

INSPECTION REPORT

Bowerham Community Primary School

Lancaster

LEA area: Lancashire

Unique reference number: 119129

Headteacher: Mrs P. Hipkins

Reporting inspector: Mrs J. E. Platt
11565

Dates of inspection: 8th - 11th May 2001

Inspection number: 191134

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Bowerham Road
Lancaster
Lancashire

Postcode: LA1 4BS

Telephone number: 01524 63999

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Appropriate authority: The governing body

Name of chair of governors: Dr P. Thomas

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J. E. Platt 11565	Registered inspector	Religious education Design and technology Physical education English as an additional language Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve?
Mr G. Humphrey 9163	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 M. Egerton 8839	Team inspector	English Information and communication technology Art and design Special educational needs	
Mrs M. Leah 22740	Team inspector	Mathematics Music Areas of learning for children in the Foundation Stage	How good are the curricular and other opportunities offered to pupils?
Mrs V. Wilson 25775	Team inspector	Science Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bowerham Community Primary School is a larger than average school in Lancaster. At present, the school has 291 boys and girls on roll. The proportion of pupils eligible for free school meals (19 per cent) is in line with the national average. Currently, 61 pupils with a wide range of difficulties are on the school's register of special educational needs. Four pupils have formal statements of need and this is higher than normally seen. The percentage of pupils learning English as an additional language (13 per cent) is high. Economically and socially, the area served by the school is generally similar to the national picture. Attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

This is a happy and friendly school. It is effective in providing a rich and varied curriculum that helps pupils to become mature and sensible. Overall, teaching is satisfactory and enables pupils to make satisfactory progress. Much is achieved in science, art and design, music and physical education and standards are good. Standards in most other subjects are satisfactory, except in mathematics at the end of Years 2 and 6 and in information and communication technology (ICT) at the end of Year 6, which are below average. The headteacher gives strong leadership and is supported by a committed teaching team. The school provides sound value for money.

What the school does well

- Standards in science, art, music and physical education are good as pupils leave school.
- The leadership of the headteacher and governors is good and has set clear priorities to bring about improvement in standards.
- The curriculum is stimulating and extended by a wide range of additional activities.
- The school promotes a strong sense of spiritual, moral, social and cultural experience. It celebrates its ethnic diversity enabling pupils of all backgrounds to be fully included in all activities.
- Pupils have very good attitudes to their work and are enthusiastic about their school. Personal relationships are very good throughout the school.

What could be improved

- Standards in mathematics at the end of Years 2 and 6.
- Standards in ICT in Years 3 to 6, with more attention being given to the aspects of modelling and control, and the use of ICT in other subjects.
- The use of assessment to set individual targets and to track the progress of pupils as they move through the school.
- The management role of staff with responsibility for subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, progress since the last inspection in January 1997 has been satisfactory. Standards have been maintained in most subjects, but in mathematics, have fallen below the national average. Good progress has been made in tackling the weaknesses identified in the previous report. New guidelines have been put in place to help teachers in their planning. Assessment procedures have been put in place and the school now has a wealth of assessment information to identify pupils' progress in the school. The management structure has improved with the recent appointment of a deputy headteacher, although subject co-ordinators need more time to check on the teaching of their subjects. Financial systems have improved and the school now checks diligently on spending and maintains a balanced budget. ICT shows significant improvement although, due to lack of resources, remains below average at the end of Year 6.

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
	1998	1999	2000	2000
English	B	C	E	E
Mathematics	D	C	E	E
Science	C	B	B	B

Key

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

These are good results in science and show that by the time pupils leave school they have achieved more than the level expected. Results in English and mathematics show pupils have not been doing as well as in previous years, with results being well below the national average and the average for schools with similar intakes. This group of pupils included more than the usual number of pupils identified as having special educational needs. Pupils' work seen in Year 6 during the inspection shows that English standards are better this year and, once again, standards and achievements are in line with the national average. One of the main reasons for this improvement is the focus the school has given to pupils' writing and this has had a positive impact on standards. Although there is evidence of improvement in mathematics, standards remain below average. This is partly due to the lower and higher attaining pupils not always being sufficiently challenged and they are underachieving. Results of national tests have fluctuated since 1998 but, overall, trends have been below the national trend. The school has set realistic targets in English and mathematics and is well placed to achieve them.

In 2000, results of national tests for seven-year-olds were below average in reading, compared to all schools and similar schools. In writing, results were in line with both the national average and the average for similar schools. Results in mathematics were well below average, both compared with all schools and similar schools. In mathematics, few pupils exceeded the national average and this held down overall standards. Currently, standards in writing have improved and are average. This is the same as the standards in reading. Achievement in these aspects is now satisfactory. Standards seen in mathematics are below average. Most pupils are achieving well enough, but there is underachievement for higher attaining pupils. Teacher assessments for science in 2000 were average and current standards reflect these assessments.

Most of the younger children in the reception classes achieve what is expected of them. By the time they reach the end of the reception classes, attainment is higher than normally seen for this age group in their personal and social development.

Standards in information and communication technology have improved since the previous inspection, although they remain below average at the end of Year 6. This is because the school lacks resources for control technology and modelling, and for pupils to practise their skills in other subjects. In music, art and design and physical education, achievement is good and standards are higher than those usually seen as pupils leave school. In other subjects, including religious education, pupils reach standards typical of those in most schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and work are very good. They respond enthusiastically to the range of activities offered and enjoy school.
Behaviour, in and out of classrooms	Behaviour is good. Pupils are polite, courteous and very aware of how their actions affect others.
Personal development and relationships	Relationships between all members of the school community are very good. Pupils show respect for the values and beliefs of others and have a very good appreciation of the cultural and ethnic diversity of their peers. This is a strength of the school.
Attendance	Attendance is satisfactory. Punctuality is good.

TEACHING AND LEARNING

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

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

Overall, teaching is satisfactory. All of the teaching seen was satisfactory or better and the unsatisfactory teaching observed in the last inspection was not evident. Teaching was satisfactory in 54 per cent of lessons seen, good in 33 per cent, very good in 11 per cent and in one lesson seen, teaching was excellent. Teaching is satisfactory for children in the reception classes. It enables pupils to make satisfactory progress and settle happily into school life. In the infant and junior classes, teaching is never less than satisfactory and often better in Years 2 and 6 and the rate of learning increases in these classes.

The teaching of English is good and has improved as a result of training. Literacy skills are taught effectively. In Years 1 and 2, letters and their sounds are taught thoroughly and this enables pupils to learn to read quickly. Teaching of mathematics is satisfactory. Teachers do not always teach the introductory numeracy session with sufficient pace and challenge, and pupils could achieve more. Teachers do not provide enough opportunities for pupils to practise their numeracy skills in other lessons.

The learning needs of pupils with special educational needs and those learning through English as an additional language are well met through support from staff and their classmates.

The key strength in the teaching seen is the strong management based on very good relationships. Pupils know what is expected of them and work hard in lessons. In the best lessons, teachers plan a range of activities that capture pupils' enthusiasm. This was evident in the excellent lesson in physical education in Year 6, when pupils experienced a wide range of athletic skills and much new learning took place. Teachers' skills in teaching information and communication technology have improved. A weakness in teaching is often a lack of challenge for higher and lower attaining pupils and slow pace that fails to maintain the interest of pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and meets all statutory requirements. The school has maintained a good balance of subjects including a focus on the performing arts. The school provides a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Support staff give effective help that enables pupils to make good progress towards their targets.
Provision for pupils with English as an additional language	Good. The limited support is used effectively although, at times, teachers need to check more closely that these pupils fully understand the purpose of the set tasks.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual development is very good and evident in many aspects of school life. Provision for moral and social development is very good. The school is a happy community based on friendship and very good relationships. Cultural development is a strength and the school actively celebrates the richness and diversity of cultures in the school.
How well the school cares for its pupils	The support and welfare provided to pupils is good. Teachers and support staff care for their pupils in a sensitive and supportive way. Assessment procedures are satisfactory but, as yet, the school does not make enough use of assessment information to set pupils' individual, improvement targets.

The school has good links with parents. Communication is good and many parents support their children by helping them with the work set to be done at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides purposeful leadership, especially in relation to the development of pupils' personal and social skills. Subject co-ordinators do not yet have sufficient opportunity to check on the quality of teaching and learning in lessons.
How well the governors fulfil their responsibilities	Good. All statutory responsibilities are fulfilled and the governors have an informed understanding of what is happening in the school and have the best interests of the pupils at heart.
The school's evaluation of its performance	The school is improving its methods of evaluating its performance. Test data is being analysed and improvements made when a weakness is identified. The process could be further improved to monitor individuals and to track the progress of groups of pupils.
The strategic use of resources	Financial planning is good. The school makes effective use of resources to the benefit of all pupils. When making major spending decisions the school applies the principles of best value.

There are sufficient teachers and support staff for the number of pupils. Accommodation is adequate, although the youngest children have no secure outdoor area. Resources for learning are satisfactory in most subjects, with the exception of information and communication technology and the number of library books.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eighty-three parents returned the parents' questionnaire and 25 parents attended a meeting held before the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like coming to school and enjoy their work.• Relationships in the school are good and children care for each other.• The children's behaviour is good.• The school recognises the needs of children requiring support.• The school is approachable and promotes a good partnership with parents.• Parents like the multi-cultural aspects of the curriculum.	<ul style="list-style-type: none">• More detailed information about the progress that their children are making.• A more consistent approach towards the setting of homework.• More up-to-date books in the school library.

Inspectors agree with parents' positive views. They consider that the information provided about the progress pupils make is good, but that more guidance is required to enable parents to help their children improve. Inspectors conclude the use of homework to support learning is satisfactory. Inspectors agree that the library requires more modern books to support pupils' independent research.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the school is broadly in line with that expected for their age. From this starting point, the children reach the early learning goals¹ in their communication, language and literacy, mathematical development, knowledge and understanding of the world and their creative and physical development. This represents satisfactory achievement. The school places considerable emphasis on developing children's personal and social skills. As a result, achievement is good and children exceed the early learning goals by the end of the reception classes.
2. The school's 2000 results of national tests for seven-year-olds in mathematics were well below the national average and the average for similar schools. In reading, the results were below the national average and well below the average for similar schools. The results in writing were higher and were in line with the national average and the average for similar schools. This comparison with similar schools indicates that standards are not high enough. Further analysis indicates that few pupils exceeded the national average and this kept overall standards down. Teachers' assessment in science showed standards to be close to the national average at the expected level and above average for the proportion of pupils achieving higher than the expected level.
3. The work of the present Year 2 indicates a significant improvement in writing, and standards are average. Standards in reading confirm the test results are average. The school has taken prompt action to address the drop in standards. The current performance of pupils indicates the school has successfully stopped the decline. These standards represent satisfactory achievement for the vast majority of pupils. Improvement is evident in mathematics. However, it is at a slower rate and standards are below average. Although the great majority of pupils are achieving well enough, the higher attaining pupils are not sufficiently challenged and they are underachieving. Standards and achievement in science are satisfactory,
4. The school's results at the age of 11 in the national tests in 2000 were well below both the national average and the average for similar schools in English and mathematics. A more positive picture appears in science, where standards were above the national average and the average of schools with similar intakes. A closer look at the results for mathematics and English indicates too many pupils failed to reach the national average, and only a few exceeded this level. One reason for these low results was the group of pupils included more than the usual number of pupils identified with special educational needs. They also had had their learning disturbed by staffing changes. However, few pupils gained standards above the national average and this was a significant factor in the low results. Although results have fluctuated since 1998, overall trends were below the national trend. The school recognised this drop in standards and sought help and put in place changes aimed at resolving the identified weaknesses. The National Numeracy and Literacy Strategies had not been as effective as in most schools. The school put in place procedures to adjust the teaching of these strategies so that they more fully match the needs of the pupils.
5. Current standards in English in Year 6 show the changes have been successful. Standards have improved and are now average. The most significant improvement has

¹ Early learning goals are the expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievement children make in connection with the following six areas of learning: communication language and literacy; mathematical development; personal and social development; knowledge and understanding of the world; physical and creative development.

been in writing, with teachers providing more opportunities for pupils to write independently. Pupils' confidence in their writing skills has developed. These standards represent a satisfactory level of achievement for the majority of pupils and good achievement for the increasing number of pupils exceeding the national average. There are signs of improvement in mathematics but, overall, standards remain below average. This is mainly caused by a lack of challenge for the higher and lower attaining pupils, who are underachieving. Standards in science remain high and this represents a significant achievement for many pupils. Test results indicated underachievement for girls. The school is aware of this and keeps a watchful eye that girls are fully involved and that resources are suitable for all. During the inspection there was no evidence of inequality in access to the curriculum. The school has a high level of mobility of pupils throughout the school. This leads to some disturbance in learning but, generally, teachers cope effectively and these pupils settle quickly into the school. The school did not meet its targets in English and mathematics last year. Current targets are realistic, but could be higher if the rate of progress of the higher attaining pupils was taken into consideration. With the current improvement the school is on course to meet the targets agreed for this year.

