural development.
23. Provision for spiritual development is excellent. Collective worship complies fully with regulations and pupils are encouraged to think about others, reflect and respond to prayers and hymns. Religious education lessons particularly give pupils opportunities to question, explore and reflect upon rules for living. Pupils gain knowledge and tolerance about the similarities and differences between their own and others' faiths. They examine artefacts and treat them reverently. In some lessons, such as art and science, pupils see and learn about beautiful things and are often amazed at their discoveries.
24. Provision for moral development is excellent. Adults are good role models and show pupils by example how to behave and react to others. Pupils know right from wrong and accept the school rules without question. They are aware of moral issues, decide for themselves the answers to challenging questions about, for instance, 'cheating' and accept the rules in team games. Pupils show care and compassion for creatures and their habitats. On a recent field trip in science they were anxious that the fishes caught by the angler had fought bravely enough for their lives and that they should be released. Pupils are aware of the influences of man on their environment and know about pollution and waste.
25. Social development is excellent. Pupils work and play together harmoniously and many older pupils show great affection for the younger children in school. Group work in class, where pupils of differing age, sex and ability work together, helps pupils to understand how others learn and why some people are more confident than others. Many pupils try to help each other if the teacher is busy. Pupils like each other and appreciate others' skills at, for instance, mathematics, football or performing and point out good work on display. Pupils are patient with each other when they have to take turns in using equipment and share resources fairly in class. At lunch times, they behave sensibly, eat nicely and attempt to make proper conversation. Pupils are given many opportunities to show responsibility. They take messages, answer the telephone, prepare their own workspaces and clear away for themselves at the end of sessions. The link with a school in Bradford has helped pupils to establish their own school council.
26. Provision for cultural development is very good. Pupils learn about their own and other cultures through subjects such as history, art, religious education, music and geography. They enjoy a wealth of visits to places of natural beauty and interest and through field trips they appreciate the beauty of their local surroundings. There is a thriving choir, music is highly valued and many pupils are given chances to learn how to play instruments. The annual Arts Week and school performances encourage pupils to write poetry and music, perform, sing, make costumes, paint scenery and learn new skills. The reception class has sponsored a child in an underdeveloped country and older pupils learn about, for example, Mexican and African art and traditions, but understanding of how people from ethnic minorities are accepted in a largely white society is insecure at present. The school has identified multi-cultural awareness as an area for development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school pays good attention to the care of its pupils and makes sure their interests are looked after regarding their health and safety. All staff know what the procedures for child protection are. However, the policy is in need of review, and the school is aware of this. The previous report drew attention to issues regarding the toilets for the youngest pupils and fire protection. The school has dealt with the concerns and the facilities are now very good for these children.
28. The school monitors attendance well and does all it can to promote good attendance. Parents are reminded that it is not in their children's best interest to take them away on holiday during term time though the school understands if parents' work commitments make it necessary.
29. The school's procedures for monitoring and promoting good behaviour are excellent. All staff promote good behaviour and attitudes very well and are good role models for the pupils. This helps to ensure that unacceptable behaviour rarely takes place. Pupils are very well supervised at lunchtimes and the supervisors play a full part in the management of their behaviour. They also help to promote pupils' personal development very well by setting a good example and by giving them opportunities to help others. As a result, for example, pupils clear tables sensibly at lunchtime as a matter of course. Pupils are helped to mature further by taking part in the school council. By airing grievances there, they have learnt to co-operate and work out the best solution for everyone. This led to them working out a playground rota for the older pupils. As a result playtime has become more harmonious and all get fair use of the space. The school takes good notice of the suggestions of the supervisory staff with some input from the pupils and is supporting them on initiatives to introduce such things as parachute games in the lunchtime break.
30. The assessment of pupils' work has some good features but there are still a number of weaknesses. The school maintains good records of pupils' achievements and has started to identify their targets for attainment in writing. This is still at an early stage, however. The school does not yet set targets regularly for pupils in other subjects. Annual reports on pupils' progress are satisfactory but more could be included on specific strengths and weaknesses and areas for improvement. Records of reading are comprehensive and thorough and are regularly shared with parents. Statutory requirements for national tests are all met.
31. Teachers use their day-to-day assessment of pupils' progress in lessons to good effect. They ask questions to test understanding and set relevant work for pupils at different levels. Teachers will modify the content of work if their assessments show that pupils have not grasped key concepts in a prior lesson. Pupils with special educational needs are fully involved in lessons and receive good support from classroom assistants and the class teachers. When they are withdrawn for more focused teaching, the work relates to their individual education plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. Parents have positive views of the school. The main areas of parents' concern identified in the questionnaire were homework and the information they receive about how well their children are getting on. The inspection team feels that the type of homework pupils receive is appropriate for their age and that they have sufficient. The school, when drawing up the homework policy, has consulted parents. They do have good formal opportunities each term to find out about how their children are getting on

although the reports sent out at the end of the year do not give parents a clear idea of what their children need to do in order to improve.

33. The school informs parents well. The quality of the school's prospectus and governors' annual report to parents is good. Newsletters are regular and informative and contain much about what is going on in school plus dates of events and matters of interest. They are offered opportunities to find out about what is going on in the curriculum such as a mathematics evening after the teachers had trained in the National Numeracy Strategy introduced last year. Parents are clearly welcome in school and feel comfortable about coming into the classroom to talk to teachers. A parent was invited to stay in class with a new pupil so that the child could settle in well.
34. Parents and friends of the school support it very well. Pupils benefit greatly from their contributions, which range from baking and listening to readers to painting the information technology room and accompanying pupils singing in assemblies and in concerts. Many parents and friends go on visits out of school with the pupils such as on the excursion to the riverside to study wildlife seen during the inspection. A parent who coaches the boys and girls in rugby after school gives extra-curricular support. Money raised by the friends' association is used to buy beneficial things such as library books. Parents support their children's work at home and write comments in their reading records for the teachers to see.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The leadership and management of the school by the headteacher are very good. She leads a team of committed staff very effectively. Staff work with the headteacher enthusiastically and efficiently to give all pupils high quality educational and social provision. Staff morale is high. There have been distinct improvements in leadership and management since the last inspection. Where they were satisfactory before, most aspects are now good and some are very good. New staff have been quickly and effectively assimilated into the school and they take on a full share of curricular responsibilities with the more experienced staff. There is an excellent commitment to raising standards. The school has recently been awarded its charter mark for Investors in People and this reveals its determination to involve staff, governors and parents in a joint effort to improve all aspects of school life. Teachers and the support staff work cheerfully and with clarity of purpose. They are all confident in their roles and the largely informal communication structure obviously works well.
36. Key members of the governing body are regular visitors to the school. They monitor progress particularly in special educational needs provision and in finance. More recently they have assumed a higher profile in finding out more about developments in literacy and numeracy. The governors have taken a full part in strategic planning and are prepared to ask difficult questions if they feel the need. They have helped to construct a full and detailed plan for dealing with the technical problems that have caused the implementation of the curriculum for information technology to be interrupted. There are good relationships between the staff and the governing body.
37. There have been improvements in the quality of monitoring of teaching and learning since the last inspection. This largely reflects the need to support new teachers but also results from the increasing involvement of the local education authority's advisory service in helping a headteacher with a heavy teaching load. The school has also introduced the scrutiny of pupils' work and joint meetings to discuss and agree standards.

