

INSPECTION REPORT

ST ANTHONY' S CATHOLIC PRIMARY SCHOOL

ShIPLEY

LEA area: Bradford

Unique reference number: 107348

Headteacher: Mrs A Cook

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 21st - 24th May 2001

Inspection number: 192023

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: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: High Busy Lane
Shipley
West Yorkshire

Postcode: BD18 1HD

Telephone number: 01274 592738

Appropriate authority: The Governing Body

Name of chair of governors: Father W Finnegan

Date of previous inspection: February 1997

Team members			Subject responsibilities	Aspect responsibilities
22361	Marina Gough	Registered inspector	English Art Music Physical Education Equal opportunities English as an additional language	The school's results and achievements How well are pupils taught? What could the school do to improve further?
19727	Eric Langford	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?
7983	Iain Johnston	Team inspector	The Foundation Stage Mathematics Design and technology	How well is the school led and managed? How good are the curricular and other opportunities offered to the pupils?
10228	Sue Russam	Team inspector	Science Information and communication technology Geography History Special educational needs	

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Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school caters for pupils between the ages of four and eleven, and there are currently one hundred and thirty eight pupils on roll. Pupils' attainment when they join the Reception class is below the expected level, and sometimes well below the expected level, and some pupils have had no pre-school experience. The percentage of pupils known to be eligible for free school meals is 10%, which is below the national average. This figure does not give a true reflection of the socio-economic background of the school population as a whole, and masks the deprivation experienced by a number of families. Although eleven pupils have English as an additional language, only one pupil is at the early stages of language acquisition. Twenty-nine pupils have special educational needs, and this represents 21% of the school population and is average. The headteacher, staff and Governing Body are very aware that a minority of pupils have barriers to their learning, because of their home circumstances, and do everything they can to ensure that all pupils have full and equal access to the opportunities provided by the school.

HOW GOOD THE SCHOOL IS

This is a very effective school, which gives good value for money. Pupils of all ages and abilities make good progress in almost all subjects as they move through the school and achieve their full potential. Pupils' attainment in English and science is in line with national expectations overall at the end of Key Stage 2, and their attainment in mathematics is above national expectations. There are some higher attaining pupils in all year groups who attain above the expected levels. The quality of teaching is good, and has some very good features. Pupils have very positive attitudes to school and to work, and they enjoy their learning. The headteacher provides outstanding leadership for the school and is well supported in her work by the Governing Body, staff and parents.

What the school does well

- Pupils' attainment in mathematics is above average at the end of Key Stage 2.
- Teaching is good and has many good features.
- Pupils of all ages and abilities, including those who have special educational needs, make good progress and achieve their potential.
- Pupils have very positive attitudes to school. Their behaviour is very good. Relationships are excellent.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- Links with parents are very good, and they are fully involved in the life and work of the school.
- The leadership and management of the school is very good overall. The headteacher's leadership is outstanding.

What could be improved

- The allocation of time given to subjects other than English and mathematics, and the organisation of the timetable.
- Provision for outside play for pupils in the Foundation Stage.
- Assessment procedures in subjects other than English and mathematics.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has worked hard since the last inspection and has fully addressed all of the issues identified in the last inspection report. There have been several changes in staff, and there are now no unsatisfactory elements to teaching. The quality of teaching and learning has improved significantly, throughout the school. The new headteacher has, together with the staff and the Governing Body, drawn up a good quality School Development Plan which effectively guides the school's work. All statutory requirements are now fully met, and parents receive excellent levels of information. The school has recently improved the provision for information and communication technology by setting up a networked computer suite which comfortably accommodates full classes of pupils. The school has improved at a very good rate since the last inspection.

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	D	D	C	C
Mathematics	B	B	B	A
Science	B	B	C	C

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

The table shows that on the basis of the end of Key Stage 2 2000 national tests, pupils' attainment is in line with the national average in English and science, and above the national average in mathematics. Standards in mathematics have been consistently above average for the past three years. Standards in English have started to rise, but standards in science have recently dipped. Variations in the results from year to year are not always significant, because the groups of pupils entered for the tests are generally small, and the performance of one pupil can alter the entire picture. In comparison with similar schools, the pupils' performance is average in English and science and well above average in mathematics. The inspection findings indicate that pupils' attainment is in line with national expectations overall in science and English, and above national expectations at the end of Key Stage 2.

The results of the end of Key Stage 1 2000 tests indicate that pupils' attainment in mathematics is in line with the national average, their attainment in reading is below the national average, and their attainment in writing is well below the national average. In comparison with similar schools, the pupils' performance is well below average in reading and writing and below average in mathematics. The Key Stage 1 results show much more variation than the Key Stage 2 results, because of the vast differences in the ability of pupils when they start school. Over the past four years standards have ranged from well above average for some year groups to below and well below average for other groups. The inspection findings indicate that the attainment of the current group of Year 2 pupils is in line with national expectations in English, mathematics and science.