6. Pupils with special educational needs benefit from good teaching and high quality support. They make good progress towards reaching the clear targets in their individual learning plans. Teachers endeavour to make sure pupils learning through English as an additional language are fully included in all activities in the school. This enables them to make satisfactory progress similar to the rest of the pupils in their classes. Currently, the school lacks a system to assess the language needs of these pupils and so is unable to track their progress. On occasions, they need more attention to check they have fully understood the purpose behind the activities and are achieving as much as possible. A few pupils have made significant improvement in their English speaking. Pupils play a major part in this progress as they offer sensitive support and friendships are quickly established. The school uses assessment data to identify any gifted or talented pupils. This has been effective in science. Higher attaining pupils attend a local secondary school for extra sessions and this has led to good progress being made.
7. In work seen in English, standards are average in speaking and listening, writing and reading. Standards are the same as those identified in the previous inspection. Pupils in Years 1 and 2 listen closely to their teachers and enjoy discussions, although a few call out and have not yet learnt the need to take turns. This improves in Years 3 to 6 and, by the end of Year 6, pupils take part in formal debates. They have a sound understanding of the need to present their points clearly. Most listen carefully to the arguments. By the end of Year 2, pupils have a secure knowledge of letters and sounds and use this knowledge well in reading new words. Higher attaining pupils locate information in non-fiction books. Pupils read a wider range of books in Years 3 to 6 and many have a preference for authors and types of stories. There has been a marked improvement in writing in the last year. Pupils in Year 2 write unaided, although not all use imaginative vocabulary. This improves in Years 3 to 6 and poetry written in Year 6 is sensitive and carefully planned. Although presentation of work is satisfactory in English lessons, pupils do not always transfer these skills to other subjects.
8. In mathematics, the previous inspection identified satisfactory standards. These standards have not been maintained and standards have fallen below average in recent years. Signs of improvement are now evident, although standards remain below average. In Year 2, pupils are secure with numbers to 100 and count forward and backwards. Many are less confident with higher numbers. Many pupils are starting to use these skills to solve problems and are gaining in confidence to explain their calculations. By the end of Year 6, most have improved their skills of calculation and

work out problems in their head. A few are unsure of their multiplication tables and this hampers their ability to solve mathematical problems.

9. Standards in science are satisfactory at the end of Year 2 and good as pupils leave school. Standards have remained the same as those identified in the last inspection. Pupils in Year 2 carry out investigations and compare their results. They know the names of the major parts of the body and the importance of healthy food. These skills are extended in Years 3 to 6. Pupils understand the need to check carefully to ensure that the principle of fair testing is followed. Pupils confidently classify substances according to solids, liquids and gases.
10. The school has put significant emphasis on the development of information and communication technology (ICT) since the last inspection. The new ICT suite and teachers' training have been major factors in the improved standards. At the end of Year 2 standards are now average and pupils have satisfactory word-processing skills. These improve in Years 3 to 6. Pupils confidently save their work at the end of sessions. The lack of resources for control technology and for modelling, and the limited opportunity to practise skills in other subjects, are holding down standards in Year 6, which remain below average.
11. Standards in religious education are in line with the recommendations of the locally agreed syllabus. Pupils have a secure knowledge of relationships, life experiences and an understanding of the major world faiths.
12. The school has managed to maintain a rich and varied curriculum and, as a result, standards in art and design, physical education and music are good as pupils leave school. Standards in all other subjects are wholly satisfactory.

Pupils' attitudes, values and personal development

13. Pupils' attitudes towards their school and work are very good. They enjoy school and show interest and enthusiasm in lessons. They also support a wide range of additional activities during lunch times and after school. These attitudes make a significant contribution towards the improving standards.
14. Pupils of all ages are keen to attend school and demonstrate interest and enthusiasm for their work. Young children in the reception class work collaboratively and independently when required. In a music lesson, they demonstrated a remarkable maturity in the way they responded to the music and a spiritual atmosphere was created. Pupils throughout the school give due attention in lessons. Good examples were observed in a history lesson in Years 3 and 4. Pupils watched a video with total concentration and then engaged in a lively and focused discussion showing good recall of what they had seen. There was even a reluctance to allow the teacher to draw the lesson to a conclusion at break time. Pupils in a Years 5 and 6 science lesson were alert and eager to suggest solutions to a problem. Excellent participation in a physical education lesson for the same years was observed. Pupils were enthusiastic to increase their skills and to improve their performance.
15. Behaviour in classrooms and around the school is good. Pupils are polite, courteous and very aware of how their actions affect others. Staff treat pupils with courtesy and respect, and this is reflected in the confidence and trust that they in turn have in their school community. There were no incidents of bullying or harassment during the inspection and there have been no exclusions during the past 12 months. Unacceptable behaviour, such as bullying, is not tolerated by the pupils themselves, or the staff. The school offers sensitive support for pupils identified as having behavioural difficulties. This ensures that

any disturbances are kept to a minimum and not allowed to hamper the learning of other pupils. Overall, pupils respond well to the behaviour and discipline policies and respect the high expectations of behaviour the school promotes.

16. The relationships between all members of the school community are very good. Pupils show respect for the values and beliefs of others and have a very good appreciation of the cultural and ethnic diversity between fellow pupils. All pupils are fully included in the life of the school and total racial harmony is one of its strengths. At the meeting held for parents before the meeting and in the returned questionnaires, parents praised the multi-cultural aspects of the curriculum and expressed appreciation of the way that pupils are encouraged to help each other
17. Pupils' personal development is very good. They are encouraged to show initiative and take responsibility. Class representatives exercise responsibility and, through the school council, have influence over a wide range of issues, including behaviour management, additional activities and contributions to charities. Older pupils support younger ones through an organised 'buddy' system and are taught how to lead play activities and resolve conflict. Older pupils also help to run the school library and are currently being taught how to help younger pupils develop their computer skills. Overall, pupils develop as mature, caring individuals who are well prepared for the next phase of their education, and for life in a multi-cultural society.
18. The very good attitudes to learning, personal development and relationships remain the same as reported at the previous inspection. Attendance is satisfactory and has been maintained since the last inspection in line with national expectations. Punctuality in mornings is good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is satisfactory. This is a similar judgement to the previous inspection, although during the current inspection no teaching was seen that was less than satisfactory. During the inspection, temporary staff at the school taught two classes. This was because of teachers' absence through illness. In 45 per cent of lessons seen, teaching was good or better. It was very good or better in 13 per cent of lessons and in one lesson seen teaching was excellent.
20. The best teaching seen was in Years 2 and 6, where teachers have higher expectations of their pupils, tasks were more challenging and learning improved in these lessons. The teaching of English has been a priority in the school. Teaching of this subject seen in lessons was good and is the major reason for the improved standards, particularly in writing. Teaching of science is good in Years 3 to 6, with a focus on investigative activities that capture pupils' interests. Much is achieved and standards are high. Teaching in mathematics is improving. However, teachers have yet to complete the training in teaching the National Numeracy Strategy. This factor has led to lack of confidence and standards have fallen below average. A strength in teaching is teachers' enthusiasm for the creative and aesthetic subjects. Pupils enjoy these lessons and learn at a good rate.
21. Teaching in the Foundation Stage² is satisfactory. A range of practical activities is presented in mathematics so pupils grow in confidence when learning early number skills. Letters and their sounds are taught regularly and pupils use this knowledge to recognise simple words in their favourite stories. Every opportunity is taken to develop independent and social skills. The children quickly accept responsibility for small tasks and their own

² The Foundation Stage begins when children reach the age of three and finishes at the end of the Reception class. It is a distinct stage in preparing children for later schooling.

personal needs. Planning includes activities for all of the areas of learning for this age group³ but the learning outcomes for lessons are not always clear. This leads to a lack of focus and purpose for activities and this hampers the rate of learning. Lessons are managed effectively and maintain children's interest. However, when the pace of a lesson slows, children have to wait for others to respond and their enthusiasm for the task wanes.

22. Throughout the rest of the school, teachers have a secure knowledge of the topics they teach. Since the last inspection, ICT has been a priority for the school and, as a result of training, teachers are far more confident to teach ICT skills. Teachers have a good knowledge for teaching art skills. These are taught thoroughly and lead to high quality work. The excellent teaching seen was in physical education. The teacher has a thorough knowledge of techniques to improve standards in athletics and maximum learning took place in the lesson. Teachers are less secure when teaching the numeracy hour. Aspects of mental mathematics and tasks set for groups are not always effective in extending learning.
23. The teaching of literacy skills is good and has improved significantly in response to additional training. Early reading and writing skills are now taught thoroughly. Lessons include regular activities that extend and consolidate pupils' knowledge of letters and their sounds. In Years 3 to 6, teachers do not always provide enough opportunities for pupils to practise their writing in other subjects. Also, expectations of pupils' literacy skills are not always sufficiently high in other lessons and so opportunities are missed to improve writing skills. Teaching of numeracy is now satisfactory but, in a few lessons, the introductory mental activity session is slow and pupils could be further challenged. As in literacy lessons, teachers do not always grasp every opportunity to challenge pupils or to extend their numeracy skills in other lessons.
24. Planning is satisfactory and most lessons follow the framework set out in the school's guidelines. Lesson plans for literacy and numeracy are more detailed than for other subjects, but most plans indicate clearly what is to be taught. It is a regular feature of lessons for teachers to share with pupils the focus of the lesson. These are then returned to at the end of the lesson to check on pupils' understanding. A less effective feature in planning is the lack of attention given to the different ages and ability groups in the class. This leads to pupils completing tasks that do not always extend their learning. This was apparent in religious education in Year 6, when many pupils quickly completed the set tasks and could have done harder work. This aspect of planning is better in English and mathematics, when pupils are grouped according to their ability and teachers focus more closely on pupils' previous learning.
25. Teachers have high expectations of pupils' behaviour and attitudes to work. In English, teachers always insist on work being neatly presented. However, these expectations of writing are not as high in other subjects and work is accepted which is not of as high quality as that seen in English. In science in Years 3 to 6, teachers challenge pupils to predict and provide their lines of enquiry. This is also evident in the pupils in Year 6, who attend a local secondary school to experience a wider range of activities. Standards are high in art because teachers present a range of activities that challenge pupils to improve their skills as well as their creativity. Expectations are not as high in mathematics. Higher and lower attaining pupils are not always sufficiently challenged and this leads to underachievement for this group of pupils.
26. Teaching methods are satisfactory. They are more effective in Years 2 and 6 and this leads to lessons being more interesting. All teachers plan opportunities for whole-class

³ These experiences refer to personal, social and emotional development; communication, language and literacy; mathematics development; knowledge and understanding of the world and creative and physical development.

activities and are effective leading these sessions. Questions are used effectively to recap on previous learning and to extend knowledge. In the best lessons, teachers include opportunities for partner work so that pupils improve their skills of collaboration. When teaching was not as effective, lessons relied too heavily on the use of worksheets, or the pace was too slow and interest started to deteriorate.