38. There is very good provision for pupils with special educational needs. Individual education plans are simple but effective and clearly target what pupils need to focus on. The school has rightly allocated time for the co-ordinator to spend an afternoon each week monitoring the progress of pupils and planning future work. The close working relationship between the co-ordinator and the support assistant, and their communications with other staff are reasons for the good progress of most pupils with special educational needs. Links with the local authority are good. All statutory requirements are met and parents are kept fully informed. The grant for special educational needs is carefully managed.
39. The school uses available data from baseline assessments and other tests to set realistic targets for year groups of pupils. The small size of the cohorts and the variation in special educational needs of some pupils makes this quite difficult. However, there is not enough target setting for individual pupils although some attempts have been made to set targets in writing.
40. The school improvement plan is very well constructed with clear and manageable priorities. The governors use the local education authority's model for school self-evaluation and this shows regular and critical monitoring of the progress of their own targets. The school is in a good position to maintain the present improvements.
41. The good blend of experienced and new staff work cohesively together. They all take advantage of a suitable range of opportunities for in-service training. The grant for this purpose is well directed. More training is planned for information technology and this is necessary to take the school forward at a faster pace in this subject. The support staff are very good and they too are well trained. They make a positive contribution to the good standards seen in the classrooms and to the courteous and good-natured atmosphere in the playground and school. The school is in a sound position to implement the new performance management strategy. Governors have set the headteacher relevant targets.
42. Accommodation is very good and a major improvement since the last report. Classrooms are bright and accessible with good areas for group work. Display in all classrooms offers examples of children's work alongside items that stimulate and pose searching questions for pupils. The outside field area is excellent, offering opportunities for pupils to practise sports, but the hard playground area of the juniors will benefit from the planned extension.
43. Resources are good for the most part and especially for music and physical education. The range and appropriateness of library books are better than before. Though still relatively few in number, what the school has are lively, attractive and often exciting to read. Provision for information technology is not satisfactory. Equipment is ordered to arrive next term but the lack of essential hardware has resulted in lower standards than expected in both key stages. There is good provision of books and materials for pupils with special educational needs to help them to raise their standards in literacy but not enough yet in numeracy.
44. The school manages its budget well. There have been increases this year which will allow more scope for monitoring teaching and learning. Best value principles are applied in obtaining resources for literacy and in planning the purchase of information technology equipment. The friends of the school raise additional money, which is wisely used, for example, for extra books. The recent audit report was very complimentary.

45. The aims established by the staff and governors are straightforward but clear. The climate for learning, seen particularly in the pupils' readiness to learn and the staff's commitment to providing a stimulating education, is very positive. Considering the size of the school, the average attainment of pupils on entry, their progress in learning and the good education provided, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. The school is very successful in helping pupils achieve. Attainment improves steadily, and consistently, from entry through to the end of Year 6 and, by the end of Key Stage 2, standards compare very favourably with those expected nationally. In order to build on the strengths of the school's leadership and management, in addition to the good quality teaching, the headteacher, governors and staff should:

- (1) raise standards of attainment further by continuing to develop target setting for individual pupils

- The school has started to set targets for pupils in writing, but this needs to be extended to other areas of the curriculum.

Paragraphs 4, 30, 39.

- (2) more able pupils need to be challenged further

- Although teachers differentiate work, for the most part, at the planning stage, the differentiation tends to take account more of lower and average ability pupils. Higher ability pupils need to be set more open ended work, from time to time, the outcomes of which are dependent on the pupils' own research

Paragraphs 4, 12, 92.

- (3) raise standards and improve provision in information technology

- The school recognises that provision in information technology is less than satisfactory due to ageing computers. It also accepts that, because of this situation, standards have fallen in this subject. New equipment has been ordered and will be in place in the new academic year.
- As a consequence of these new initiatives, teachers require in-service training in information technology

Paragraphs 2, 3, 10, 43, 73, 102, 106.

- (4) improve the provision of mathematics resources for pupils with special educational needs

- A recent audit has shown that while resources for pupils with special educational needs are adequate in number and matched appropriately to those needs in English, the same is not true in mathematics

Paragraphs 15, 43, 71.

- (5) ensure that handwriting is taught consistently across both key stages.

Paragraphs 55, 60.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	32	51	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	94
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR –Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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

Attendance

Authorised absence

	%
School data	5.0
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	9	14	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	5	7
	Girls	14	13	14
	Total	21	18	21
Percentage of pupils at NC level 2 or above	School	91 (100)	78 (82)	91 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	8
	Girls	14	13	14
	Total	20	21	22
Percentage of pupils at NC level 2 or above	School	87 (76)	91 (90)	96 (90)
	National	82 (81)	86 (85)	87 (86)

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

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	6	5	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	4
	Girls	5	5	5
	Total	10	11	9
Percentage of pupils at NC level 4 or above	School	91 (96)	100 (36)	82 (82)
	National	70 (65)	69 (69)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	5	5	5
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	91 (82)	100 (82)	100 (82)
	National	68 (65)	69 (65)	75 (71)

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	94
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	24
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	65

Financial information

Financial year	1999 - 2000
	£
Total income	186922
Total expenditure	185512
Expenditure per pupil	1995
Balance brought forward from previous year	4155
Balance carried forward to next year	5525

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	94
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	36.7	53.1	8.2	2	0
My child is making good progress in school.	30.7	42.9	12.2	4	10.2
Behaviour in the school is good.	28.7	65.3	2	0	4
My child gets the right amount of work to do at home.	18.4	51	20.4	8.2	2
The teaching is good.	26.6	51	16.4	2	4
I am kept well informed about how my child is getting on.	18.4	59.2	14.3	6.1	2
I would feel comfortable about approaching the school with questions or a problem.	42.9	44.9	4	8.2	0
The school expects my child to work hard and achieve his or her best.	30.6	40.9	12.2	2	14.3
The school works closely with parents.	24.5	61.2	8.2	6.1	0
The school is well led and managed.	24.5	51	12.3	6.1	6.1
The school is helping my child become mature and responsible.	24.5	57.1	8.2	2	8.2
The school provides an interesting range of activities outside lessons.	34.8	51	8.2	2	4