Although pupils of all ages and abilities make good progress and achieve well, most classes contain a high proportion of lower attaining pupils, and a relatively small proportion of higher attaining pupils. This makes it difficult for most year groups to attain above average standards in any subject. Discrepancies between the inspection findings and the test results are because of differences in the ability of the different cohorts of pupils. The school sets appropriate, accurate and challenging targets for Key Stage 2 pupils, which take account of pupils' past performance.

The inspection findings indicate that pupils at the end of both key stages attain the expected level in art and design, geography, history, physical education and information and communication technology. In music, pupils' attainment is above national expectations at the end of both key stages. In design and technology, pupils' attainment is in line with national expectations at the end of Key Stage 1, and above national expectations at the end of Key Stage 2. Pupils make good progress from a low starting point, and a small number of higher attaining pupils in each year group achieve particularly well. Good support for pupils who have special educational needs ensures that their needs are fully met, and that they achieve their full potential.

By the end of the Foundation Stage, most pupils attain the early learning goals in each of the areas of learning. Pupils' attainment when they start school is often below, and sometimes well below, the expected level, and the Reception pupils make good progress in their first year of school and receive a good start to their education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils of all ages are keen to come to school and enjoy their learning. They demonstrate very good levels of concentration and are highly motivated.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in class and this enables lessons to run smoothly. At playtimes, there are very high levels of co-operation and good humour. Pupils are extremely polite, friendly and helpful.
Personal development and relationships	Very good overall. Pupils are confident members of the school community and willingly accept responsibility for jobs around the school and aspects of their own learning. Relationships are excellent.
Attendance	Good. Above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
32 lessons seen overall	good	good	good

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

During the inspection, the quality of teaching was excellent in 3% of lessons seen, very good in 26% of lessons, good in 58% and satisfactory in 13% of lessons. Teaching has improved significantly since the last inspection, partly as the result of changes in staff, and

partly because of good quality in-service training which has helped to develop teachers' subject confidence and expertise, especially in literacy, numeracy, information and communication technology, design and technology and physical education. The teaching of English and mathematics is good and has some very strong features. Teachers are particularly successful in the way in which they challenge higher attainers in literacy and numeracy sessions, enabling them to achieve high standards in their work. Basic skills of literacy and numeracy are successfully promoted across the curriculum. Although the teaching of science is satisfactory, some teachers do not have the same confidence that they do when teaching other subjects, and lessons are not always as lively as they might be. Support for pupils who have special educational needs is good, and helps them to achieve the targets in their individual education plans, and to make good general progress. Pupils' learning is good. Pupils respond very positively to the enthusiasm of their teachers, which motivates them in their work and encourages them to give of their best. Pupils of all ages and abilities work hard and take an active role in lessons. They particularly enjoy practical sessions where they co-operate very well. The teaching of pupils in the Foundation Stage is of a consistently good standard, and pupils make good progress, often from a low starting point. Good emphasis is placed on play as a vehicle for learning, and independent learning skills are very effectively promoted.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and well-balanced curriculum for pupils of all ages. However, literacy and numeracy sessions are overlong, and this reduces the total amount of time available for other subjects. The school identifies pupils who are gifted and talented and provides additional support for these pupils to enable them to achieve their full potential.
Provision for pupils with special educational needs	Good. The school makes good provision for pupils who have special educational needs, enabling them to achieve their full potential and to make good progress.
Provision for pupils with English as an additional language	Although the school has eleven pupils who have English as an additional language, only one is at an early stage of language acquisition. Overall, the school's provision is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school promotes very positive values and attitudes which closely reflect its Mission Statement. The provision for pupils' social and moral development is very good, and provision for their spiritual and cultural development is good. The school has recently introduced a programme for personal and social education which is having a very positive impact on the pupils' personal development.
How well the school cares for its pupils	Very good. This is a very caring school where the well-being, health and safety of pupils is the shared concern of the headteacher and staff. Assessment procedures for English and mathematics are very good, but those for other subjects are not yet fully effective.
How well the school works in partnership	Very good. Since the last inspection the school has greatly improved its links with parents. There are justifiably very high

with parents	levels of parental satisfaction, and relationships between home and school are excellent.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides outstanding leadership and has engendered an excellent team spirit amongst staff. Co-ordinators are very effective in the way in which they fulfil their roles. The deputy gives very good support to the headteacher.
How well the governors fulfil their responsibilities	Good. The Governing Body is very supportive of the school and ensures that all statutory requirements are fully met.
The school's evaluation of its performance	Very good. The headteacher and Governing Body have a very clear idea of the school's strengths and weaknesses through a regular and rigorous programme of monitoring and evaluation.
The strategic use of resources	Very good. The school uses its resources well and seeks to ensure best value when reaching spending decisions. The school's finances are very closely monitored and well managed. The school gives good value for money.
The adequacy of staffing, accommodation and learning resources	The adequacy of the accommodation is good, and the building and grounds are well maintained. There is a generous level of staffing, and staff are well deployed. The range and quality of learning resources is satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents are pleased with the standard of education provided by the school. Parents agree that the pupils' behaviour is good. Parents are very pleased with the welcome they receive when they visit the school, and find it easy to approach the staff and headteacher with problems and concerns. Parents state that the quality of teaching is good throughout the school. Parents agree that their children like coming to school. Most parents are pleased with the amount and frequency of homework. Parents believe that they receive very good levels of information about the life and work of the school. 	<ul style="list-style-type: none"> Some parents would like more extra-curricular activities.