27. Teachers' control of pupils is good. This is because of the very good relationships teachers enjoy with their pupils. They manage some difficult situations calmly and maintain a happy atmosphere while being fully in control. This allows pupils to work in an undisturbed atmosphere. This is a very positive feature in Year 6 for the pupils with special educational needs. The caring atmosphere that is established in lessons enables these pupils to learn at a good rate.
28. Support staff are used effectively in lessons. They are fully involved in planning and have a clear understanding about the tasks that they are supporting. This is very beneficial for pupils with special educational needs. This is less apparent for pupils learning through English as an additional language because the school has less support available for these pupils. Resources are often used imaginatively to make lessons more interesting for pupils. This was successful in a history lesson about Ancient Egypt and is also a positive feature of most mathematics lessons. Currently, the school lacks ICT resources in class to enable pupils to practise their skills and this hinders progress in Years 3 to 6. The school has the extension of ICT as a school priority.
29. The use of assessment to help pupils improve in lessons, while satisfactory, is aggravated by the lack of individual targets for pupils. This leads to tasks being set that do not always build on previous learning. This is more apparent for higher and lower attaining pupils who, in a few lessons seen, could have been working at higher levels. In English, the school has introduced individual targets and these are leading to higher standards. In lessons seen, it was obvious teachers had recognised aspects of the curriculum that needed changing. They adjusted later lessons so that the needs of the pupils were met. Marking of pupils' work varies throughout the school. A few teachers include detailed advice so that pupils know how to improve their work, but this is not evident in all classes.
30. A few parents expressed concern about homework. Inspectors feel the amount of homework pupils are given is satisfactory. The work set extends pupils' learning and is valued by teachers. Parents support their children's reading at home and this is very helpful in increasing children's confidence and enthusiasm for reading.

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

31. The quality and range of the curriculum is good. All statutory requirements are met. The school clearly considers the rich diversity of its community and provides a lively, broad and balanced curriculum, which is relevant to the needs of its pupils. There are particular strengths in the performing arts of dance, drama, music and art, as well as in sport. The school is justifiably proud of its curriculum and of its achievement in these areas.
32. The curriculum for children in the Foundation Stage is satisfactory. An appropriate range of practical activities promotes sound progress towards the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. In the area of personal, social and emotional development, the curriculum is good and children make good progress. Whilst the provision for physical development is supported by class lessons in the hall or playground, opportunities to control large wheeled toys, or develop

climbing skills independently through outdoor play, are limited by lack of equipment and of a secure play area. Nevertheless, the Foundation Stage prepares children successfully for the next stage of education in Year 1.

33. Since the last inspection, the school has made good improvements to the curriculum. Schemes of work have been implemented in all subjects. These now provide teachers with a framework so that planning can build systematically on previous learning. The curriculum for ICT is much improved, but absence of suitable equipment to teach areas of modelling and control in Years 3 to 6 is hindering learning.
34. Initially, not all teachers had sufficient confidence in implementing the National Literacy and Numeracy Strategies and, in numeracy, the school has yet to complete all the recommended training. This has led to an element of uncertainty in teaching these subjects and is partly responsible for the drop in the school's performance in national tests last year. The school is working hard to make up for lost time. The National Literacy and Numeracy Strategies are now implemented effectively in all classes and are beginning to have a positive effect on standards. In English, mathematics and science, the curriculum does not always clearly match the full range of age and ability in each class. This is partly caused by the lack of clear learning targets and this hampers the progress of the higher and lower attaining pupils. Insufficient opportunities are created for pupils to practise and improve skills learnt in English, mathematics and ICT in other subjects. A rolling programme of topics ensures full coverage of the National Curriculum in science and all other subjects. Religious education is taught according to the locally agreed syllabus.
35. The school provides a very good range of interesting and lively lunchtime and after-school clubs, which are well attended by infant and junior pupils. Activities include sewing, chess, computers and Spanish, as well as many sporting and musical experiences. There are very good opportunities for older pupils to represent the school in competitive sport and in music festivals and performances. The school makes very good use of visits and visitors to bring the curriculum to life. The curriculum is also extended by additional classes that offer intensive support in English and mathematics for selected pupils. This has had a positive impact on the improving standards.
36. The school fulfils its mission statement to treat every individual, irrespective of age or role, with dignity, respect and trust. All pupils, including those whose first language is not English and those with special educational needs, have access to the wide curriculum offered. Care is taken to meet the interests of boys and girls, for instance, in the range of books provided.
37. There are very good arrangements to promote personal, social and health education. In carefully organised weekly discussions, pupils have opportunities to talk over issues that face them in everyday life. Assemblies and topics in many subjects increase pupils' understanding of moral and social dilemmas. Healthy life styles are encouraged through the science curriculum. The annual visit from the Life Education Van carefully raises the pupils' awareness of the use and misuse of drugs.
38. The provision for pupils' spiritual, moral, social and cultural development is very good. It is central to the ethos of the school and successful in raising the pupils' confidence and self-esteem. It contributes significantly to the pupils' thoughtful attitudes, their enthusiasm for learning and their sense of community.
39. The provision for spiritual development is very good. Frequent and regular opportunities for reflection are provided in the high quality daily acts of collective worship led by the headteacher and staff. Whilst assemblies fulfil statutory requirements, and are mainly

Christian in character, they encompass a wide range of experiences and beliefs, which promote spirituality effectively. Spiritual development is especially enhanced in the meditation assemblies. During the inspection, pupils reviewed pictures and then had time to reflect on the beauty of the world and appreciate new growth at springtime. Other assemblies with visiting speakers are thoroughly planned and organised by the school's worship group (staff, governors and parents working together). For instance, at Easter a Roman Catholic sister enthralled the pupils with a presentation about new life. A Quaker representative inspired pupils with her beliefs in a peace assembly. Times to think about the nature of religious belief and of the importance of religion in some people's lives are sensitively organised in the study of world faiths in religious education. First-hand experiences develop the pupils' sense of wonder at the natural world, such as observing the power of birds of prey at close range and feeling the softness of their feathers, or interpreting the opening of a flower in music. The school has recently involved pupils in designing and making a millennium garden as a quiet place for reflection.

40. Provision for moral development is very good. The school promotes positive moral values in all of its work. Pupils are given the chance to discuss the school's mission statement at the beginning of each school year. They translate it into rules for behaviour in their own classroom, so taking ownership of the school's standards of behaviour. The behaviour policy emphasises the school's high expectations and ensures that all pupils know what is acceptable and what is not. Teachers take time to talk through difficulties with pupils so that they begin to appreciate another point of view. Ethical issues, such as the separation of the Siamese twins in Manchester, are regularly raised as whole-school topics. In class, also, there are opportunities for debate. For instance, during the inspection Years 5 and 6 debated the handling of the foot and mouth crisis. Pupils are encouraged to consider global issues, such as the well being of the planet and the needs of others, as in the Fairtrade Breakfast Week that was organised by the school.
41. Provision for social development is very good. All pupils are encouraged to be responsible members of the school community. Older pupils are taught to look after younger pupils and act as playground helpers in settling disputes fairly. Through the buddy system, Year 6 pupils take responsibility for children in the reception class. Teamwork and responsibility are promoted as pupils learn to work closely with others, for instance when singing in the choir or playing in the school teams. Group work in class promotes collaborative skills so that pupils work together productively and respect each other's ideas. The school council involves pupils in the junior department in discussion of practical issues, such as playground behaviour. Pupils from each year group are given responsibility in the council, to put forward their points of view and set standards. Year 6 pupils are given minor administrative tasks around school. They act as librarians and show visitors around the school. Residential visits and out of school activities, such as the discos organised by the parents' and teachers' association, provide good opportunities for pupils to relate socially to each other.
42. Provision for the pupils' cultural development is very good. The school enthusiastically celebrates its diversity and provides an ethos of tolerance and respect for the individual. School families from a range of cultures share their customs to widen the experience of all. For instance, the pupils benefit considerably from taking part in a Japanese celebration of Children's Day led by parents. Pupils are made aware of the concept of European citizenship through the UNICEF⁴ Citizenship Project and through the first-hand experience of hosting pupils from Hungary, Austria and France. The school is involved in the Socrates European Partnership project, which promotes excellent opportunities for exchange visits with pupils from Budapest. Celebrations of religious festivals, such as Eid, Sukkot and Easter, promote awareness of a range of faiths. A good selection of books and resources widen pupils' appreciation of cultures other than their own. Through

⁴ United Nations Children's Fund

the rich art and music curriculum, pupils learn to appreciate the work of western artists as well as eastern traditions. Visits to the theatre and to museums enhance pupils' cultural development.

43. The school has very good relationships with partner institutions. These include established links with the feeder nursery schools, and a carefully organised and informative induction programme for new parents and their children. In addition, there are also close links with the receiving secondary schools that together mount an annual presentation evening to help parents with the selection process. Effective links are in place with the nearby college and university. The university's facilities are used for swimming and students from the college often support activities in the school. The school has very good links with the wider community and has been supported by a number of local and national companies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The support and welfare provided to pupils and the procedures for monitoring and supporting their personal development are good. Teachers and support staff know their pupils well and care for their personal needs in a sensitive and supportive way. Parents attending the meeting before the inspection, and those who returned questionnaires, confirmed that the school recognises the needs of all children and is particularly sensitive in its support for pupils with special educational needs. Good pupil support and welfare has been consistently maintained since the last inspection, when it was judged to be one of the schools' strengths.
45. Health and safety procedures are diligent and include good arrangements for first aid. Child protection procedures are effective and all members of staff are well briefed and alert to recognise any concerns. The headteacher is the designated child protection co-ordinator and has established close links with all appropriate outside agencies. Personal, social and health education is provided through the curriculum. The programme covers all aspects of social education, hygiene, sex and awareness of drug misuse.
46. The policies and procedures for promoting and monitoring behaviour are good. The management of behaviour is consistent throughout the school and incidents of unacceptable behaviour are dealt with effectively and sensitively. Procedures to eliminate oppressive behaviour are very good and the school places great emphasis on creating a harmonious society. Every opportunity is taken to celebrate the cultural diversity within the school and this is evident in the way pupils mix and play happily together. Pupils did not identify bullying as a problem in the school. This is a direct consequence of the school's appropriate emphasis on teaching pupils about the effect of their actions on others.
47. Procedures for promoting and monitoring attendance and punctuality are good.
48. Procedures for assessing pupils' attainment and progress are satisfactory and have improved since the last inspection, when assessment was identified as a weakness. In the Foundation Stage, information from an assessment carried out as pupils start school is used effectively to analyse children's needs and inform curriculum planning. Systems to assess attainment in English and mathematics are in place throughout the rest of the school. Data is collected from both statutory and non-statutory tests, and from other commercial tests used in the school. This information is used to make predictions of pupils' future performance and to modify planning. It has been most effective in raising standards in English, with the increased emphasis now given to writing. Assessment data is also used to group pupils according to their ability in English and mathematics. This is effective in helping teachers to give closer attention to the needs of all pupils.

Data collected from statutory tests is used to monitor the progress of boys and girls and to compare the school's performance with other schools nationally and locally. A weakness remains in the use of assessment information to track the progress of specific groups of pupils or to set individual targets for pupils. This means that teachers and pupils are not always clear about what it is they have to do to raise standards. There is evidence that this is developing in English with pupils being set targets for improvement. By using the assessment information in this way, standards in English are improving as teachers have a clearer picture of what pupils need to do to improve. In most other subjects, progress is measured by teacher observations and co-ordinators are developing assessment procedures to fit in with the new planning guidelines. Currently, the school lacks a formal system to monitor the progress made by pupils learning through English as an additional language. Although informal records are maintained of achievement in lessons and small group sessions these do not always focus on pupils' progress in language acquisition. Consequently, it is not always clear how much help these pupils need. Assessment procedures for pupils with special educational needs are more effective. These pupils have their needs assessed very accurately. This leads to good quality support to enable them to make good progress to meet the targets set for them in their individual education plans.