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

47. No teaching of pupils in the foundation stage was observed. All pupils, having attained the age of five years, were being taught within the Key Stage 1 programmes of study. Judgements on provision for children in the foundation stage, therefore, draw on the evidence of teachers' planning, scrutiny of work and discussions with teachers and pupils. Pupils' attainment on entry is slightly lower than the average, in most areas of learning, than local education authority or national figures.
48. Language and literacy provision is very good. Teachers place high priority on speaking and listening and encourage children to listen and respond to stories and nursery rhymes. They encourage them to talk and to ask and answer questions. The imaginative and creative role-play situations stimulate a wide range of activities in language and literacy. For example, part of the classroom has been converted into a seaside setting, complete with a lighthouse and seagulls. This setting is used in a variety of learning settings including literacy and numeracy development. Books are important and children enjoy looking at them in their own time and sharing them with adults. Children follow the sequence of a story well. All children understand that print carries meaning.
49. Within the area of mathematics the provision for numeracy is good and children make good progress. Children in reception class can count to ten and many beyond. Some older children can add and take away and record their work. Good arrangements are in place to develop mathematical skills in a wide range of contexts, including counting, ordering, sorting, matching, identifying patterns and relationships in number and naming common regular shapes.
50. The children's knowledge and understanding of the world is well developed. Good opportunities are given for the children to learn about their local environment and the weather is discussed every morning. All know the different areas of the classroom, where equipment is stored and have some understanding of the routines. Children have access to a computer and their skills in information and communication technology are starting to develop. They learn to 'click' on to objects and move them about the screen using the mouse, so enhancing their number and language skills.
51. Good provision is made for the children's physical development. Their confidence and ability to co-ordinate their movements are developed well through music and movement. A varied programme of activities enables children to develop well their awareness of and sensible use of space while enhancing well their skills and control of a range of movements. They have many good opportunities to use small items such as beads, counters, pencils, crayons and scissors and develop well their hand/eye co-ordination and manipulative skills. They also enjoy working in the water and sand areas.
52. Provision is good, well planned and structured for the children's creative development. Children learn well about different textures and contrasting shapes and forms. They use sponges, brushes and their hands to apply paint, producing a range of pictures. They learn to cut and construct, and most can use scissors well and colour within lines. Children use building blocks and other construction materials to create model

structures competently. They sing well and have a good understanding of rhythm, which they demonstrate by clapping out the syllables of words and sentences.

53. From the evidence available, the quality of teaching is good. The teachers and assistants are knowledgeable about the desirable learning outcomes and the areas of learning for children under five years of age. The very early skills in reading, writing and number are carefully taught. The children's personal development is well catered for. Foundation years' staff work closely together to plan carefully the work and each session has clear objectives. They meet regularly to discuss the organisation of activities and to evaluate them. Relationships are very positive and staff respond sensitively to children's requests and needs. They clearly want the children to do well, although occasionally the pace is a little slow and does not always challenge the most able children. Manageable systems for assessing the children's attainment have been established and form part of an on-going record of attainment as children move through the school. Teaching methods are generally effective and day-to-day on the spot assessment highlights what children know. Teachers use this information appropriately to plan the next stage of the children's work. They quickly identify those children who are experiencing difficulties with their learning and support them appropriately.
54. Accommodation is spacious and of good quality. It is welcoming, stimulating and well maintained and is enhanced with some attractive displays showing a balance between children's and teachers' work. Resources are good with a wide range of books, games and equipment, though few programmable toys. All are in good condition and made readily available. Parents are made very welcome. They talk to the staff and offer very good support and help by working with the children. Overall, since the last inspection, the numbers in the foundation years have increased and the quality of the provision continues to rise.

ENGLISH

55. In the 1999 National Curriculum reading tests and teacher assessments for seven year olds, pupils' attainments were above the national expectation but the percentage of pupils reaching the higher levels was slightly below the national average. Attainment in writing was below the national average. In the tests, pupils' achievements were below the national average at the expected level but close to the national average at the higher level, although teachers had assessed them to be below the national expectation at both levels. Inspection findings confirm the test results in reading at the expected level and indicate that a higher proportion of pupils are attaining at the higher level than in the previous year. Similarly, in writing, pupils' attainments are at least in line with national expectations now, at both the expected and higher levels. The quality of handwriting is more variable however, and pupils show inconsistencies in their letter formation and style of presentation. There are some weaknesses in spelling also. However, the inspection findings show that standards have improved in reading and writing since the previous year.
56. Comparison with similar schools, using the national benchmark criteria, indicates that, in 1999, pupils' performance was below average in reading and well below the average in writing. This comparison should be viewed with caution. The national benchmark criteria only take account of the size of the school and the percentage of pupils entitled to free school meals. They do not take account of the number of pupils taking the tests nor the incidence of pupils with special educational needs. Statistical analysis and comparisons can be significantly and adversely affected by a small year group that has one or two pupils with special educational needs.

57. By the end of Key Stage 1, pupils' speaking and listening skills are above the national average. During literacy and other lessons pupils use their oral skills well. Confidence and competence has increased markedly since their entry to the school. They listen carefully to instructions; respond well to questions, and show good understanding. They use grammatical language very early in the key stage. For example, pupils in Class 1 were able to talk about vowels and phonemes with confidence when discussing their reading of a Big Book with the teacher.
58. Through Key Stage 1, pupils' reading and writing skills improve significantly. Pupils use a range of strategies, including phonics, to work out the sounds and meanings of unfamiliar words. Increasingly, they are able to read and make sense of a variety of texts, for example, in science and history as well as storybooks. While they rely heavily on pictures for context cues in reception class, this gradually diminishes as they pass through the key stage and they draw more meaning from the text itself. Teachers enable pupils effectively to move from reading to writing, by repeatedly emphasising the conventions of writing, such as full stops at the end of sentences and capital letters at the beginning of them. Pupils also explain the functions of various types of words, such as adjectives and adverbs and use appropriate technical language, such as alliteration, when doing so.
59. The 1999 National Curriculum tests and teacher assessments in English for pupils at the end of Key Stage 2 showed that their attainment was well above the national average at the expected and higher levels. Inspection evidence confirms the results of tests and teacher assessments.
60. By the end of Key Stage 2 most pupils communicate very effectively. They speak with confidence, read fluently and with expression. The majority express themselves clearly in their writing. They use Standard English well and understand technical vocabulary such as phoneme, semi-colon and compound noun, and can use it appropriately when talking about their writing. They use dictionaries and thesaurus independently and with confidence. They understand the purpose of drafting and redrafting and some produce good final drafts of work, occasionally using a word processor. They write for a range of purposes effectively and appropriately. The majority of pupils write using a cursive style but there are inconsistencies and some handwriting is not well formed. They use punctuation well however. Standards of presentation are good for the most part.
61. The National Literacy Strategy is well established and working effectively. Attainment is less than the national expectation in writing at the end of Key Stage 1. However, when the baseline test scores on entry, which are slightly lower than local or national averages, are taken into consideration, it is clear that pupils make very good progress, through both key stages, in their acquisition and use of language skills. Very good foundations for pupils' learning are laid in the reception and Year 1 class where they develop their reading, writing and speaking and listening skills consistently well. Pupils with special educational needs also make good progress, as do more able pupils although, on occasions, the latter could be challenged further. Their acquisition of skills, knowledge and understanding is very good, particularly so in the nursery and at Key Stage 1.
62. Pupils' attitudes to learning in English are very good throughout the school and this contributes to the rising standards of attainment in literacy. They are well motivated and demonstrate their interest and growing confidence by asking relevant questions and willingly taking part in discussions. They draw upon previous knowledge and their own experience well, to support a point of view. They work well together and most pupils persevere and complete their set tasks. Behaviour and pupils' personal development in lessons are very good.