The inspection findings fully endorse the parents' very positive views of the school. The school has made great strides forward since the last inspection in the way in which it involves parents in school life. Parents are often consulted about proposed changes, and are made to feel very welcome when they visit the school. The school now provides a good range of extra-curricular activities, although there are few which involve Key Stage 1 pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' attainment when they start school spans the full ability range, but is below the expected level overall. Almost half of the pupils have only limited language skills when they join the Reception class, and are reluctant speakers. The school has no Nursery class, and some of the pupils have little pre-school experience on which to draw. By the end of the Foundation Stage, as pupils transfer to Year 1, most pupils attain the Early Learning Goals in each of the areas of learning: personal, social and emotional development, communication language and literacy, mathematical, physical and creative development, and knowledge and understanding of the world. Pupils do not make as much progress in some aspects of their physical development as they do in other areas because there is no outside play area. There is a shortage of big play apparatus, such as wheeled toys, slides and climbing frames, and there are not enough opportunities for pupils to experience these activities through visits to local parks.
2. Although pupils of all ages and abilities make good progress and achieve well in most subjects, most classes contain a high proportion of lower attaining pupils and a relatively small proportion of higher attaining pupils. This makes it difficult for most year groups to attain above average standards in any subject. Discrepancies between the inspection findings and the test results are because of differences in the ability of the different cohorts of pupils. The school sets appropriate, accurate and challenging targets for Key Stage 2 pupils, which take account of pupils' past performance.
3. The end of Key Stage 1 2000 national test results indicate that pupils' attainment in reading is below the national average and that their attainment in writing is well below the national average. In mathematics, their attainment is in line with the national average. In comparison with similar schools, based on the percentage of pupils known to be eligible for free school meals, the pupils' performance is well below average in reading and writing, and below average in mathematics. The Key Stage 1 test results vary considerably from year, reflecting the different compositions of the groups of pupils.
4. On the basis of the 2000 end of Key Stage 2 national tests, pupils' attainment is in line with national average in English and science, and above the national average in mathematics. Standards in mathematics have been consistently above average for the past three years. Standards in English have started to rise, but standards in science have recently dipped. Variations in the results from year to year are not always significant, because the groups of pupils entered for the tests are generally small, and the performance of one pupil can alter the entire picture. In comparison with similar schools, the pupils' performance is average in English and science and well above average in mathematics.
5. Because of improvements in the quality of teaching over the last few years, overall standards are steadily rising, although this is not always evident in the end of key stage test results, because of the composition of the groups of pupils. The percentage of pupils attaining the higher levels in English and mathematics is

increasing but, despite the good levels of support they receive, there is still a high proportion of pupils who do not attain the nationally expected levels.

6. The inspection findings indicate that pupils' attainment is in line with national expectations in science and English at the end of both key stages, and in mathematics at the end of Key Stage 1, and above national expectations in mathematics at the end of Key Stage 2. Recent strategies, such as employing part-time teachers to enable mixed age classes to be split into year groups for literacy sessions, are having a very positive impact on pupils' learning, and ensure that pupils of all abilities are fully stretched. However, this practice requires a great deal of co-operation amongst staff, and has resulted in all literacy and numeracy lessons being taught in the morning session, reducing the amount of quality time that is available for other subjects.
7. Challenging individual and class targets in literacy and numeracy ensure that pupils have a clear idea of their strengths and weaknesses. Targeted pieces of work in English and mathematics are very carefully marked, and teachers' comments give pupils a real understanding of what they need to do to improve their work further, and show pupils how much progress they have made in their work. These strategies are having a very positive impact on pupils' learning and their attainment, but have not yet been extended to science.
8. At the end of both key stages, pupils attain the expected level in art and design, geography, history, physical education, and information and communication technology. In design and technology, Key Stage 1 pupils attain the expected level, and the attainment of Key Stage 2 pupils is above national expectations. In music, pupils' attainment is above national expectations at the end of both key stages. Pupils make good progress from a low starting point, and a small number of higher attaining pupils in each year group achieve particularly well. There has been a real improvement in standards in physical education since the last inspection, as the result of better teaching and an improved curriculum. Standards have also improved overall in information and communication technology, although there are still some gaps in pupils' learning, such as in control technology at Key Stage 2, which will be addressed by the newly introduced national scheme of work.
9. Pupils who have special educational needs receive good levels of support and make good progress towards the targets in their individual education plans and good general progress in their work. They achieve standards that reflect their ability. The school has identified pupils who have barriers to their learning and these pupils, with the support of a learning mentor, are developing more positive approaches to their work. Gifted and talented pupils are given additional support to help them to achieve their full potential.