49. Assessment is an identified area for development and the school has already taken the step of acquiring the assessment manager computer programme. As yet only the headteacher and deputy headteacher are trained in its use. Plans are in place to train all members of staff in the near future in its use.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The consensus view of parents who attended the pre-inspection meeting, and returned questionnaires, was that children like coming to school and enjoy their work. They considered that relationships in the school are good, that children care for each other and behave well. Parents felt that the school recognised the needs of children who require support, that it is approachable and promotes a good partnership with parents. Parents also like the multi-cultural aspects of the curriculum. The inspectors agree with these positive views.
51. A number of parents expressed concern over the lack of detailed information on the progress their children are making, inconsistencies in the amount of homework provided and the shortage of up-to-date books in the school library. The inspectors consider that the information provided about the progress pupils make is good, but that more guidance is required to enable parents to help their children improve. The inspectors conclude that the use of homework to support learning is satisfactory. However, the inspectors agree with the criticism concerning the book stock in the school library. There are insufficient books to support independent research and investigation.
52. The quality of information provided to parents about the curriculum and other school activities is good. A very good introductory programme for new parents ensures a smooth start as children start school. Parents are encouraged to get involved in the school and are kept up to date with regular briefing sessions on the curriculum, as well as having special workshops and courses. For example, the most recent workshop focused on literacy. Special parental courses include 'Keeping up with Children' and 'Better Reading Partnership with Parents', the latter being targeted at parents who regularly help in school.
53. The annual progress reports meet statutory requirements, report on the effort and progress that pupils have made, as well as providing an outline of the curriculum taught. There is a brief report on the personal development of each pupil. The reports do not

provide any individual targets or guidelines to help parents support their children's future development, nor is there opportunity for any pupil self-assessment. For pupils with special educational needs the quality of information on progress is good. Parents are invited to regular review meetings, when the progress of pupils towards the targets specified in their individual education plans is discussed and new targets agreed.

54. The home/school agreement clearly defines the expectations and responsibilities of the school, the parents and the pupils. Overall, the contribution of parents towards the learning of their children is good. There is an active Friends of the School Association that organises fund raising events and contributes much practical assistance to school projects. A good example of such a project is the preparation of 'reading sacks' in which parents have assembled artefacts to illustrate and support the content of early reading books, thus stimulating the interest of younger readers in a story.
55. Overall, the impact of parents' involvement in the work of the school is very good. The good partnership with and the support of parents reported after the last inspection has been maintained.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are good. Since the previous inspection management has been hampered by the lack of a deputy headteacher. This has been resolved with a very recent appointment. The headteacher, senior management team and governing body have been successful in maintaining a rich curriculum that provides a wealth of activities for its pupils. They have been rigorous in ensuring that what is happening in the school reflects the school's mission statement, with its emphasis on equipping children with the virtues of tolerance and an acceptance of diversity within today's society. Purposeful leadership from the headteacher has been effective in putting into place procedures to raise standards. Prompt action has been taken to raise standards when they started to dip. The school now has a clear direction for future development and is committed to further improving standards. Success can be measured in the gradual improvement in national test results.
57. The management of subjects has improved since the previous inspection and staff now have clearer guidelines to inform their lesson plans. Detailed audits have been conducted to identify areas of improvement for their subjects. These are woven into the school's development plan so that staff are kept informed of priorities in all aspects of the school. However, these priorities are not always linked to standards. One reason for this is staff do not always check on standards in their subjects and they have limited opportunity to check on teaching and learning in lessons. This aspect is more developed in English and mathematics, but is underdeveloped in other subjects.
58. The management of provision for pupils with special educational needs is good. All statutory requirements are met. The services of a highly experienced consultant are a valuable asset in the identification of pupils and the subsequent planning of appropriate strategies.
59. The governors offer good support to the school. They are linked to a subject and visit regularly to discuss development with subject co-ordinators. As a result, they are well informed about what is happening in the school. Most governors are very aware of the many strengths in the school and are committed to maintaining a curriculum that allows pupils to excel in non-academic as well as academic subjects. Although governors are involved in reviewing the school's development plan they are not all aware about what the school has to do to improve. This is linked to some reluctance to monitor what is happening in classes. On the other hand, the chair of governors meets regularly with the

headteacher and has a clear picture of overall standards in the school and how weaknesses are being addressed. The committee structure is effective in allowing governors to follow up aspects in more depth and ensuring all statutory requirements are met.

60. The arrangements for monitoring and developing teaching are satisfactory. Currently, observations of teaching have focused on numeracy and literacy and have been effective in identifying areas that require improvement. This has already had an impact on standards in writing because the school now provides more opportunities for pupils to write independently. In other subjects, the opportunities to monitor teaching are underdeveloped. Procedures to monitor the school's performance are now in place, and results of national tests are analysed to identify aspects that require attention. This was less effective in the past and standards dipped. However, procedures are now more rigorous. The headteacher promptly sought advice and drew up an action plan that is already having a positive impact on standards. The governors are involved in reviewing test results and have agreed targets in English and mathematics for the pupils in Year 6, based on previous test results. Currently, these targets and the school's predictions do not give enough attention to the proportion of pupils acquiring levels above the national average. These figures could be more challenging.
61. The school development plan is good as it includes all aspects of school development. Although this makes it a lengthy document it is used effectively as an on-going record of development in all subjects and aspects of the school. Priorities are correctly focused on further raising standards in English, mathematics and ICT. There is specific information on action to be taken that will help governors to check the school's progress towards its targets.
62. Financial administration and control are good. A weakness identified in the previous inspection has been resolved and careful financial planning now leads to a balanced budget. All spending is now linked to the educational priorities set out in the school development plan. The finance committee receives regular information about spending and keeps a watchful eye on the budget. Governors seek to find best value for all their spending and this has led to financial savings as in the area of grounds maintenance. Specific grants have been used effectively to provide additional support for pupils with special educational needs. The effectiveness of this spending is judged by the good progress these pupils are making. Funds for ICT have been spent wisely and the school intends to extend resources as more funding becomes available.
63. The school administration is effective and the school runs smoothly on a day to-day basis. The recommendations from the most recent audit have been addressed.
64. Efficient management has led to an adequate number of teachers. There is a satisfactory balance of expertise and experience amongst members of staff. Training is linked to the priorities in the school development plan and has led to improvement in standards, notably in ICT. Good arrangements are in place to assist newly qualified teachers and staff new to the school.
65. The large, well-maintained buildings and site provide satisfactory accommodation. The older part of the building is less attractive than the new building, but teachers do much to enhance their rooms with attractive displays of children's work. Steps leading to different levels make the school unsuitable for disabled access. Management has made several applications to improve access but, as yet, has been unsuccessful. There is no secure outside play area for the children in the Foundation Stage. This hampers their progress in aspects of the Foundation Stage curriculum. Currently, the headteacher does not have

a private office and this makes it difficult for her to meet people in a confidential environment.

66. Overall, the school's resources are of a satisfactory level to support the learning of all groups of pupils. The new ICT suite provides facilities for whole-class teaching. As yet, classrooms are not sufficiently well equipped with ICT resources and this limits pupils' practise of their computer skills. The small library area and book selection would benefit from some enhancement to offer better support for pupils' personal study. The collection of musical instruments is in need of more tuned percussion instruments to give pupils more opportunities to develop their performing and composing skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. To improve further the quality of education the headteacher, staff and governors should:

- (1) raise standards in mathematics by:
 - planning work that meets the needs of pupils of all abilities, particularly the higher and lower attaining pupils;
 - providing more focused and regular opportunities for pupils to use their emerging skills to solve problems in numeracy and other lessons;
 - improving teachers' confidence and expertise by completing all units of the training in the implementation of the National Numeracy Strategy;
(mathematics is a priority in the school's development plan)
(see paragraphs 2-5, 8, 20, 22-23, 25, 34, 85-91)

- (2) further improve standards in information and communication technology in Years 3 to 6 by:
 - improving resources for control and modelling in Years 3 to 6;
 - improving resources in classrooms so that pupils can practise their skills in other subjects;
(information and communication technology is a priority in the school's development plan)
(see paragraphs 10, 28, 33-34, 66, 91, 96, 117-119, 130)

- (3) use assessment procedures in order to track the performance of all pupils, including those learning through English as an additional language. Use this information to produce improvement targets for every pupil in English, mathematics and science;
(see paragraphs 6, 29, 48-49, 84, 90, 97, 108, 113, 123, 128, 135, 140)

- (4) ensure staff with management responsibilities for subjects check more closely on standards in their subjects and provide further opportunities for them to monitor teaching and learning in lessons.
(see paragraphs 57, 91, 98, 108, 113, 118, 123, 129, 135, 140)

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

- provide suitable outdoor facilities for the children in the Foundation Stage;
(see paragraphs 32, 65, 75)
- improve the quality of annual reports to parents by including individual targets, telling parents how they can help their children and including pupils in self-assessment; (see paragraph 53)
- improve the number of books in the library and extend its use for independent research. (see paragraphs 66, 83-84)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

57

Number of discussions with staff, governors, other adults and pupils

34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	11	33	54	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	291
Number of full-time pupils known to be eligible for free school meals	55
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	61
English as an additional language	No of pupils
Number of pupils with English as an additional language	38
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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
	2000	21	23	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	15	18	20
	Girls	19	21	21
	Total	34	39	41
Percentage of pupils at NC Level 2 or above	School	77 (75)	89 (65)	93 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	19	20
	Girls	21	21	21
	Total	40	40	41
Percentage of pupils at NC Level 2 or above	School	91 (73)	91 (88)	93 (88)
	National	84 (82)	88 (86)	88 (87)

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
	2000	22	23	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	16	19
	Girls	14	10	19
	Total	28	26	38
Percentage of pupils at NC Level 4 or above	School	62 (69)	58 (74)	84 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	17	21
	Girls	16	12	19
	Total	34	29	40
Percentage of pupils at NC Level 4 or above	School	76 (76)	64 (76)	89 (76)
	National	70 (68)	72 (69)	79 (75)

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	1
Black – other	0
Indian	15
Pakistani	0
Bangladeshi	0
Chinese	2
White	215
Any other minority ethnic group	13

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: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	24
Average class size	26

Education support staff: YR– Y6

Total number of education support staff	8
Total aggregate hours worked per week	160

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	495,709
Total expenditure	513,466
Expenditure per pupil	1,795
Balance brought forward from previous year	8,557
Balance carried forward to next year	9,200

Results of the survey of parents and carers

Questionnaire return rate 28.5%

Number of questionnaires sent out	291
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	4	0	1
My child is making good progress in school.	55	30	8	5	2
Behaviour in the school is good.	46	43	4	1	6
My child gets the right amount of work to do at home.	44	41	10	5	0
The teaching is good.	51	40	6	1	2
I am kept well informed about how my child is getting on.	39	34	20	6	1
I would feel comfortable about approaching the school with questions or a problem.	63	24	10	1	2
The school expects my child to work hard and achieve his or her best.	56	35	6	2	1
The school works closely with parents.	31	53	11	4	1
The school is well led and managed.	51	35	4	5	5
The school is helping my child become mature and responsible.	52	42	4	1	1
The school provides an interesting range of activities outside lessons.	35	43	13	1	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Standards continue to be satisfactory, as at the time of the last inspection.
69. There are 47 children in the Foundation Stage,⁵ of whom 28 are in the reception class and 19 are in the mixed reception/Year 1 class. Although attainment varies widely, the great majority start school with skills at the expected level. This is confirmed by the careful assessments made of the new entrants soon after they start school. By the time the children join Year 1, the majority achieve satisfactorily and attain the early learning goals⁶ in communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. This is due to a suitable curriculum based on the above six areas of learning and to consistently sound teaching. In line with its mission statement, the school gives particular attention to personal, social and emotional development. Teaching is good in this area of learning and leads to children exceeding the early learning goals, and this represents good achievement.
70. The quality of teaching observed was never less than satisfactory and, in the reception/Year 1 class, teaching was often good. Throughout the Foundation Stage, relationships are strong and supportive. Teachers value the children's contributions and use praise and encouragement to raise their self-esteem, and persuade them to try hard with their work. Teachers and support staff work closely as a team to promote successfully children's achievement. Day-to-day assessment systems are helpful in recording progress in English and mathematics. These are used successfully to develop the curriculum. Particular care is taken to include all of the children. Pupils with special educational needs and pupils whose home language is not English are effectively supported. They have full access to the curriculum and make sound progress alongside their peers.

Personal, social and emotional development

71. This is an area of strength. Teaching and learning are good. Opportunities to promote personal, social and emotional skills are built carefully into all aspects of school life. Staff establish a calm supportive atmosphere where children feel cared for and secure. This enables children to sustain concentration and persevere to complete tasks. Each child is encouraged to feel confident as a member of the class and the school community. Children appreciate the needs of others, as when sharing tools like scissors or when simply sharing space on the carpet. The great majority enjoy school and are enthusiastic learners. They are becoming independent to select tasks from a set range, although they still have difficulty in dressing and undressing for physical education. Almost all co-operate happily with others. The whole class, for instance, works effectively together to control the parachute in physical education. They respond to well-established class rules, taking responsibility for tidying away and handling equipment with care. Most children relate happily to each other and show genuine pleasure when another child is successful. They benefit from the first-hand experience of joining in celebrations from different cultures, such as Japanese Children's Day, and show respect for other ideas and beliefs.