63. The quality of teaching, in English lessons, is very good at Key Stage 1 and good at Key Stage 2. This is the most significant factor in the very good progress that pupils make throughout the school. Teachers are knowledgeable, confident, skilled in teaching the subject, and keep pupils working hard. They have high expectations of pupils and most pupils, including those with special educational needs, are appropriately challenged by well-planned work. Teaching strategies are often innovative and produce very good outcomes. For example, in a Key Stage 1 lesson, a teacher uses a colourful toy fly on the end of a pointer to teach word recognition and pronunciation. In the same classroom, the paper seagulls, which make up a number line in numeracy, often feature in literacy lessons to stimulate speaking and listening or creative writing. Pupils are totally engrossed in these activities, which produce very good learning outcomes. Similarly, in a Key Stage 2 lesson, aimed at developing pupils' predictive and creative writing skills, the teacher used whole-class debate on the topic of 'dilemmas' to lay a very good foundation for their written work. The quality of the debate was very good and pupils listened carefully to each point of view before contributing their own. These good practices stimulate and retain the interest of pupils and extend pupils' learning very effectively. There is a good balance of direct class teaching, group teaching and individual support. Classroom assistants make a very good contribution in all these teaching and learning situations. Relationships between pupils, and all adults who teach and support them, are very good.
64. Assessment procedures are generally effective and used on many occasions to inform future planning, particularly at Key Stage 1. Marking is generally consistent within each key stage but there is some inconsistency between key stages. Pupils have a marking key inside the cover of their workbooks and comments on pupils' work often indicate where and how improvements can be made. For those younger pupils who find reading difficult, oral feedback is given. Where this happens, teachers often indicate on a pupil's book that this has taken place.
65. Links with parents are very good and parents communicate with teachers effectively about their children's difficulties and progress through a home/school reading report. Home /school liaison is proving very effective in raising attainment in literacy.
66. The leadership and management of the subject development by the co-ordinator are good. All teachers have undergone training in the teaching of literacy and have successfully implemented the literacy strategy. Pupils are making good progress as a result. Pupils' achievements are celebrated in attractive displays throughout the school. Teachers follow the well-designed policy and plans for all areas of the English curriculum, which ensures a consistency in their teaching of it. The co-ordinator scrutinises teachers' planning and pupils' work. The local education authority adviser observes lessons and gives feedback to teachers. Arrangements for self-evaluation and review are being developed well in this subject.
67. Teachers continue to develop literacy skills in other subjects, which helps sustain pupils' progress towards competency in this area. The school has adequate stocks of appropriate books that are supplemented from time to time by the local education authority's library service. Resources for teaching pupils with special educational needs are sufficient and appropriate. Other resources are satisfactory and are used well. Pupils make good use of the library for independent reading and for research.
68. Since the last inspection, standards have improved in both key stages and particularly so in the area of teaching.

MATHEMATICS

69. The attainment of pupils in mathematics at the end of Key Stage 1 is in line with national averages. Test results at the end of the Key Stage in 1999 were close to the national average for level 2 and above, and were well above the national average for level 3 and above. Test results have been consistently above average for at least the past four years and have been in line with those from pupils in similar schools. Teacher assessments are generally higher than pupils' attainment in lessons. By the end of Year 2 most pupils know how to count up to 20 and beyond and a few make good attempts when counting up to 100. Most pupils know about odds and evens, can state the larger and smaller of two given numbers and order random numbers correctly. Most pupils can do simple addition and subtraction, but a few of the lower attaining pupils' answers to the latter are less accurate and many pupils, except the highest attaining pupils, are less sure of multiplication and division sums. Pupils generally understand about direction and know about right and left turns. Pupils recognise and name simple geometrical shapes and the higher attaining pupils are generally accurate when naming three-dimensional shapes such as pyramids and cones. Graph work is sound. Most pupils can create simple bar graphs and pie charts to, for instance, determine favourite colours and the types of pets the pupils care for at home. The higher attaining pupils grasp mathematical principles quicker than the other pupils and use rules sensibly when solving problems.
70. The attainment of pupils in mathematics at the end of Key Stage 2 is above the national average. Test results at the end of the Key Stage in 1999 were well above the national average for both levels 4 and 5 and match the teacher' assessments. Attainment at the end of Key Stage 2 has been consistently above the national average for at least four years, but did not compare favourably with that from similar schools in 1999. Girls' attainment on average is usually far higher than that of the boys. Attainment in lessons matches the test results. By the end of Year 6 most pupils show accuracy in using numbers into the thousands. Mental agility is good for most pupils and very good for the highest attainers. Very few pupils have to rely on paper and pencil when making calculations. Most pupils know that there are many ways of solving problems. They use their knowledge of times tables and logic when devising strategies to get correct results. In explaining their working, pupils are articulate and confident about the approaches they use. Most pupils set out their sums well, although some tend to crowd their work, which can cause occasional errors, especially when using decimal points. Some pupils are more confident when working with fractions than decimals, but in general, pupils know about 0.5 and a half and the relationship of, for example 0.75 to three-quarters. Pupils generally understand about complex problems, can sort out which numbers are important to use for calculation from statements of fact and those which can be discarded. All pupils can set problems for others, but only the higher-attaining ones devise intricate problems that demand much of the chosen solver. Pupils know about shapes, and can construct them, using geometrical equipment, from given measurements. Some of the lower-attaining pupils find angles difficult to understand. Data handling is good. Pupils interpret graphs and diagrams well and draw conclusions from them.
71. Most pupils make good progress in mathematics, as the new scheme of work, well linked to the National Numeracy Strategy, is challenging and interesting. The higher-attaining pupils are encouraged to think quickly and further than the obvious and the lower attaining pupils are stimulated by the practical nature of many tasks. Pupils with special educational needs make satisfactory progress, but need a better range of books and maths resources to increase their motivation towards the subject.
72. The response to mathematics is very good throughout the school. Most pupils have good attitudes to the subject, are alert in mental sessions and show interest during

lessons. Pupils are polite and very well behaved. They listen attentively to the teachers and act upon instructions and the advice given. They are keen to answer questions and to contribute to the lessons by writing on the board and showing others what they can do. When they have to work alone, most pupils try hard before asking for help. When they do group work, pupils settle to task quickly, are co-operative, wait turns and share the resources fairly. Many pupils are confident in showing their work to adults and like being praised. The older pupils particularly enjoy the challenge which mathematics offers.