Pupils' attitudes, values and personal development

10. The attitudes, values and personal development of pupils are very good and have improved since the time of the last inspection. Pupils of all ages and abilities are keen to come to school and quickly settle down to their work. Most pupils have good listening and speaking skills which enable them to take an active part in class lessons and to make a valuable contribution to class and group discussions.
11. The great majority of pupils demonstrate high levels of commitment to their work and are highly motivated and enthusiastic learners. Many sustain very good levels of

concentration during lessons, and collaborate well with one another in both group and paired activities. Older pupils display high levels of confidence and are willing and keen to share and discuss their learning with others. A good example of this was seen during the inspection, when a number of older Key Stage 2 pupils carried out research into the living and working conditions of child mill workers in the Victorian times, which they shared with the rest of the class and then with the rest of the school in an assembly.

12. The standard of pupils' behaviour in and around the school is very good. Parents are very pleased with the improvements in behaviour that have been achieved over recent years. The very good behaviour seen in class, is very much the result of good teaching and the consistency with which teachers manage and monitor behaviour. The well-structured system of rewards and sanctions is clearly understood by pupils and their parents and sets a clear code of conduct that successfully guides pupils' behaviour.
13. There have been no permanent or fixed term exclusions since the last inspection, and no evidence of any inappropriate behaviour was seen during the inspection. An anti-bullying culture is actively promoted within the school. Parents and pupils agree that any incidents of inappropriate behaviour by pupils are swiftly and effectively dealt with by staff.
14. Relationships amongst pupils, and between pupils and staff are excellent, and are based on mutual trust and respect. Many pupils from all year groups display a natural sensitivity to, and awareness of, the needs of others, and many examples were seen in the school, and in the playground, of unsolicited help and support being offered to other pupils. Pupils throughout the school are very polite and helpful, and are encouraged from a very early age to consider the needs of others. Pupils collaborate well with each other in their learning and play activities. They take turns without question, and generously share resources and ideas when working in small groups. All pupils display a pride in their school, and treat property and learning resources with care.
15. The school provides pupils with a good range of opportunities to promote their personal development. From the Reception class onwards, pupils are encouraged to take responsibility for aspects of their own learning, and older Key Stage 2 pupils conscientiously take on whole school responsibilities, such as preparing the hall for assembly. Pupils willingly accept and undertake their assigned responsibilities in school with vigour and pride. Older pupils are involved in looking after the younger pupils and demonstrate genuine care and support in organising and playing games with them in the playground, and sitting with and helping them at lunchtime. Of worthy note is the development of the School Council. The elected members of the School Council take their duties seriously, and understand the importance of reporting the proposed outcomes of ongoing discussion topics to their classmates so that decisions take account of the views of the whole school population.
16. The rate of whole school attendance is very good. Pupils enjoy coming to school, and the school's statistics show a continuous trend of improvement in pupil attendance since the last inspection. Punctuality in school is very good, enabling lessons to start promptly.

HOW WELL ARE PUPILS TAUGHT?

17. During the inspection, the quality of teaching was excellent in 3% of lessons seen, very good in 26% of lessons, good in 58% of lessons, and satisfactory in 13% of lessons. Teaching has improved significantly since the last inspection, partly as the result of changes in staff, and partly because of good quality in-service training which has helped to develop teachers' subject confidence and expertise, especially in literacy, numeracy, information and communication technology, design and technology and physical education.
18. The teaching of English and mathematics in Key Stage 1 and Key Stage 2 is good, and has some very strong features. However, literacy and numeracy lessons are often longer than the recommended time and occupy most of the morning sessions. This reduces the time left for other subjects, and means that subjects, such as science, are rarely allocated prime morning time, when pupils' concentration is at its best. English and mathematics lessons are very well planned and are challenging for pupils of all abilities. The practice of teaching pupils in year groups instead of mixed age classes for literacy is having a very positive impact on pupils' progress, and makes it easier for teachers to match tasks closely to pupils' needs.
19. Teachers are particularly successful in the way in which they challenge higher attainers in literacy and numeracy sessions, enabling them to achieve high standards in their work. This is most effectively achieved when pupils are given open-ended tasks which allow them to take charge of their learning, such as a role play lesson in Year 6, where pupils took on the roles of characters in the novel *Jane Eyre*. The teacher's input was minimal, enabling the pupils to test ideas out for themselves, and to seek their own solutions to problems. In mathematics, good use is made of problem-solving activities to promote pupils' thinking, and to enable them to pursue their own lines of enquiry. The most effective teachers promote originality of thought and celebrate creative solutions. Basic skills of literacy and numeracy are successfully promoted across the curriculum.
20. Although the teaching of science is satisfactory in both key stages, some teachers do not have the same confidence that they do when teaching other subjects, and lessons are not always as lively as they might be. Good emphasis is placed on pupils learning through investigation, but there is not as much challenge in science lessons for the higher attainers as there is in English and mathematics. The teaching of physical education has improved dramatically over the last few years, and some very good teaching was seen during the inspection. In-service training has raised the expectations of teachers, and has given them a high degree of confidence which is evident in their teaching. Skills are particularly well taught, enabling pupils to improve their performance within lessons, but opportunities for pupils to evaluate their own work and that of others are limited. In information and communication technology, teachers have benefited from good quality recent training which has given them the confidence and expertise they need to expertly organise lessons in the newly installed information and communication technology suite. Skills of information technology are very well taught and pupils of all ages are making significant gains in their learning.
21. The teaching of art and design, design and technology, geography, history and music is good overall, enabling pupils to make good progress. However, music is taught to all classes by part-time teachers, and this means that classteachers are not involved

in the planning and teaching of class music lessons, and are gradually becoming deskilled in the teaching of the subject.