Communication, language and literacy

⁵ The Foundation Stage is the education provided for children from entry to a nursery to the end of the Reception class.

⁶ Early learning goals are expectations for most children to reach by the end of the Foundation Stage.

72. Teaching and learning are satisfactory. Teachers incorporate relevant elements of the National Literacy Strategy into their planning and plan lessons that meet the needs of this age range. On occasions, however, teachers plan an activity without a clear enough focus on the skills to be learnt. For example, in a word matching game the vocabulary used was not appropriate to the children's experience and so was not helpful in building up reading and spelling skills. Whole-class sessions are carefully managed and pupils listen attentively and join in class discussion. They enjoy stories and are enthusiastic in exploring sounds in rhyming games. Most follow the sequence in a story with good understanding. The majority of the children recognise most letters and their sounds, and use this knowledge to build up three- and four-letter words when reading and writing. They write captions in a phrase or a sentence for their pictures and enjoy using the writing corner independently to write messages and lists with increasingly accurate spelling. Teachers are good at encouraging children and raising their self-esteem. Children enjoy reading out their own work from the 'author's' chair.

Mathematical development

73. Teaching and learning are satisfactory. Teachers provide a range of interesting, practical experiences and include relevant experiences from the National Numeracy Strategy. Lessons are often practical and children handle equipment in order to develop mathematical concepts. These are usually structured to promote progress in small steps, building on what children know over time. Practical activities are used successfully to heighten the children's interest and foster learning. For instance, in one class, the teddy bear topic was used effectively to promote development in mathematics. When measuring and weighing teddies, children make accurate use of mathematical language like 'taller', 'shorter', 'heavier' and 'lighter'. They count up to 10 teddies and perform simple addition operations. Most pupils recognise numerals to 10 and can recite numbers in order to 30. They join in a variety of lively number rhymes to count one more or one less. Occasionally, the pace of learning slows when some children respond only slowly to the teacher and the rest of the class waits for all to be ready.

Knowledge and understanding of the world

74. Teaching and learning are satisfactory. This area is effectively taught through topic work involving an interesting programme of first-hand experiences. Good use is made of visitors to widen the children's experience. Occasionally, opportunities to extend learning further are missed because of a lack of structure and focus in activities. Frequent opportunities are provided for the children to make close observations of living things, particularly plants and flowers. They plant beans and watch them grow, recognising the roots, stem and leaves as they emerge. Children are encouraged to ask and answer questions from their observations. First-hand experiences when babies visit prompt children to consider and talk about ways in which they themselves have changed. They are enthusiastic to bring their own baby photographs to school. The children's experience of watching birds of prey close up, and stroking their soft feathers, filled them with an appreciation of the natural world. Children use information and communication technology (ICT) skills to support their learning in other subjects, especially in consolidating reading and number development. They control the mouse confidently to move objects on screen.

Physical development

75. Teaching is satisfactory. Learning, whilst being satisfactory, is hampered by lack of regular access to outdoor play due to absence of equipment and of a secure outdoor space. Teachers make good use, however, of the large space in the school hall and playground in class lessons. Children walk, skip and jump confidently, sharing space with an awareness of each other and developing increasing control over their bodies. They climb, swing and balance on large apparatus and travel in different ways over benches. Pupils co-operate successfully to control the parachute, working as individuals and as a

team. Whilst teachers give clear instructions and manage children effectively, activities are not always structured enough to build up skills systematically over time. Teachers do not always intervene sufficiently in group work to show children how to improve. Many opportunities are provided for pupils to practise fine motor skills. Children show increasing control of tools like scissors and pencils and use construction toys adeptly to carry out their own purposes.

Creative development

76. Teaching and learning are satisfactory and sometimes good. Good work was observed in the reception/Year 1 class, and children drew some careful still-life pictures after looking closely at a painting by Van Huysum. They took great care, selecting thick or thin pens to draw insects, flowers, leaves and stems. Teachers plan a variety of opportunities for children to explore a range of different materials. Sometimes, staff provide too much support, as when children assemble templates, and this leaves little opportunity for children to use their imagination. Occasionally, when children spend too long at activities, such as using clay or construction toys, they become fractious and concentration deteriorates because the activity is insufficiently challenging. Children are enthusiastic to choose colours and shapes when printing flower pictures. Interesting opportunities are created for role-play. Children enjoy using the puppet theatre and pretending to be different characters in the garden centre set up in their classroom. Occasionally, adults do not always intervene enough to help children extend their vocabulary and develop their ideas.
77. There are good links between school and home. Introduction to the school is good and the school welcomes children and parents to the school community. The buddy system, where each Year 6 pupil takes responsibility for looking after a reception child, is helpful in raising self-esteem and confidence in both reception and Year 6 children.

ENGLISH

78. Results in the national assessment tests in 2000 were below the national average for pupils at age 7 in reading, and were average in writing. When compared with similar schools, standards were well below average in reading, and average in writing. Results for pupils at age 11 in all aspects of the subject were well below the national average and the average of similar schools. This represents a fall in standards since the time of the last inspection, when standards were judged to be in line with the national average. The decline in standards was due in part to a year group with a larger than usual number of special educational needs pupils and problems with staffing. However, the main contributory factor was the school's delayed reaction to the implementation of the National Literacy Strategy. Although the school introduced the strategy at the correct time, staffing difficulties and some resistance from staff meant that the school fell at least a year behind other schools in introducing this initiative. It thereby lost ground against other schools, where standards improved. The school has now fully introduced the National Literacy Strategy. Inspection findings point to an improving picture, where standards of attainment for all pupils are now rising again. Currently, standards are satisfactory in all aspects of English. Considering pupils start in Year 1 with average standards in language and literacy this represents satisfactory achievement by the great majority of pupils. Pupils with special educational needs and those learning through English as an additional language are carefully supported in lessons. When a need is identified, additional help is provided and these pupils make good progress. A significant area of improvement is in writing, where modifications to the National Literacy Strategy have been made to allow further time to be spent on extended writing activities. This approach is clearly leading to a rise in standards. The school has set realistic targets for 2001. The school now faces the challenge of continuing the current improvements in order that more pupils will achieve levels above the national average.

79. By the end of Years 2 and 6, standards in speaking and listening are satisfactory. In Year 1 and Year 2, teachers successfully build on the earlier work done in the reception class. This results in the higher attaining pupils being attentive listeners, with the confidence to contribute to class discussions and to ask questions. However, many still need the reassurance of teachers before making a contribution to whole-class discussion. A few pupils call out rather than waiting for their turn, but this is mainly linked to their enthusiasm. The good relationships teachers have with their pupils encourage everyone to take part in lessons. Year 2 pupils had no hesitation in pointing out to the teacher that the sentence 'The horse neigh at the hippopotamus' would sound much better if the word 'neighed' was used. The development of mutual trust and respect is a powerful influence on the confidence of pupils. As they progress through the school pupils are continually encouraged to fully participate in all lessons. By the end of Year 6, pupils confidently take part in a debate about the current foot and mouth crisis. The debate takes the form of a public meeting, where the pupils are in role as politicians, scientists, farmers and members of the public. The higher attaining pupils ask pertinent questions with confidence and their responses to these questions are carefully thought out and well articulated. At times, discussion is heated with pupils calling out and they have to be controlled by the chairperson. This provides an excellent example of how the ethos of the school, which places great emphasis on self-esteem, has helped pupils to gain in self-confidence and develop skills in speaking and in listening.
80. Standards in reading are sound for the majority of 7- and 11-year-old pupils, with higher attaining pupils achieving a good standard. Throughout the school, reading standards are beginning to rise because of the impact of the literacy hour. The introduction of practical activities to teach letters and sounds has given pupils confidence to try out new words that they have not met before. Pupils in Year 1 are taught how to look at the pictures for clues to the word and how to use their knowledge of phonics to build up the word until they can say it. In Year 2, pupils use the computers to correct a piece of text with misspelt words and correct them using a dictionary. All of these recent introductions are leading to a growing confidence in looking at words. Most pupils have a keen interest in books. They are happy to talk about books they have at home and which ones are their favourites. A higher attaining pupil in Year 2 had a keen interest in poetry and read a series of poems with good expression and obvious enjoyment. In his spare time, he enjoyed writing his own poetry. Pupils at a very early age are encouraged to use the library corner in the classrooms to find information. Many start to use the contents list and the index to find the information they require. Pupils of all abilities in Years 3 to 6 talk with knowledge about favourite authors and show a wide range of reading interest, from horror stories to humorous texts. By the end of Year 6, most read accurately and with understanding. These skills support learning in other lessons. For example, in religious education pupils successfully scan a piece of text to find key words and information. Higher attaining pupils have reached a level of reading 'between the lines' and deducing how the author is going to develop the story.
81. Writing standards throughout the school have shown a rapid improvement in the past year. Due to clearly focused, good teaching the pupils have made up a considerable amount of ground and have now reached a position where the majority of pupils are attaining average standards. Pupils in Year 2 have clear targets set for them in the front of their English books and this is encouraging them to work hard to achieve. Their joined-up writing is developing well and presentation has improved a great deal. Pupils write in sentences and use simple punctuation correctly. Most make a good attempt at writing a short story, although a few lack variety in their vocabulary. This improves in their imaginative stories about the 'Dinosaur Infant School' and the higher attaining pupils use good descriptive words and humorous comments. Pupils write in a range of styles. For example, after making a visit to the theatre they write a report on the event. They write

instructions for making a sandwich and get the correct sequence of ingredients and actions. By the end of Year 6, pupils have extended their knowledge of grammar and punctuation. Higher attaining pupils use paragraphs and punctuation with accuracy and write in a range of styles. Other pupils are aware of the purpose of punctuation, but do not always remember to use them and at times their work still contains errors. Stimulating teaching draws on the experience of pupils for many of their writing tasks as well as introducing them to new experiences and styles of writing. Higher attaining pupils study and compare a cultural folk tale with a narrative poem. In doing this work, they compare similarities and differences between the two. Their poetry writing is sensitive and well thought out, showing the care teachers take in preparing the pupils' writing. Whilst looking at the development of reasoned arguments, pupils produce some quite remarkable writing, with words such as 'carnage' being used to describe the destruction of the rain forests. During this work, both in the oral and written sessions, there was clear evidence of the school's success in developing the confidence of pupils with special educational needs. They were fully included in every aspect of the lesson and made significant contributions to debate, suggesting words and phrases confidently. Throughout the school, work in English is well presented in a joined-up script. This represents a good response to the time spent teaching handwriting.

82. Pupils' improving literacy skills are having a positive impact on standards in other subjects. For example, pupils write in geography about the rain forests, using technical vocabulary correctly. However, teachers do not always provide sufficient opportunities for pupils to practise the skills acquired in English in other subjects. Similarly, teachers do not always have as high expectations of literacy skills in other subjects and pupils could achieve more.
83. The quality of teaching seen was good. Teaching seen was never less than satisfactory and in 75 per cent of lessons teaching was good or better. In 25 per cent of lessons seen the teaching was very good. It is this good teaching that, in a short space of time, has pulled attainment up from well below average to average and enabled pupils to learn at a good rate. The reorganisation of the literacy hour has had a significant impact on the improved rate of learning. A particularly good feature is the way teachers directly link group work activities to the first part of the lesson. As a result, pupils have time to put into action the things they have learnt. A good example of this was when the whole-class session was looking at settings for stories and, following this, the group tasks were to develop the pupils' own stories with the focus on the setting. This work was also reinforced in the homework that had been set. Introductions to lessons are effective and, as a result, pupils know what they are expected to learn and how this fits in to previous lessons. Teachers set high expectations of pupils' work, particularly in Years 2 and 6, and this again is pulling up standards. It is also giving pupils a renewed confidence in their abilities as they realise just what they are capable of doing. In the best lessons, the pace is brisk and challenging and teachers adopt different styles and approaches to meet the needs of the lesson. This adds variety and holds the interest of the pupils. The teaching of basic skills, particularly letters and their sounds, is good and pupils use this knowledge to build new words. They recognise common beginnings and endings and are provided with strategies that help them to spell and read. A good feature of most lessons is the use of support staff. They have a very clear understanding of their role and work well to support pupils in their activities. They often work with less able pupils, talking them through aspects of the lesson so that they gain in confidence and learn at a good rate. Work is carefully marked and there are helpful comments to help pupils improve their next piece of work. Less effective aspects of teaching are planning for the use of literacy skills in other subjects and the use of the library to extend research skills.
84. The management of English is good. Prompt action has been taken to raise standards and these are now having a positive impact on standards. Assessment procedures have

been put in place and the development of individual targets is helping pupils to have a good idea about what they need to do to improve. The introduction of story sacks, made by parents and helpers, has provided pupils with access to a range of books that they can borrow and share with their parents. The home reading diary helps parents to keep in touch with the progress their children are making and is a useful link between home and school. Although the school has a library adjacent to the school hall it has a limited number of books and is underused for independent research. The effect of this is that pupils do not have enough opportunities to use a range of books for investigation. The school is aware of this and intends to re-site and re-stock this facility.