73. The quality of teaching is good in Key Stage 1. In the five lessons observed, three were good, one was very good and one was satisfactory. The quality of teaching in Key Stage 2 is very good. In the four lessons observed, one was good and three were very good. Teachers know the subject well and ensure that the pupils have appropriate tasks to do to give them the necessary mathematical knowledge and understanding in the subject. Expectations are high, especially for the pupils in the last two years in school where the work offered is at a high level. Lesson planning is very good. There are suitable changes of direction to keep the pupils interested and sufficient time for pupils to do their own work. Mental warm ups at the commencement of sessions serve to get pupils' attention quickly. End of lesson reinforcement leaves pupils in no doubt about their work and the degree of effort they have made. Teachers choose resources carefully which ensures pupils are working to the standards required, but they need to create more attractive resources for the pupils with special educational needs in order to increase motivation. Marking of work is accurate, but many pupils, especially the lower-attaining ones, need comments on their work which would help them to understand why they got things wrong and how their work could be improved in presentation. The use of Information technology is not strong in this subject, but some lessons include use of simple programs where pupils test themselves.
74. Leadership is good. The co-ordinator ensures that the requirements of the National Curriculum are met and that the subject adheres to the new strategy for numeracy. The mathematics curriculum is broad and well balanced between practical, theory and mental mathematics and is enhanced by an extension programme for the higher attaining pupils and those who need extra reinforcement. The teachers have identified a weakness in boys' attainment and there are good plans to raise their attainment and motivation. In order to match tasks more accurately to their needs, the school should create a wider and improved range of resources for the pupils with special educational needs
75. Progress has been good since the last inspection and the school has responded well to the comments made in the report. Attainment is now above the national average for pupils in Key Stage 1 and in practical work is also above for pupils in Key Stage 2. Progress is good throughout and because group work is more carefully planned, the pupils with special needs now make satisfactory progress. The qualities of teaching and planning have improved and the challenge is good in most lessons.

SCIENCE

76. The attainment of pupils in science at the end of Key Stage 1 is above the national average. Teachers' assessments at the end of the key stage show that more pupils in this school gain level 2 and above than expected nationally, but fewer pupils gain level 3. Pupils gain highest in investigative science and least on life and living processes.

By the age of seven, pupils know something about floating and sinking and understand how to set up experiments to prove their predictions. During the inspection, pupils in Class 2 experimented with torches to discover the contents of closed envelopes. Many pupils know the difference between words such as 'transparent', 'translucent' and 'opaque' and use the language well when explaining what they are doing. Pupils record their findings on worksheets, although the lower-attaining pupils need assistance in doing this. When they are experimenting, pupils understand that tests have to be fair. The higher-attaining pupils usually devise reasonable tests and predict more sensibly than the other pupils. Pupils know about groups of living creatures and their habitats. They know that animals and plants need food, water and light. They observe, for example, the class goldfish and their pets at home. From direct observations they find out about animals' reactions to light and can name some creatures that thrive mainly in the dark. Most pupils can identify metal or non-metal materials and know that some metals react to magnets.

77. The attainment of pupils in science at the end of Key Stage 2 is in line with the national average. Test results at the end of Key Stage 2 in 1999 were close to the national average for level 4 and above, and were above the national average for level 5. Test results and teachers' assessments did not match. The school assessments were much higher than the test results. Boys' performance was close to the national average, but girls' performance was above it. Science results have fluctuated over the past four years and although current results are higher than national averages, they do not compare favourably with those from pupils in similar schools. By the age of 11, pupils are used to predicting and proving and conducting experiments. Pupils know that testing must be made under strictly controlled conditions in order to gain accurate results. Many pupils can devise their own tests and select the most appropriate equipment for them. Pupils generally keep good records of work in progress and occasionally use information technology for tables and graphs to present their findings. Most pupils know something about body parts and the function of different organs. They know about senses and joints and can label worksheets. Pupils are less sure about plant forms, but can identify some plants from given data and pictures. Attainment on materials and properties is good. Pupils know about magnetism and its relationship to electricity and can work out why simple switches do or do not work in an electric circuit. They understand about classification of materials and are used to observing changes over time and under differing conditions. Only the most able pupils really understand about separation.
78. Most pupils make good progress and gain knowledge in the subject and skills in handling equipment under test conditions. Most modules of work are appropriate for the age range of the pupils and work is sufficiently challenging for the most able pupils and those who are inquisitive. Pupils in the reception class, for example, record their observations of the weather each day and use correct language when writing about it. They gain well in knowledge of seasons and change and in recording findings accurately. Pupils make the greatest amount of progress in investigative science in most years as they use increasingly complex equipment and presentation methods. Pupils with special educational needs make satisfactory progress in practical work as they work alongside other pupils and join in with other groups. They make less progress in theory as much of the vocabulary is specialised and is often too demanding for them.
79. The response to science is very good. Most pupils show a natural curiosity about the work and enjoy discovering things for themselves. During the inspection, pupils from Years 4, 5 and 6 had a field trip to two sites in the local river. Pupils were excited at the prospect of discovering things and finding answers to questions on their work sheets.

Group work was effective in involving pupils of different age, sex and ability, and it secured good relationships throughout the day. Behaviour was impeccable. Pupils were polite to each other and to the adult helpers and settled to their particular tasks without fuss. Pupils used equipment well, became engrossed in activities and enjoyed the experiences. They searched the river and the bank to find creatures, investigated habitats, measured and noted the ecology of the sites, estimated the speed of flow of the river and made comparisons between a totally natural site and one that had been influenced by man. Pupils showed compassion for the creatures they found and replaced them carefully after drawing them and noting movements. They returned soil samples and were anxious to leave the area as clean as it had been found. Pupils were amazed at the sight of a local angler catching two large fish, but were determined that he should let them free.