22. The teaching of the Foundation Stage pupils in the Reception class is good overall, and the pupils make good progress, often from a low starting point, in each of the areas of learning. Good emphasis is placed on play as a vehicle for learning, although the lack of large play apparatus and a designated outside play area reduces the opportunities that can be provided for physical development. The teacher and classroom assistant work very well together, and their ongoing intervention when the class is working, helps pupils in their learning, and promotes the development of specialist vocabulary. The organisation of the Reception classroom is well considered, and very good use is made of interactive labels to focus pupils' attention on individual tasks. For example, in the music area, an attractive card invites pupils to play the instruments and to listen to the sounds in the large seashell. The teacher is very effective in drawing the threads of a lesson together, through a discussion session, and she works hard to ensure that all pupils take an active part. However, there are missed opportunities in some of these sessions for other adults in the room to make ongoing assessments of pupils' achievements. The Reception classteacher is very effective in promoting independent learning, and has very high expectations of what the pupils can and should achieve. The pupils respond very well. For example, in a mathematics activity seen during the inspection, the pupils independently used measuring sticks they had made themselves to find objects that were the same size, and took great pleasure in using a clipboard to 'record' their results.
23. Throughout the school, relationships between pupils and their teachers are excellent. This helps to create a positive learning environment. Pupils are confident about making suggestions and sharing their ideas, and are secure in the knowledge that their views will be valued and respected. Pupils try hard to do their best, and are rewarded by well earned praise and encouragement from their teachers. Very good ongoing dialogue in English and mathematics lessons, together with very good marking of set pieces of work, enable pupils to have a very clear idea of the strengths and weaknesses in their learning. Pupils listen carefully when their teachers give them ideas for improving their work, and take the suggestions on board.
24. The vast majority of pupils of all ages and abilities have very good levels of concentration and listen carefully to instructions, following them quickly and accurately. They take an active part in lessons, especially practical sessions which they greatly enjoy. Their learning is enhanced by their very positive attitudes to school and to work. Pupils take pride in the presentation of their written work, especially in English and mathematics, and the highest attaining pupils in both key stages produce good amounts of work in the time available.
25. Support for pupils who have special educational needs is good, and helps them to achieve the targets in their individual education plans, and to make good general progress. Lower attaining pupils are often withdrawn in small groups for additional work, and this helps them to overcome their difficulties. Only one pupil is at an early stage of English language acquisition, and this pupil's needs are fully met.
26. Teachers use homework well to support pupils' learning in English and mathematics, but there are missed opportunities in other subjects for pupils to practise and develop their skills through home-based tasks.

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

27. The school provides a good curriculum for pupils of all ages. The Foundation Stage curriculum for Reception pupils fully reflects the most recent national recommendations for this age range, and good emphasis is placed on structured play as a vehicle for learning. However, the school does not have a secure outside play area for Reception pupils, and has little outdoor play equipment, and no wheeled toys, such as bicycles and scooters. This makes it difficult for the Reception classteacher to provide opportunities for pupils to develop their physical skills.
28. In Key Stage 1 and Key Stage 2, statutory requirements are met in respect of the National Curriculum and religious education. The National Literacy Strategy and National Numeracy Strategy have been successfully implemented, and are having a positive impact on pupils' learning. All subjects are taught regularly, ensuring that pupils' learning is systematically developed. However, because the amount of time allocated to literacy and numeracy sessions exceeds the national recommendations, and because 10% of the available teaching time is allocated to the teaching of religious education, the time left for other subjects is minimal. The practice of all classes teaching literacy and numeracy sessions each morning enables the school to implement effective setting arrangements, and to teach to single age groups, but has some disadvantages. All other lessons are taught in the afternoon, when pupils are starting to lose concentration, and to become tired. This sometimes affects the pupils' learning. In addition, specialist rooms, such as the hall for physical education, and the information and communication technology suite are in high demand in the afternoon sessions.
29. At the time of the last inspection, there were some weaknesses in curriculum planning, which have now been fully addressed. Teachers take full account of the wide range of abilities and ages in their classes, and planning reflects the differing needs of groups of pupils. The provision for pupils who have special educational needs is good, and enables them to make good progress towards the targets in their individual education plans.
30. The school has increased the number of extra-curricular activities since the time of the last inspection, and now provides a good range, which includes sporting activities, music groups, drama, art and homework clubs. All teachers are involved in running extra-curricular activities, and parents are very supportive, helping to transport pupils to and from sporting fixtures. The opportunity for pupils to take part in extra-curricular activities enriches their learning, and supports their social development. Currently the school does not provide residential experiences, although there are firm plans to do so in the near future.
31. The school makes good provision for pupils' personal, social and health education. Since the last inspection, staff have worked hard to develop a good quality whole school programme of work which includes sex education and drug awareness. Good use is made of external agencies, such as the police and school nurse, to help implement some of the activities, and parents were introduced to the programme at an early stage of its development, and their views sought. Personal, social and health education is taught regularly to all classes.
32. The school has many very good links with the local community, and the church to which it is affiliated. Since the last inspection, the school has significantly increased the range and number of sporting activities, and there are now regular inter-school