MATHEMATICS

85. Evidence gathered during the inspection indicates that standards attained by 7 and 11 year olds are below those expected nationally. This indicates a fall from the satisfactory standards at the time of the last inspection. Lower standards are due to staffing problems (recently resolved), to ineffective implementation of the National Numeracy Strategy and to a lack of consistent challenge for pupils of higher and lower abilities. The school has already begun to implement strategies for improvement and standards are beginning to rise again
86. The rate of learning in lessons observed during the inspection was satisfactory. Current standards are higher than those attained in national tests in 2000, when the performance of 7 and 11 year olds was well below the national average and well below that of similar schools. Pupils with special educational needs often receive support in class and make satisfactory progress. Pupils learning through English as an additional language make satisfactory progress and are often helped by other pupils if they do not fully understand an aspect of the lesson.
87. Attainment on entry is average, as shown in tests on admission to the reception class. Therefore, current standards indicate a number of pupils are underachieving. This is reflected particularly in the lower percentage of pupils working at the higher levels, especially in Year 2, and the higher number of lower attainers in Year 6. Achievement is hampered by the lack of focused targets to ensure that tasks planned clearly match the learning needs of the pupils.
88. By the end of Year 2, most pupils recall addition and subtraction facts to 10. They are beginning to understand what a digit in a number up to 100 is worth. When adding, they choose an appropriate method, such as doubling or near doubling and adjusting by one. Lower attainers are unsure when near doubling and have difficulty in deciding whether to add or subtract the extra one. Most pupils count forward and backwards using a number line to 100 and are beginning to understand the place value of digits. Their knowledge of numbers beyond 100 is not well developed. Teachers make good use of practical equipment and visual aids to support pupils' learning and increase their understanding. White boards also are used effectively to enable pupils and teachers to quickly work out their problems and check their answers. Almost all pupils recognise a range of two- and three-dimensional shapes. Higher attainers sort solid shapes into sets, using criteria such as curved edges and right-angled corners, and display their work practically in Venn Diagram form. Almost all are aware of standard and non-standard units of length. They measure and compare the longest and shortest hand-spans. They practise their data handling skills to record their findings in a class graph. They collect data about favourite foods and with help translate their lists into block graphs.
89. By the age of 11 years, most pupils employ a range of strategies for working out problems in their heads. They round up to the nearest ten, hundred or thousand when adding and subtracting with whole numbers and decimals. Lower attainers lack

confidence and work slowly, often waiting for others to answer. A significant number do not know their times tables well enough and use a memory prompt to help in their calculations. Most pupils use a 100 square to calculate simple fractions and decimals. Higher attainers reduce fractions by cancelling down. Practical activities are used effectively to teach pupils about shape. Pupils are enthusiastic to make models, for example 'net city'. They construct three-dimensional mathematical models by linking given faces or edges. Most, but not all, are confident in measuring the perimeter of a simple shape and in counting the squares to find the area. Good attention is given to teaching data-handling skills. The great majority display and interpret information accurately with understanding of mode and median. They construct simple line graphs, for instance to show the rate of water cooling.

90. The quality of teaching and learning is satisfactory. Teaching was satisfactory in 82 per cent of lessons observed and good in 18 per cent. The National Numeracy Strategy is now being implemented satisfactorily in all classes. However, two elements of the numeracy hour, mental mathematics and group sessions, need further development in order to improve pupils' progress. In most classes, daily mental mathematics sessions are used effectively to improve the pupils' skills in manipulating numbers in their heads. In a few classes, however, the pace is not brisk enough. Some pupils are not actively engaged in the session and do not learn as well as they could. Whilst assessment procedures are in place, teachers do not consistently use information gained to plan group work accurately to meet the differing learning needs of pupils of all abilities in each class. This sometimes results in a lack of challenge for individuals and groups and slows the pace of learning. Organisation of group tasks is not always effective and leads to teachers being prevented from concentrating on a focus group because they have to give advice to other pupils. This disturbs concentration and slows progress. Teachers invariably manage the pupils well. They use praise and encouragement with the result that pupils are confident to answer questions and demonstrate in class. Good working atmospheres are set where pupils sustain concentration and complete tasks. Teachers give clear explanations and use mathematical language accurately, so that pupils extend their understanding. Throughout the school, teachers promote a stimulating learning environment through interactive displays, which encourage pupils to ask and answer questions and to count and calculate independently.
91. Management of the subject has recently changed and is now good, although the monitoring of teaching and learning in class is not yet fully developed. A recent thorough audit of the pupils' performance in annual tests has identified several areas for development. This has correctly identified the need to focus on improving skills in problem solving. Currently, the area of using and applying mathematics is insufficiently emphasised. Whilst there is some good practice, many pupils have difficulty in using the knowledge gained in numeracy to solve problems in other areas. Insufficient opportunities are provided for pupils to use their skills in real-life situations and in other subjects. Staff are beginning to use information and communication technology to support work in data handling. A few teachers, however, are not confident. This is because the school has not yet completed the National Numeracy Strategy schedule, particularly the unit that links numeracy with information technology.

SCIENCE

92. Standards at the age of 7 are average. By the age of 11, standards are above average. This shows that the standards reported at the time of the last inspection have been maintained. Consistent good teaching and an emphasis on practical investigation have contributed to this achievement. From a satisfactory level of attainment as they start school, these standards represent satisfactory achievement for pupils in Years 1 and 2.

Progress improves as pupils move through the school and the high standards reached by the time pupils leave school are a significant achievement for many pupils. Pupils learning through English as an additional language are included in all lessons, but they have limited extra help and, overall, make the same progress as other pupils. Pupils with special educational needs throughout the school make good progress because of the good level of support they receive.

93. Inspection evidence reflects the results of teachers' assessment in 2000, when standards by the age of 7 were in line with the national average. The test results for pupils at the age of 11 showed standards were above average. The number of pupils exceeding this level was also very good. When compared with similar schools, standards were above average. Results show a steady rise in standards over the past four years. A contributory factor to this success is the extra teaching support and use of a wider range of resources provided for higher attaining pupils at a local secondary school. This is having a significant impact on raising standards for these pupils.
94. Boys scored slightly higher than girls in national tests. Teachers are aware of this and endeavour to stimulate girls' interest more in lessons in order to improve their standards. Occasionally, girls are overwhelmed by the boys in discussions and other activities and the school is encouraging boys and girls, to check all have the same learning opportunities.
95. By the end of Year 2, pupils carry out simple tests and compare their observations. They name the body parts of themselves and of animals and know what foods are needed for healthy living. Teachers make this study interesting by inviting visitors to bring animals such as owls, hedgehogs and a lamb for the pupils to examine closely. Pupils explore the properties of materials and investigate how they can be changed. Results show an understanding about the different characteristics of materials. For example, pupils identify materials that are waterproof. Pupils understand materials can change and know that ice turns into water when heated. Pupils record their observations by drawing and filling in missing words on worksheets. There is very little evidence of pupils using their writing skills to describe in more detail their findings, or of using block graphs or pictograms to record measurements. When studying what influences the movement of objects, pupils in Year 2 try to predict how far a toy car will roll down a slope. However, pupils were unsure of how to do this and their investigations lacked a clear thread of thought. Pupils did not understand what measurements they had to take to check on their investigations. To raise pupils' levels of understanding of physical processes, learning outcomes should be more precisely defined and pupils presented with more opportunities to practise the required skills.
96. In Years 3 to 6, pupils have ample opportunities to carry out their own experiments. Teachers' careful organisation of groups and resources helps all pupils to take an active part in investigation and to share findings with others. This represents an improvement in teaching approach since the last inspection. Discussion with pupils shows that they enjoy science lessons. This, together with a review of their work, indicates that most pupils by the end of Year 6 know how to classify different substances correctly as solids, liquids or gases. They describe methods of separating mixtures, for example by evaporating water from a salt solution. A study of the different organs of plants helps them to describe how seeds travel to reproduce. Pupils in Year 4 have a clear understanding of how gravity pulls objects downwards. The teacher's very detailed explanations, supported by pupils' own experiments with paper parachutes, help them to understand how air resistance affects this force. When discovering how to change the pitch and loudness of musical instruments, Year 6 pupils show good understanding of the need to make predictions. Teachers' progressively probing questions encourage pupils to think carefully and to analyse their findings. As a result, pupils understand fair testing and suggest suitable

ways of recording information about how vibrations can be altered. Teachers' emphasis on the importance of clearly recorded conclusions is seen in most pupils' neatly written explanations and charts. Pupils with special educational needs and those with English as an additional language receive good support in presenting their findings in suitable ways. Opportunities for all pupils to use computers to express their data or for research are few. The school has plans to increase the range of suitable software. There was no evidence of pupils being familiar with consulting reference books for information.

97. In Years 1 and 2, teaching and learning is satisfactory. In Years 3 to 6, the teaching is good. This is reflected in pupils' increased rate of learning and in their real interest in their lessons. In the best lessons, the variety of activities maintains pupils' interest and, as a result, they co-operate very well in shared investigations. Teachers make the most of the time allowed by keeping lessons moving at a brisk pace, continually checking on progress and prompting pupils' responses. In effective lessons, well-chosen resources, such as the stringed and percussion instruments provided for the lesson on sounds, allow pupils to experiment purposefully. Teachers' consistent focus on appropriate methods and precise terminology, such as 'friction', 'force' and 'gravity', ensure that pupils develop correct patterns of working. Teachers have a secure subject knowledge and the use of searching questions and organisation of challenging activities are major factors in the improving standards. When teaching was less effective, lesson outcomes were unclear. In Year 2, this led to pupils being unclear about the focus of the investigations they were carrying out. Teachers use a variety of suitable strategies to assess pupils' standards, such as questioning, practical tasks and completion of test worksheets. However, teachers do not use the results of these assessments in order to raise standards further by tracking pupils' progress more effectively than previously. These details are not used to identify improvement targets for pupils of all needs and abilities.
98. Management of the subject is satisfactory. Current priorities include adding more detail to the planning guidelines to support teachers in their lesson plans. Future plans include opportunities for the co-ordinator to teach in other classes. However, currently there are insufficient opportunities to observe teaching and learning in order to gain a clearer picture of standards in each class.

ART AND DESIGN

99. Standards of attainment in art and design are above those normally expected for pupils at ages 7 and 11 years. This represents good achievement for all pupils, including those with special educational needs and those learning through English as an additional language. The school has worked hard to protect the teaching of the performing arts at a time when the emphasis on numeracy and literacy has caused many schools to reduce the time spent on these valuable areas. Since the time of the last inspection, standards have risen and this has been an area of improvement in the school.
100. In Years 1 and 2, pupils produce good representations of things that they have observed. Their observational paintings of owls are not only accurate in depicting the features of these particular birds, but they clearly show the confidence pupils have in using paint. Pupils mix the different colours carefully to create a likeness of the feathers' shades and to capture the eyes of the owls. The work on self-portraits shows confident use of materials and their careful application. By the time they are seven, pupils' observational skills are well developed and, in Year 2, their pencil work has progressed to a good standard. Pupils observe familiar landmarks in Lancaster and produce pencil drawings. These drawings are accurate and of a high standard, with pupils using techniques of shading to produce light and dark. In Year 2, pupils work creatively with stencils and templates. After producing their own designs for stencils, pupils use pastels to produce

their design. Their use of pastels is both imaginative and sensitive and, once again, pupils show the confidence they have in exploring the use of a new media.