80. The overall quality of teaching in science is good. During the inspection, owing to timetable constraints, only three lessons were observed. One was sound, one was very good, and one was excellent. Teachers have a good basic knowledge of the subject and pass on correct information to the pupils. Some teachers are more confident with theory work than with practical, but ensure pupils have sufficient opportunities to gain skills and knowledge in both aspects. Teachers encourage pupils to use their senses and to be aware of scientific development. Lessons are timed well. Pupils have enough time to do their work and reflect upon it. Planning is good, and in Key Stage 2, expectations are high. Teachers give clear instructions and ensure that the work is appropriate and motivational and that tasks will develop the necessary skills of curiosity, discovery and prediction. Teachers select and use a wide range of materials and equipment, which ensures that pupils gain skills in handling materials and knowledge about them. Relationships are very good. Teachers treat pupils fairly and ensure they mix well together and do purposeful work. Marking is good, especially for the older pupils. Work shows comments and often quite searching questions, which ensures pupils know the quality of their work, how it can be improved and where further research could be beneficial. Homework is appropriate and usually takes the form of answering questions on worksheets or collecting samples. Assistants are deployed effectively to ensure pupils are safe when doing practical work, especially on field trips.
81. Management is good. The scheme of work follows the requirements of the National Curriculum and assessment is conducted correctly. The teachers' assessments of performance are higher than the results of tests, which could indicate a possible insecurity in awarding levels. The co-ordinator is aware that the girls are performing better than the boys and has made sure that tasks are motivational and that groups contain a good mix of sex, age and ability to help the lower attainers and the less confident pupils.
82. Progress has been good since the last inspection and the school has responded well to the comments made in the report. Attainment is now above the national average for pupils in Key Stage 1 and in practical work is also above for pupils in Key Stage 2. Progress is good throughout and because group work is more carefully planned, the pupils with special needs now make satisfactory progress. The qualities of teaching and planning have improved and the challenge is good in most lessons.

ART

83. Judgements in art are based on a small sample of lesson observations, scrutiny of work and discussions with teachers and pupils. Standards of achievement are

satisfactory by the end of both key stages in that most pupils are working at their expected level. This is similar to the last report.

84. In Key Stage 1, young pupils show good control of tools and they can create simple pictures and 3-dimensional models. They attempt illustrations to accompany their early writing. In this they show an understanding of shape and form. Their ability to use shading to show different textures is good at times. They can select relevant materials. Some of the older pupils have produced very effective designs on clay to pick out the different markings that appear on fish. Others design model houses from net shapes and show a fair sense of proportion. The large collage work on display showed that they can illustrate the main features of fairy stories quite effectively, following teachers' clear directions.
85. In Key Stage 2, the sketchbooks show that many still lack confidence in observational drawing. Higher attaining pupils produce effective portraits, for example, from pictures of famous people in history, such as Henry VIII. Younger ones in the key stage are less successful with their landscape drawings. Often they try for too much detail at the expense of accuracy on a smaller scale. Pupils are generally more effective when they try large-scale collaborative projects such as banners and murals.
86. Teachers offer good opportunities for all pupils, including those with special educational needs, to develop their art skills and the pupils' responses are often enthusiastic. They persevere with projects. For example, in Year 1, many kept refining their designs at clay work until they were satisfied with the finished product, being quite self-critical. There was little evidence of pupils having wide knowledge of famous painters although teachers exhibited a range of examples by Lowry, Constable and Van Gogh to stimulate their interest. Art books in the library are not extensive but they do offer a good historical background for pupils. There is an art club for interested pupils that runs through the autumn and spring terms.

DESIGN AND TECHNOLOGY

87. Owing to the constraints of the timetable, there were no lessons observed in design and technology during the inspection week. Judgements are made from examining work on display, looking at photographs and speaking to pupils about the subject.
88. The attainment of pupils in design and technology is satisfactory in both designing and making activities. Attainment in design and technology is slightly above expectations for pupils in the reception class and for pupils in Years 1 and 2. Attainment is mainly in line with expectations for pupils in Years 3, 4, 5 and 6 but they have too few opportunities to build on to the skills learned in the early years and to experience challenging design and make problems. Pupils make rapid progress in reception and in Year 1, but the momentum is not maintained throughout the rest of the school. Pupils in the last two years are making some, but insufficient, progress in the subject.
89. By the age of seven, pupils know how to select materials and tools when they are making models. They experiment with glues and sticky papers and can find the best ways of joining paper and card together. Many pupils use inventiveness when they are making large models such as robots and buildings and decorate them successfully. They use a wide variety of recycled media to add details such as eyes, antennae and arms and most pupils can say if they think their models are successful and where they could be improved. Pupils use textile materials well. They make collage pictures and sew neatly when making items such as puppets and toys. Most pupils understand

about keeping clean when they are baking and know something about effects of heat on foodstuffs.

90. By the age of 11 pupils are familiar with all the available tools and equipment and can decide for themselves what to do to answer a design problem. They can cut and fix graphic media successfully, but need skills and practice in measuring and cutting the more resistant materials. As a result most of their models lack durability and although they are larger than the ones made in the lower school, they are little better in quality. Recently, pupils in Years 5 and 6 made good attempts at redesigning and making shoes. In activities such as this, pupils demonstrate the necessary skills in creativity, but have too few opportunities to show them. Their contributory written work is good in that pupils honestly appraised their efforts and discovered that they require skills when making things that really could be worn.
91. Most pupils say they like making things and enjoy designing for themselves. They are confident in selecting what they need and tend to finish their work. Pupils usually take their models home, which indicates satisfaction and pride in achievement.
92. Teachers' planning indicates where design and technology activities are to be experienced. Many items are made in connection with topic work and to illustrate other subjects. For instance, the pupils in Class 1 have made a selection of seagulls and a huge lighthouse for their seaside project. Pupils in Class 2 have made a class frieze of the houses found in London at the time of the great fire, as part of a history project. Pupils in Class 3 have created some interesting three-dimensional gravestones on which they have done some creative writings in English lessons. Pupils in Class 4 designed and made a range of shoes and are currently involved in a business enterprise food project in connection with a study of Mexico. In order to raise attainment and bring standards more into line with national expectations for pupils in their last two years in school, pupils need to be offered more challenge in their work. They need to experience handling a wider range of tools and materials, especially the more resistant type, and work on projects that require ingenuity in designing.
93. Leadership in the subject is sound and pupils always have enough resources for their projects. Pupils' work is valued and displayed effectively. Pupils with special educational needs are not disadvantaged in design and technology, as they are encouraged to work alongside other pupils and join in with group work. The school has made satisfactory progress since the last inspection. The timetable has been altered to include the numeracy and literacy hours and the other subjects such as design and technology do not now enjoy as much time as in previous years. The teachers have made alternative arrangements for the teaching of design and technology. Pupils have experiences with materials and tools but the subject now serves other subjects more often than it is taught as a separate unit.

GEOGRAPHY AND HISTORY

94. Only one geography lesson was seen, in a Key Stage 2 class, and one history lesson in a class that had a mixture of Key Stage 1 and Key Stage 2 pupils. However, sufficient other evidence was gained from discussions with pupils and a scrutiny of their work to make judgements. The limited amount of lesson observation in each of the two subjects was due to timetable constraints during the period of inspection. The evidence confirms that the great majority of pupils meet and frequently exceed the national expectations in both subjects at seven and 11.