tournaments. The school provides the base for netball training for another local primary school, and this effectively promotes the social development of pupils. Links with the Bradford Bulls Rugby Club, and Bradford City Football Club, have a very positive impact on pupils' learning, as coaches and professional players visit the school to lead some practice sessions. The school is involved with a number of local and national charities, and these opportunities enhance pupils' awareness of the needs of those less fortunate than themselves. Local branches of national businesses sponsor aspects of the school's work, and a local firm makes regular donations to the school.

33. Very good links have been established with the main receiving secondary schools, and these are being extended to include the wider range of schools in the area which pupils are now selecting. Good links are in place with local further and higher education colleges, and students regularly carry out placements in the school, which benefits the pupils. The school maintains regular contact with the main feeder Nursery schools, and this ensures the smooth transition of pupils when they start school.
34. The provision for pupils' spiritual, moral, social and cultural development is very good overall, and there are particular strengths in their social and moral development. There has been overall improvement in this aspect of the school's work since the time of the last inspection.
35. Pupils' spiritual development is successfully fostered in a variety of ways. Pupils have the opportunity to share in the joy of discovery in some mathematics, English and science lessons, and there are many incidental opportunities, which are seized and well used by the teachers. For example, in a Year 6 literacy lesson seen during the inspection, pupils were encouraged to consider the feelings of Jayne Eyre, when she was badly treated by her relatives, and in a mathematics lesson, pupils became excited when they had solved a particularly challenging problem. Pupils throughout the school are encouraged to marvel on the beauty of nature and, from an early age, learn to appreciate the wonder of new life.
36. The provision for pupils' moral development is very good. The school has a few simple rules, which promote very good behaviour. Pupils understand the need for society to live by an agreed moral code, and have a clear perception of the difference between right and wrong. Teachers make very good use of incidental opportunities that occur during the course of the day, to remind pupils of how their actions affect the well-being and happiness of others. Wider moral issues, such as pollution and the devastation of rainforests, are considered by pupils in literacy and geography lessons, and raise their awareness of world-wide issues.
37. The school makes very good provision for pupils' social development, and all adults provide excellent role models for the pupils. There are frequent opportunities for pupils to work collaboratively, and they show very good levels of co-operation when sharing ideas and resources in lessons, and when waiting their turn to speak in discussions. The School Council, which is made up of elected members from Year 3 upwards, gives pupils a very good understanding of how the decision making process is managed. The Council is run as a conventional committee with key positions. The Council has been responsible, after consultation with class groups, for the purchase of playground apparatus, and is currently considering adopting a child in the Third World.

38. The provision for pupils' cultural development has improved and is good overall. Pupils show great respect and tolerance for the views and beliefs of others. Some work in art, music and geography helps them to appreciate the richness and diversity of cultures other than their own. Some key visits, and visiting speakers effectively support their cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school's provision for the care and welfare of the pupils is very good and is a strength of the school. There have been significant improvements in this aspect of the school's work since the time of the last inspection.
40. Very good child protection procedures are in place and are well understood by all staff. Teachers and classroom assistants are vigilant in monitoring the well-being and welfare of the pupils in their care. Excellent relationships between staff and pupils mean that pupils are confident about sharing any concerns they may have, knowing that all adults will respond sensitively and discreetly.
41. Teachers and support staff know their pupils well and make the best possible provision to support them in their learning and personal development. All staff display a high level of care and concern for the pupils. Very effective strategies have been established to identify and support those pupils identified as having special educational needs, and for the ongoing review of their targets and progress in consultation with their parents.
42. The school has established very good health and safety procedures that are conscientiously followed. Very good arrangements are in place for the correct recording and administration of medicines in school and for the effective management and reporting of injuries sustained by pupils during the course of the school day. Pupils and adults are fully aware of the need to work safely, and good health and safety practices were observed during the period of the inspection. Regular fire evacuation drills and health and safety inspection audits are undertaken with all reported recommendations being considered and acted upon by the governors. Risk assessment is practised in the school and significant improvements have been introduced to restrict and control access within the school and to ensure the greater security of the school. The school premises are maintained to a good level of cleanliness and kept tidy. The school provides a very safe and secure environment for pupils and staff alike.
43. The school has good procedures in place to promote high levels of whole school attendance. All incidents of lateness and absence are monitored and followed up, and parents are fully aware of the role they play in ensuring their children attend school regularly and arrive promptly. The daily registration practice within the school is monitored on a regular basis and complies with statutory requirements.
44. Very good and well-established behaviour management routines help to ensure a very good standard of behaviour, and to promote pupils' self-esteem through positive reinforcement and reward. The school has a number of incentives to encourage and reward pupils' good work and behaviour. The comprehensive whole school code of conduct behaviour policy is discussed and personalised within each classroom so that all pupils have a meaningful and clear focus of the school's expectations, and the associated sanctions and rewards. The clear, simple and well documented behaviour

procedures are understood by pupils and parents, and are applied in a fair and consistent manner by staff.