101. The quality of the artwork improves as pupils move through the school. Standards are high at the end of Year 6. Pupils are confident when working with a wide range of materials. Teachers value pupils' efforts and this gives pupils confidence in their own abilities and leads them on to greater success. The work inspired by the paintings of Kandinsky is colourful and exciting. It shows how much time the teachers must have spent discussing and talking about the features of the work of the artist. At times, the work has a very practical aspect to it as pupils work out a design for the new school garden. This work brings together their well-developed observational skills and their skills with pencils. The quality of the pupils' observational skills is extremely good. In Years 3 and 4, whether they are observing snowdrops, fruits or buildings, pupils produce quite remarkable pictures. They are skilful in using paint, pastel and pencil as well as a range of other resources. The true quality of pupils' work is very evident in the Years 5 and 6 pictures of landscapes and the very high quality drawings of still life and the human form.
102. Few lessons were seen in art. It is not possible to judge the quality of teaching and learning other than through the observations made of pupils' work. Looking at this work shows that the teachers set high expectations and that pupils take pride and care in their work. Lessons are obviously diligently prepared with high quality resources available to the pupils. The teaching of skill and techniques has been very good in order to produce work of the high quality seen. In all the classes, the teachers take care to display the work prominently and give it the status it deserves. As a result, pupils are very proud of their achievements and confident to try new ideas because they know their efforts are valued. Teachers link art effectively to other subjects. For example, Year 2 pupils had produced excellent examples of Muslim mosaics and, during a study of the contrasting climates of Lancaster and St. Lucia, the pupils had produced some remarkable chalk and charcoal illustrations.
103. The subject is very well managed by an extremely enthusiastic co-ordinator, who believes in the value of high quality artwork and works hard to successfully motivate the development of art and design throughout the school. The subject makes a significant contribution to pupils' spiritual and cultural development.

DESIGN AND TECHNOLOGY

104. The standards at 7 and 11 years are similar to that found in most schools. This judgement is the same as that identified in the previous inspection. Although little design and technology was seen being taught during the inspection, pupils' work indicates the great majority of pupils are achieving satisfactorily. Pupils with special educational needs and those learning through English as an additional language make satisfactory progress. They extend their knowledge and skills at an acceptable rate as they move through the school.
105. In the infant department, pupils start to learn the importance of making plans for their models. In Year 1, pupils draw plans of a garden and a few use building bricks to try out their ideas. By the end of Year 2, pupils have improved their designs, and identify the material and tools they will need to make a vehicle to transport an egg. Higher attaining pupils include ways to make the vehicle move; for example, to include a bag on the top so that it will increase its speed in the wind. Most pupils use cardboard for the egg to sit on because it will be stronger than paper. Pupils have not yet got to the making stage and so there was no evidence of evaluation.

106. By the age of 11, pupils know an increasing range of techniques to enable them to adjust their plans when building a range of items. A wider range of materials is used and pupils used wood and art straws in their models of bridges. Discussion with pupils show they practised drawing their bridges from all angles and tried their designs out with building bricks before moving on to make their finished models. Evaluation to check the strength of the bridge was carried out by using weights and some changes were made in the making process. There was little evidence of pupils in Year 6 making mechanical models incorporating cogs, gears and pulleys. In the lesson seen in Year 4, pupils give close attention to detail in their stitching and understand the need to plan ahead, for example, by sewing the material inside out to conceal the seam.
107. There is insufficient evidence to make an overall judgement on the quality of teaching and learning. Teachers' planning is satisfactory. Teachers include opportunities for design as well as making. Effective links are made with other subjects and, as part of their work on rivers, the bridges were made in Year 6. In the lesson seen, there was good management from the teacher and safe practices were observed. This led to good behaviour and pupils persevering to produce their best work.
108. Management of the subject is satisfactory. Since the last inspection there has been improvement in the range of resources that are now adequate. National guidelines have been introduced to improve planning although, as yet, these do not include any assessment procedures. Currently, the co-ordinator does not have an opportunity to check that the guidelines are being introduced effectively in lessons.

GEOGRAPHY

109. No geography lessons were observed during the inspection. Judgements have, therefore, been based on discussion with pupils and staff and an analysis of pupils' work. This shows that, by the ages of 7 and 11, pupils achieve satisfactorily and reach standards similar to those found in most schools. Pupils with special educational needs and those learning through English as an additional language are fully included in lessons and make sound progress. Standards reported at the time of the last inspection have been maintained.
110. By the end of Year 2, pupils record their observations of contrasting localities in pictures and writing. Examples are seen in their very detailed drawings of roofs of houses and the dome of the Ashton Memorial. Pupils draw simple plans of the school garden and label the main features. They understand how people affect the garden. For example, they like the tulips and the path, but do not care for the prickly bush or the litter. Pupils have a satisfactory knowledge about places in Britain and the world. This is developed through following the travels of 'Barney Bear', a soft toy. When pupils go on holiday they take turns to photograph him in different locations. This useful teaching approach helps pupils to focus on different places in the world. Pupils in Year 1 develop their mapping skills in a numeracy lesson by planning the course of a programmable robot on a picture road map. They carefully explain the course taken. However, pupils do not have enough opportunities to develop their computer skills in geography lessons.
111. By the end of Year 6, pupils talk confidently about the influence of water on landscapes. They explain different river features using the correct terminology, such as 'source' and 'meander'. Pupils understand the effect flooding has on people and the local environment. They have a growing awareness of physical and human environmental issues. For example, they describe how global warming is affecting the melting of the polar ice cap. They know that people's change of land use from farming to tourism in the Caribbean causes different problems for the people and the area. Teachers organise a good range of interesting activities that involve pupils in practical investigation. A local

study is undertaken through whole-school themes, for example the canal project, which encompasses several areas of the curriculum. There is little evidence in work of pupils achieving at a higher than average level.

112. As no teaching was seen, it is not possible to make a judgement on the quality of teaching and learning in lessons. A positive feature in teachers' planning is the wide variety of visits arranged to extend pupils' knowledge about contrasting areas in this country. These include the Butterfly House at the park, the River Lune, a farm, the coast and the city. Pupils' European awareness is well promoted by the school's links with a school in Budapest. The exchange visits made by some pupils, together with 'European Days', provide an interesting focus for learning about different people, countries and ways of life. The school values its association with people from a variety of cultural backgrounds in sharing information about their lifestyles, and in its work with St Martin's College for 'World Day'.
113. Management of the subject is satisfactory. The scheme of work is being further developed to include more details on the skills to be taught. Currently, skills and learning targets are listed, but it is unclear how particular geographic skills link with topics to be studied. Assessment procedures are not yet in place. This was a weakness identified in the previous inspection that has not been fully addressed. The co-ordinator does not focus sufficiently on the standards achieved or have enough opportunity to monitor teaching and learning, and this makes it difficult to identify how pupils' enquiry skills can be further developed.

HISTORY

114. Standards by the ages of 7 and 11 are in line with those expected for this age. These standards are similar to those reported at the time of the last inspection. Taking into consideration pupils' average attainment as they start school, these standards represent satisfactory achievement for the vast majority of pupils, including those who speak English as an additional language. Pupils with special educational needs receive effective support, which helps them to make good progress.
115. By the age of 7, most pupils understand that people's lives change over time. They identify differences between 'then' and 'now'. For example, when learning about Lord Ashton's contribution to the local area, Year 2 pupils make perceptive observations from photographic evidence to compare his hairstyle, clothing and spectacles with present day styles. Their understanding of the passing of time is satisfactory and pupils understand how events can be represented on a time line. For example, pupils in Year 2 placed Ashton, Princess Diana, 'Posh and Becks' and themselves in the correct chronological order. They have a sound knowledge of earlier times and have learnt about the Romans and the type of armour a Roman soldier would wear.
116. By the age of 11, pupils refer correctly to different periods of history, such as the Victorian era and Tudor times. They describe reasons for some contemporary decisions and changes and identify correctly the reigning monarchs. They understand, for instance, that a reason behind Henry VIII's marriages was his need for a son and heir. Their writing of letters to a newspaper shows their knowledge of the appalling working conditions of children during the Industrial Revolution. They have a satisfactory knowledge of the improvements made by benefactors, such as Lord Shaftesbury, and contrast these with their own lives. In their study of Ancient Egypt, pupils in Years 5 and 6 learn about the influence of the beliefs and achievements of an ancient civilisation. After examining hieroglyphic symbols pupils invent their own pictorial writing. They begin to understand that the past can be presented and interpreted in different ways. For example, while

listening to a book extract about the discovery of King Tutankhamun's tomb they refer to their visit to a museum's presentation of these archaeological finds.

117. The quality of teaching throughout the school is at least satisfactory and sometimes very good. Pupils develop good attitudes to the subject and learning is satisfactory overall. A positive feature in the teaching is the effective use of questions to increase pupils' understanding. This was very effective in Year 2 when pupils had to work out possible reasons for events and to justify their responses. Teachers clarify new terminology. For example, to demonstrate the meaning of 'slave' a pupil was asked to perform quickly a series of fetching and carrying tasks. Teachers plan activities that allow pupils to develop the skills of historical investigation. This was effective in a Years 5 and 6 lesson when pupils responded with interest and curiosity to a carefully presented and resourced lesson about Ancient Egypt. This gave pupils an effective insight into the dramatic discovery of evidence after thousands of years. Discussion of hobbies and belongings helped them to understand how tomb finds illustrate the importance of such objects to Egyptians. Teachers make the past more vivid for pupils in a variety of ways. They arrange opportunities to visit historic buildings, dress in period clothing and practise Tudor dance steps. There was little evidence in Years 1 and 2 of teachers using history to extend pupils' literacy skills by expressing their ideas through writing. Similarly, in Years 3 to 6, tasks set are not always sufficiently challenging to extend pupils' skills of investigation or their descriptive writing. The use of ICT for research is underdeveloped. Teachers offer sensitive support for pupils with special educational needs and they are often asked to record work in ways more suited to their ability
118. Management of the subject is satisfactory. Improved guidelines to support teachers' planning have been introduced since the last inspection. As yet, these do not clearly identify the specific history skills to be developed. Resources are adequate, although there is a need to increase resources for research using ICT. The lack of opportunity to monitor teaching and learning makes it difficult for the co-ordinator to identify how standards can be raised throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

119. Standards are in line with those expected for their age for pupils at the end of Year 2. They are below expectations at the end of Year 6. This is an improvement since the last inspection when standards throughout the school were judged to be below expectation. Since the last inspection the school has greatly improved facilities for ICT. A computer suite has been installed in the school, with a good range of networked computers. This is carefully timetabled to provide access to this facility for pupils of all ages on a weekly basis. Teachers and support staff are also timetabled each week in order to improve staff confidence in using the computers and in methods of teaching the pupils. However, in Years 3 to 6, the current range of resources for control technology and for modelling do not enable pupils to have sufficiently frequent opportunities to fully use and extend their skills. It is for this reason that pupils by the age of 11 are unable to reach the required standards. Although the facilities provided within the suite have made an enormous difference to the range of provision, there is still a need to upgrade facilities within each classroom. Currently, the lack of resources means computers are not available to support work in other subjects and software is not readily available to support planned activities. The school is well aware of both of these shortfalls and they are priorities in the ICT development plan. Staff realise that the acquisition of these resources will increase the range and number of opportunities for pupils to improve their skills and use them to support work more consistently in a broader range of subjects.
120. Pupils in Years 1 and 2 are developing satisfactory computer skills. Pupils at an early age are given regular opportunities to use the mouse and the keyboard. These skills are

built on effectively as pupils move into Year 2, where the computers in the suite are used to support work in literacy. In one class, the living story disc is used to encourage whole-class reading, and this leads to good expression by the pupils. This is followed by an opportunity for pupils to edit a piece of work on the screen. During this activity they use dictionaries to help correct mis-spelt words. Whilst the majority of the pupils are engaged on this task, a group of six pupils uses a programmable toy to plot a course that has been set for them by the teacher. These Year 2 pupils show an increasing awareness of which keys to use, for example 'back space' and 'space bar', to control the position of the cursor on the screen. They use the delete button to amend the text. Their knowledge of where the keys are is improving and they are confident in the use of upper and lower case letters.