95. In geography, at the end of Key Stage 1, pupils have gained a good understanding of the physical and human features of their local community and of more distant places. They use geographical terms accurately and with increasing confidence. They know the purpose of simple maps and how to draw and use them. At the end of Key Stage 2 in geography, pupils have built successfully on the good foundation laid at Key Stage 1. Their geographical skills become more refined. They carry out fieldwork using photographic evidence from a previous time to make judgements about change on the environment. For example, a Year 4 and 5 class used photographs of the school, and its setting in the community, taken several years ago, as an evidence base against which to measure change. Working systematically in groups, pupils carried out responsibly the role that had been allocated to them. For example, one pupil, using a map, was charged with finding the exact spot from which the old photograph had been taken; another recorded evidence using sketches; a third took a new photograph from the same place. The groups then discussed and wrote up their findings. They proposed to refine their work further in the following lesson by using scanning techniques on the old and new photographs, and information technology to contribute to a database about their changing community. Their map work is sophisticated and they orientate their maps not only to the ground but also by using the points of the compass. All pupils made a good oral contribution to the debate that followed the fieldwork and many hypothesised about what had caused change. Pupils' knowledge and understanding of the world increases significantly during this key stage.
96. In history, at Key Stage 1, pupils develop a good sense of chronology and place historical events within a time line. They understand how historical knowledge is transmitted and recorded. They gain knowledge about oral traditions, official records and ancient documents, and also the writings of people who lived at the time events took place. For example, in the lesson observed, the diary of Samuel Pepys and the contemporary writings of the Reverend Samuel Vincent were used as a source to illustrate what it was like to live through the events surrounding the Great Fire of London. By comparing the two, many pupils came to the conclusion that the recording of history can be a matter of perspective. Their writing about historical events reveals that their memories are developing well and that they are able to link events in time and they become more discerning between cause and effect. By the time pupils reach the end of Key Stage 2, pupils' conceptual development is more secure in these and other areas related to the study of history. By the time they reach the end of the key stage, pupils have gained a good knowledge and understanding of history in this and other countries. Standards of attainment in history, at the end of both key stages, are at least in line with what might be expected nationally.
97. All pupils, including those with special educational needs, learn well and make good progress at both key stages in geography and history. Over time, pupils gain good knowledge and understanding in these subjects. They know about their own locality and other places in the world through geography and are able to discuss the cause and effect of events in history. They develop appropriate vocabulary in each area. Work is generally well presented and this often leads to some very good displays in classrooms and public areas.
98. Pupils' attitudes to both subjects are never less than good at both key stages. They enjoy learning and apply themselves to their work with enthusiasm. They become engrossed in tasks and work hard. After fieldwork, they are very keen to discuss their experiences and put forward opinions about what they saw and did. They share equipment amicably and relationships, between pupils and with their teachers, are very good.
99. At both key stages, in both subjects, teaching is good and on occasions it is very good. Teachers have good subject knowledge and high expectations of pupils. Lessons are

well planned and work is appropriately matched to the needs of all pupils, sometimes by the use of different worksheets. Teachers vary the activities well in long lessons to sustain the interest and motivation of the pupils. A good mix is achieved between fieldwork, visits and classroom studies within both key stages. The lessons seen proceeded at a good pace and time was used well.

100. The subjects are managed well throughout the school. The policy documents and schemes of work are generally of satisfactory quality and for the most part take account of Qualifications and Curriculum Authority recommendations. Resources are sufficient in each area and are used well.
101. Although no weakness as such was identified in the last report in either of the subject areas, teaching has improved, as has learning. Differentiated planning takes account of ability, and when a subject area is revisited in the following year, it does not have the same focus as in the previous year in mixed age classes.

INFORMATION TECHNOLOGY

102. Severe problems with information technology equipment have resulted in a decline in standards since the last inspection. Most pupils are now below the levels expected at the end of both key stages. Although pupils have a general awareness of all the required elements of the National Curriculum they have had little opportunity to practise and to develop their skills beyond a fairly basic understanding. The school has a structured plan to improve this situation and has ordered the necessary equipment for next term.
103. In Key Stage 1, most pupils have satisfactory word processing skills. They can assemble text as part of their literacy work to build up an understanding of word sounds and spelling. Older pupils write their own stories using a computer but their keyboard skills are slow and they have limited knowledge of how to save and retrieve their work. Pupils who have computers of their own at home show more confidence in operating programs to test their understanding of number. There is evidence that pupils have had opportunities to operate a floor turtle and understand how control technology can be used in a variety of contexts.
104. In Key Stage 2, pupils show more aptitude for a wider range of computer applications although the best work still tends to be undertaken in word processing. Pupils have made flexible use of information technology in an ambitious business enterprise project. In this, pupils have been introduced to the varied use of spreadsheets. With help they have produced a range of graphical representations of surveys they have conducted, and there are printed graphs, pie and bar charts to illustrate the results of their surveys. Some work has been undertaken in art lessons and pupils can manipulate text boxes and incorporate them into their pictorial work. They can also explain how a scanner works when linked to a computer.
105. In both key stages there is evidence of limited use of CD ROMs but no manipulation of sound and little exploration of simulations. Pupils do not use a wide range of media such as cameras, or sound recorders and have little experience of multi-media presentations. Pupils with special educational needs are supported well when they use information technology to help them with their literacy skills but in line with other pupils they have too little time to experience a range of uses.
106. Little teaching of the subject was observed but teachers are competent in the use of information technology and further training is planned. The new co-ordinator has a clear view of how the subject should be taken forward. There are plans to produce the

school magazine using information technology and the school has potentially exciting links with schools in America and in other parts of England where the use of email will be of great benefit. Currently however, raising the lower than average standards of attainment in information technology is a key issue for the school to address.