45. In both key stages assessment procedures are satisfactory overall. There are particular strengths in the way in which teachers assess and use assessment information in English and mathematics but, in the remaining subjects, formal systems for tracking and recording pupils' progress are in the early stages of development, and too much reliance is placed on informal ongoing assessment.
46. Procedures for assessing pupils' progress in literacy and numeracy are very good, and provide the necessary information for the school to raise standards in these areas. Assessment procedures in science, although satisfactory, are not as well developed, and teachers are not as clear about strengths and weaknesses in teaching and learning. Assessment procedures and systems for tracking pupils' progress and attainment in art and design, design and technology, geography, history, music, physical education and information and communication technology are in the very early stages of development, and do not yet provide a full picture of how well pupils are achieving in individual subjects. This makes it difficult for the school to identify pupils who may be talented, for example, or those experiencing difficulties.
47. The school has started to use the results of a range of assessment information in literacy and numeracy to analyse and evaluate areas of strength and weakness in teaching and learning. The achievements of pupils who attain higher than average standards in literacy and numeracy are tracked, to ensure any gifted and talented pupils are identified so that their needs can be met. However, although the school is successful in identifying gifted pupils, the lack of assessment procedures in art and design, music and physical education means that some talented pupils are not identified. Targets for pupils with special educational needs are reviewed and amended regularly to ensure they continue to make progress, and good assessment procedures are in place to identify pupils who have special educational needs.
48. Teachers know the pupils very well and have a full picture of their strengths and weaknesses. However, there are no formal systems in place which provide documented records of how pupils are developing personal qualities, such as behaviour, motivation, persistence, self-confidence and the ability to concentrate.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents are very supportive of the school and hold the headteacher and staff in high regard. They believe that their children receive the highest quality of care and education during their time in school, and are very pleased with the education the school provides.
50. The school has worked hard to establish very good links with parents and provides a wide range of opportunities for the parents' full and regular involvement in all aspects of their children's education and personal development. The school's Friends' Association is very active in organising fund raising social events each half term, which are well attended and provide quality opportunities for informal exchange between parents and staff. Parents are warmly welcomed in school and actively encouraged to become fully involved in their children's learning. Teachers greatly appreciate the valuable contribution of the regular volunteer helpers who are able to provide a pre-planned weekly input and give support to pupils in the classroom. Many

more parents willingly volunteer their time to accompany and support pupils on out-of-school visits.

51. Home-school agreements are in place and all meetings organised by the school are well attended by parents. Of note is the voluntary time and input given by a parent who has a range of computer skills, and who in partnership with the information and communication technology co-ordinator, facilitates a computer skills training session for parents. These take place twice a week in the school and are well attended and valued by parents.
52. The quality, timelines and range of information provided to parents are excellent and represent significant improvement since the last inspection. Parents are now kept well informed on a regular basis about all aspects of school life. The quality provision of information is enriched by the regular formal and informal opportunities provided for teachers and parents to discuss with each other any concerns or queries they may have about the children.
53. Parents are kept well informed on a regular basis through the parent notice board, two-weekly newsletter and general correspondence on all aspects of school life, from school events and activities to school visits and pupils' achievements. The school prospectus and the governors' Annual Report are comprehensive publications, and are viewed by parents as valuable reference documents about all aspects of their children's time in school. End of year progress reports are informative, easy to read and provide a very good level of detail on pupils' achievements and attainments, including areas for their development and future learning targets.
54. Very good use is made of homework dairies, home literacy diaries, numeracy target books and curriculum topic slips to keep parents aware of, and involved in, their children's education. In addition, parents gain great benefit from the organised parent workshops, curriculum meetings, and weekly celebration assemblies to find out more about what their children have learned and achieved. These meetings are well attended and highly valued by parents. Very effective use is made of the school entrance parents' notice board and school window to ensure parents are fully apprised of daily school events and activities.
55. The good attendance of parents at the various meetings organised to raise their educational awareness and involvement with the school have helped to improve and develop individual parents' skills and to promote greater parental involvement in the support of their children's learning in the home. This represents a significant improvement since the last inspection. However, not all parents support their children with homework tasks, especially reading at Key Stage 1.
56. The ongoing development of the school's partnership arrangements with parents helps to promote the good name of the school, raise a positive awareness amongst parents to the successes being achieved in terms of the pupils' development and provides significant benefits and enrichment to the pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides excellent leadership for the school. A strength of her management style is the ability to fully involve all members of staff and the Governing Body in the decision making process. This approach has resulted in an excellent

team spirit throughout the school, and a shared commitment to ongoing improvement and development. Co-ordinators are in place for all subjects, and for key areas of management, including assessment, special educational needs, and curriculum. The headteacher empowers and enables staff to effectively carry out their responsibilities, and values their work highly. The deputy provides very good support for the headteacher, and regular non-contact time enables her to fulfil her role effectively.