121. In Years 3 to 6, pupils become increasingly more aware of the range of options that are available to them on the computer. They are able to select the particular program they want to use and select a range of options in order to create a symmetrical picture. They learn how to create a second image of their picture, how to drag it into a new position and then how to flip one of the images over. Pupils save their work into a folder along with other work already completed. Computers are used to handle data collected in a mathematical activity and produce detailed graphics resulting from work on Judaism. During each week, one of the training sessions is for a group of Years 5 and 6 pupils, who are being trained by the ICT co-ordinators to act as mentors for younger pupils. These older pupils are not only improving their own skills, but also learning how to pass them on to others. During the inspection, they were working with the programmable toy and explaining to each other the steps they were taking in controlling it.
122. Insufficient lessons were seen to make a judgement on the overall quality of teaching. In the lessons seen, the teaching and learning was good in one lesson and satisfactory in the other. It is apparent that both teachers and support staff are becoming increasingly confident to teach ICT. The ICT suite is used in an organised way and this is having a positive impact on the good rate of learning now being seen throughout the school. Pupils with special educational needs, and those learning through English as an additional language, are included in all aspects of the work and make good progress.
123. The subject is managed effectively. There is a strong commitment to improving standards in ICT, particularly in Years 3 to 6. Although a clear action plan is in place to further improve standards there is limited monitoring to identify how successful new initiatives are in the different year groups. The school is introducing an assessment system but, currently, the lack of assessment information means most teachers do not have records about the progress pupils are making. The school has made a good start in improving the subject and is committed to further raising standards.

MUSIC

124. Standards at 7 and 11 years are better than those found in most schools. This represents good achievement for the great majority of the pupils, including those with special educational needs and those pupils whose home language is not English. They learn skills and acquire knowledge at a good rate as they move from class to class. Performing skills are particularly well developed by the age of 11 years. Since the last inspection, standards have improved in the infants and the high standards recognised in the juniors have been maintained.
125. The quality and range of singing is very good. This is due in part to the enthusiasm and skills of the curriculum co-ordinator in setting high standards and communicating high expectations to staff and pupils, especially in Years 3 to 6. The choice of a wide variety

of interesting songs harnesses pupils' energies so that they work hard and give of their best. Pupils in Years 1 and 2 sing tunefully, with or without accompaniment. They follow the beat accurately and control their singing to hold a long note at the end of a line. They appreciate the rhythm of a song when making up their own lyrics. In Years 3 to 6, pupils have a wide repertoire, from North American Indian to Jewish songs. They achieve an inspiring overall effect when singing in parts. Staff organise groups effectively so that pupils maintain their own parts whilst singing unaccompanied. Many pupils are confident to take solo parts and perform with confidence. Good opportunities are provided in school productions and in music festivals for older pupils to perform in front of larger audiences. The rap composed by Year 6 pupils was especially well received.

126. Throughout the school, teachers encourage pupils to enjoy making and listening to music. Praise and encouragement are used effectively to build up pupils' confidence so that they are not afraid to explore musical ideas and perform with and for others. In Year 1, pupils are keen to create sound effects to accompany a story. They use their knowledge of percussion to select suitable instruments to represent particular sounds. Good organisation, as in most classes, makes sure all pupils take turns to perform. Pupils concentrate hard to play and to remain silent at appropriate moments. They work together to improve their performance. By the time they are seven, most pupils are confident in recognising and exploring ways in which sounds are made and arranged. The expertise of a volunteer music teacher is used very well to provide high quality, first-hand experience. For instance, pupils learn effectively about the woodwind family by watching and listening to the flute and clarinet. They explore ways of creating different sounds for themselves by blowing over bottles. Extra-curricular ocarina lessons are available at lunchtime for pupils in Year 2. These greatly enhance the performance skills of the majority of the year group. Pupils follow symbols competently and co-operate effectively with others to perform an impressive repertoire.
127. By the end of age of 11, pupils use their own simple notation to write down their compositions. They work in groups to develop ideas, and are confident to consider and explore patterns in pitch and rhythm. They improve their work with practice and are beginning to appraise the work of others. In discussion, they show good knowledge of music from a range of cultures and from several famous composers. Extra-curricular lessons in flute, recorder and keyboard extend learning for some pupils and raise the profile of music throughout the school when pupils play in assembly. Opportunities to sing in the choir at certain times in the year raise singing standards further for many pupils.
128. The quality of teaching and learning is good. Teachers use their very good management skills to set purposeful working atmospheres, where all pupils sustain concentration and learn at a good rate. Lessons proceed at a lively pace, which maintains the pupils' interest and enthusiasm. In some classes, where teachers are less confident, the school makes very good use of outside expertise. Teachers use day-to-day assessment effectively to develop the curriculum. Formal procedures to assess pupils' attainment are not in place.
129. The curriculum co-ordinator provides good leadership, but her role in monitoring teaching and learning is not sufficiently developed. Good improvement has been made since the last inspection and a thorough and detailed scheme of work has been introduced. This provides for the systematic development of skills over time and, therefore, composition skills, given insufficient prominence before, are now well developed. However, the range of tuned percussion is still narrow and keyboards are still insufficiently used.
130. The school plans music as part of its performing arts curriculum, which it sees as especially important and particularly relevant to the pupils in its care. In line with the

school philosophy, all pupils are included, and encouraged to take an active part, in learning through the broad curriculum provided. There are excellent links with dance and drama. Mathematics, for instance counting in Year 1, and English skills, in discussion, are successfully promoted in music lessons. Insufficient use, however, is made of ICT and the curriculum co-ordinator has identified this as an area for development.

PHYSICAL EDUCATION

131. Standards and pupils' achievements at the end of Year 2 are similar to those found in most schools and are the same as those identified in the previous inspection. The high standards previously identified in Years 3 to 6 have been maintained. At the end of Year 6 standards are high and represent a good level of achievement for the vast majority of pupils. Pupils with special educational needs, and those who speak English as an additional language, are fully involved in all activities and make the same progress as their classmates. Pupils are very supportive of each other and sensitively offer encouragement to those who find physical exercise difficult.
132. At the end of Year 2, pupils move around the hall confidently, changing speed and direction. They find different ways to travel along the benches and on the large apparatus. The more physically able pupils are beginning to be imaginative with their shapes and try hard to improve their performances. Most are able to perform a sequence of different actions, but a few are less confident in linking their movements together smoothly. When watching other pupils perform, pupils are beginning to suggest ideas for improvement. They appreciate that exercise is beneficial for the body and understand that warming up is essential to prepare the body for exercise.
133. In response to good and, in one lesson seen, excellent teaching, standards improve in Years 3 to 6. A strength of the curriculum is in the variety of games activities offered to pupils. Skills are taught thoroughly and this leads to confidence in performing a range of activities. For example, in athletics pupils understand how to throw a javelin and aim to get sufficient height in their throws. They appreciate this is different to the two-handed underarm push needed for a heavy ball. When sprinting, they use their arms to increase their speed. Pupils work hard to run faster and throw longer distances. Pupils take part in a wide range of games and understand the need to follow rules if the game is to be fair. Standards in dance are also good and pupils in Year 6 are inventive with their movements. For example, spiky shapes represent icicles and flicking, light actions for shivering trees. Skills of collaboration are very good. Pupils discuss ideas and adapt their movements until a cohesive group dance is produced. They are justifiably proud of their work and eager to perform in front of the class. In Years 3 to 6, pupils have an opportunity to go swimming. Currently, half of the pupils are able to swim at least 25 metres.
134. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. Lessons follow a clear structure and teachers give due attention to safety. This leads to pupils taking care and considering the needs of others. Teachers encourage pupils to experiment with their movements and, as a result, pupils develop their creative and imaginative skills. Teachers often include pupils' demonstrations to clarify a particular skill, but do not always allow them an opportunity to improve following a demonstration. For example, pupils in Year 1 were eager to have a go at an imaginative wriggling activity they observed, but there was no chance to do this. One of the strengths in the very good and excellent lessons seen in Years 5 and 6 was the pace of activities. No time was wasted and pupils moved swiftly to new tasks. A good rate of activity was maintained throughout the lesson. This was not as evident in other lessons when the organisation of apparatus led to pupils waiting for a turn.

135. Management of the subject is good and new guidelines have been put in place since the last inspection. Assessment procedures are not in place and this is to be integrated into the new planning guidelines. Monitoring of standards is done by observation in lessons when the co-ordinator teaches other classes, but this does not extend to all classes. This makes it difficult to have a full picture of what is happening throughout the school. Several members of staff give generously of their time to provide clubs after school. These activities include netball, cricket, athletics and golf, and extend pupils' experiences as well as promoting their social development. The school has justifiably earned a good reputation in the locality for its success in inter-school competitions.

RELIGIOUS EDUCATION

136. Standards at 7 and 11 years are in line with the standard expected in the locally agreed syllabus for religious education. This represents satisfactory achievement for the great majority of pupils. Strengths in standards are pupils' spiritual awareness and their understanding of the importance of their actions and how these can affect others. Standards identified in the previous inspection have been maintained.
137. By the end of Year 2, pupils have a sound knowledge of Christianity and the way Christians live. They know the major Christian festivals and recognise the importance of Christmas and Easter to Christians. Pupils retell the Christmas story in detail. They know stories about Jesus are written in the Bible and have learned about stories in the Old Testament. For example, pupils in Year 2 have learned about Joseph and the life of his brothers. Much teaching is done by discussion. Pupils decide how their actions make the class happy and refer to 'being nice to others' and 'playing with friends'. Pupils develop good knowledge about different celebrations from a range of world faiths. They celebrate Eid and Chinese New Year. They know these are special celebrations for people all over the world. In Year 2, pupils have studied the beliefs of Hinduism and related these to their own experiences through a 'rainbow of emotions'. This includes their interpretation of colours, such as 'red makes me cheerful and green unhappy'.
138. Pupils in Years 3 to 6 extend their knowledge of other world faiths. Teachers effectively link pupils' personal development to different traditions. For example, pupils in the mixed Years 3 and 4 classes studied Judaism and the importance of the Bar Mitzvah celebration to boys. This topic was effectively extended into debate about whether boys and girls should be treated differently, and to discussions about their aspirations for the future. By the end of Year 6, pupils have given considerable thought to the Four Noble Truths in their topic on Buddhism. For example, taking the right action by learning to say "No" to drugs. They reflect on their life experiences and consider how they can help people who are less fortunate than themselves. They appreciate that different religions have symbols and artefacts that are very valuable to them. They appreciate the Qu'ran is a sacred book and provides guidance to Moslems, just as the Bible is important to Christians.
139. Teaching and learning were satisfactory in the lessons seen. Teachers celebrate the diversity of faiths in the school and pupils respect the beliefs of all. Pupils with special educational needs, and those learning through English as an additional language, receive sensitive support and make satisfactory progress. Although the school has a good range of artefacts they were not in use in lessons seen. The overuse of worksheets led to some lack of enthusiasm about the set tasks. Higher attaining pupils complete the tasks quickly and could have gone on to further extend their knowledge. This also leads to missed opportunities to extend pupils' writing skills, which is currently a priority for improvement in the school. Teachers prepare carefully and, in Year 6, emphasis was placed on important words. Many pupils had a secure understanding by the end of the lesson of vocabulary linked to Sikhism. Teachers plan effective links with other subjects, such as the use of ICT, when looking at Islamic art, to design patterns.

140. Co-ordination of the subject is satisfactory. The detailed planning guidelines ensure the locally agreed syllabus is followed carefully. Currently, the school lacks any assessment procedures and this makes it difficult to check on pupils' progress. This will be easier for the school since the new syllabus coming in to place defines clearer levels of attainment. The co-ordinator does not give close enough attention to checking on pupils' standards in the school and has limited opportunity to check on strengths or areas for development in the school. Since the previous inspection, more resources have been obtained and these are organised efficiently by the co-ordinator. Visits to places of worship have not been made, but the school invites different speakers into the school to lead whole-school acts of collective worship. The formal curriculum is extended by topics planned by the school's 'Worship Group' that is made up of staff and governors. For example, pupils' understanding of global issues was increased when the school had a Fairtrades Breakfast Assembly.