MUSIC

107. In the last inspection, music was identified as a strength of the school. There are still very strong elements such as the performance elements in both key stages and in some of the composition work in Key Stage 2. With the introduction of longer periods for literacy and numeracy, standards are now more in line with those expected nationally as pupils have less time as class groups to practise musical skills. There is still a large commitment by the school and parents to supporting individual and group music lessons for interested pupils at lunch times. Assemblies also provide good opportunities for pupils to listen to a range of different types of music, to sing and to talk about the music they hear.
108. Only a few lessons were observed but there were several rehearsals for the forthcoming musical production, which involves the whole school in the cast. Performance skills linking music and drama are very good. The youngest children in the school perform with confidence and conviction and some of the oldest show good stage presence.
109. In lessons in Key Stage 1 pupils show great enthusiasm for music. Pupils know about a range of musical instruments, such as a "rain-stick", and describe the difference in the tone and pitch of notes. They match the sounds made by instruments to the mood created. Most show a good sense of rhythm and timing in clapping out tunes. In Key Stage 2 pupils show a clear understanding of musical notation and they can transcribe short tunes accurately. In both key stages pupils sing with enjoyment. They can sing from memory from an early age and keep time in large groups. Few opportunities exist for pupils to experiment with sound using information technology.
110. The large class groups are well managed by teachers who involve other staff and adult helpers effectively to reduce group sizes for practical work. Pupils with special educational needs are fully involved in the lessons and make good progress, especially in singing. Some of the introductions are a little long and pupils could be more involved in performing sooner. This would allow more time for them to appraise their efforts at the end of lessons.
111. Overall, music still has a high profile in the school. The regular involvement of interested adults, including a pianist who comes regularly into school, peripatetic staff and parents adds to the provision out of school time. There are several thriving extra-curricular groups for activities such as guitar and recorder playing.

PHYSICAL EDUCATION

112. During the inspection, it was only possible to observe two lessons at Key Stage 1 and one lesson at Key Stage 2 due to the organisation of the timetable during the inspection week. However a range of physical education activities was observed, covering gymnastics, music and movement at Key Stage 1 and orienteering at Key Stage 2. The school complies fully with the requirements of the National Curriculum in this subject, and all pupils in Years 2 and 3 have a swimming lesson each week throughout the year.

113. Standards of attainment in gymnastics and movement at Key Stage 1 are above national expectations. Pupils' performances are imaginative, graceful and stylish. They work well together in pairs and groups. They have a good sense of rhythm. They respond well to music and perform with good control and co-ordination. They are spatially aware and work well with partners. Most, but not all, are creative in their interpretations of set tasks; others require more direction. Nevertheless, the overall quality of movement is good in these lessons. At Key Stage 2, standards of attainment in orienteering are well above national expectations. In a very good lesson which required pupils to employ their developing skills in map and compass work in an orienteering competition for the first time, all pupils showed that they could orientate a map, sort out directions and follow them effectively within the environment of the school. They made good speed round the course, competing fairly and co-operating well in pairs.
114. Pupils at Key Stage 1 learn well and make good progress in their gymnastics and movement lessons. The quality of their interpretation and movement during these lessons indicated that they had made good progress over time also. For example, part of the Class 1 lesson was devoted to the rehearsal of a music and movement piece that was to be a section of the school's summer production for the community. In this, pupils demonstrated that they had remembered the movement sequences very well, that they were able to keep time with the music and work well together as a whole class without losing the original spark of creativity in their presentation. The pupils at Key Stage 2 have made very good progress over time in orienteering and its associated skills. They understand the rules very well and apply them well in competition. They make good links with previous learning in map and compass work studied previously in geography lessons. Their fitness levels are high, indicating sustained involvement in hard physical activity over time and they have a good understanding of health-related fitness issues. Progress in the lesson, was very good and all pupils successfully completed the course well inside the allotted time despite the fact that they had to travel a considerable distance and the siting of some of the check points was not easy. On the available evidence, pupils with special educational needs make at least good progress and, in the lessons observed, their rate of progress was indistinguishable from that of their peers at both key stages.
115. Pupils have a very good attitude towards physical education at Key Stage 1 and an excellent attitude towards the subject at Key Stage 2. They listen attentively to their teachers and they work hard to improve their performance in each aspect of the subject. They enjoy the subject and commit themselves to practical work with vigour and enthusiasm at both key stages. Relationships between pupils, and with their teachers, are very good and behaviour is excellent.
116. Teaching is very good at both key stages. Teachers have very good subject knowledge and lessons are well planned. There is appropriate staff expertise to deliver the curriculum. Class management is very good and teachers achieve high standards of discipline. Time is managed well and pupils are physically active for a high proportion of each lesson. Teachers demonstrate well and use pupils' demonstrations to good effect. They present a good model to pupils and are just as enthusiastic and physically active as the pupils themselves.

117. The subject is managed very well. The school has very good resources. Indoor accommodation is good and the school has a very large well-maintained games field. The latter facility enhances the teaching of invasion games and athletics and there is sufficient space in the school playground for the teaching of court games. The policy and scheme of work are good and cover the National Curriculum programmes of study well at both key stages.
118. Since the previous report, the quality of teaching has improved significantly at both key stages. This has had a marked effect on learning and standards of attainment are now above the national expectation throughout the school.

RELIGIOUS EDUCATION

119. Attainment is at least in line with standards expected for the locally agreed syllabus at the end of both key stages, and in some cases exceeds this. Pupils with special educational needs make good progress because they have good support from classroom assistants and teachers keep them involved in lessons. The subject makes a powerful contribution to pupils' understanding of spiritual, cultural, social and moral issues, and also to the development of their literacy skills. There is a good link between religious education and personal, social and health education, and pupils have opportunities in circle time to discuss events affecting their lives.
120. In Key Stage 1, pupils learn about people who help us by discussing what happens in a children's ward with the local nurse. The teacher makes very good links with the history topic and her astute questions to pupils draw out contrasts between conditions that existed during the Crimean war and now. The level of debate from young children is often very high and they show good understanding of a wide range of technical terms and knowledge of dates of famous events. Pupils enjoy the active nature of the subject and are very involved in their own learning.
121. In this key stage pupils are also challenged to consider moral issues: why we have laws, for instance. Good questions at a brisk pace keep pupils interested and help them to talk about rules they agree with or do not agree with, giving reasons. They are led to a broader knowledge of the idea as teachers extend their vocabulary and provide them with a framework for addressing difficult concepts. Pupils learn about different religions. A very good display of artefacts showing aspects of Judaism had obviously been effective because pupils were able to answer questions about items such as the Torah with confidence. Written work supported this, as they were able to describe what happened at the Shabbat.
122. In Key Stage 2, there was a good lesson, which took pupils on a spiritual journey in their imagination to an ideal place of their own choice. This stimulated some good discussion about what constitutes happiness, and whether solitude or social mixing is preferable. The teacher created a good atmosphere for learning by introducing the ideas clearly, by providing appropriate musical background and by keeping up a gentle current of prompts to help pupils to develop their mind-picture. At the end of the lesson they had all gained a better understanding of what the word 'spiritual' meant. Some of the writing about religious ideas was quite mature in Key Stage 2. By Year 6 pupils can understand the enormity of Bible stories such as the creation. Their modernised versions were not only humorous and well crafted but showed an understanding of the symbolism that exists in religion.

123. The subject is well planned and there is evidence that all aspects of the locally agreed syllabus are covered despite a reduction in time for the subject since the last inspection. The good teaching in several lessons and the relevant use of suitable resources also help to maintain standards.