58. The headteacher and staff have worked hard to raise standards over the last few years. They have established a rigorous programme of monitoring and evaluation, which has identified relative strengths and areas for improvement across the school. This has had a significant impact on the quality of teaching and learning. A very strong feature of the monitoring process, is the way in which subject co-ordinators review the quality of colleagues' planning, and feed the information to the curriculum co-ordinator, who in turn presents the collective findings to the whole staff. This regular sharing of information provides clearly defined areas for ongoing development within the school, and ensures consistency of approach amongst staff.
59. The current headteacher assumed the role of acting headteacher soon after the last inspection and, together with the staff and Governing Body, was responsible for drawing up and implementing a well considered action plan, which fully addressed all of the issues raised in the previous inspection report. There has been good improvement overall since the last inspection, although the school still does not have an outside play area for children in the Foundation Stage, or a sufficient range of wheeled and large outside play equipment for these children. The quality of teaching has improved significantly, and is now good overall with many very good features. Standards in physical education, design and technology, and information and communication technology have improved, and are now in line with national expectations at the end of both key stages. The School Development Plan is of good quality and successfully guides the work of the school.
60. The Governing Body is very supportive of the school and has a clear understanding of its roles and responsibilities. All statutory requirements are met. Governors have been nominated for key areas of the school's work, including literacy, numeracy, performance management, health and safety and special educational needs, and have undergone an appropriate programme of training through the LEA. The Chair of the Governing Body and parent governors are regular visitors to the school, and are well known to pupils and staff. The Chair of the Governing Body, the Chair of the Finance Committee, and the headteacher meet every two weeks to discuss school business and to monitor the school's finances.
61. Very good financial reporting and control systems are in place, which ensure the effective day to day monitoring and management of the school's expenditure. Electronic accounting procedures are efficiently used by the headteacher and the school bursar to manage the ongoing operational budget expenditure and to provide governors with up to date and timely budget information reports. There are very good financial planning practices in place to ensure the school's educational priorities can be fully supported by appropriate levels of funding. This situation represents a significant improvement since the last inspection.
62. The governors are an integral part of the budget management process and maintain a strong involvement in strategic decision making, ensuring that all spending priorities are clearly related to improving the learning environment of the pupils. Robust planning procedures are in place that provide for staff and governor involvement and

costed contingency plans have been agreed in line with the stated educational priorities for the school. The school development plan's educational priorities and targets are costed and provide a basis for the review and evaluation of past spending decisions.

63. Very good and effective use has been made of the school's budget to improve and enrich the pupils' learning. The school has recently established a very good information and communication technology suite, which is supported by classroom computers. Designated funding has been well used for staff training, enabling teachers to become skilled in the use of computers. Funding for pupils who have special educational needs is well managed and is used to maximise the extent of quality support and education provided to these children. The Governing Body's decision to employ two part-time teachers to enable pupils to be taught in single age groups for literacy is very cost-effective and is having a positive impact on standards. Likewise, the decision to employ two part-time teachers to teach music throughout the school is based on sound educational principles, enabling pupils to enjoy specialist teaching, although the Governing Body has not fully considered that this will result in classteachers becoming deskilled in the teaching of music over a period of time.
64. The head teacher and governors have fully embraced the principles of best value and make very good use of these in their evaluation and assessment of the use of school resources in relation to agreed educational priorities. Very good use is made of 'what if' financial modelling techniques to evaluate future budget planning scenarios and to enable informed decision making by governors to ensure best value is being maintained within the school. Competitive tendering and cost comparison is actively practised in respect of all school purchases and the governors have set appropriate criteria for the evaluation and selection of chosen suppliers. However, there is no regular practice to review and report on the outcomes of past spending decisions.
65. The school has a very good match of teachers and support staff, who are well deployed in a flexible and effective manner to match the educational and developmental needs of the pupils. Very good use is made of the skills of the additional part-time teachers and the classroom assistants to enhance the pupils' literacy skills. Of note are the use of the swimming-coach skills of the Year 5/Year 6 teacher and the good special educational needs support provided by staff.
66. Teachers and support staff co-operate well with each other to provide the full range of curricular activities for the pupils. Pupils' learning opportunities are enriched by the very good use of support staff in the classroom. The school secretary, bursar, mid-day supervisors and caretaker are dedicated to their duties and ensure that the school functions effectively.
67. Overall, the school accommodation is good and it provides a range of interesting and stimulating learning environments, which are well used by staff for the benefit of the pupils' learning and development. This represents an improvement since the last inspection.
68. Classrooms are of a good size and there is an adequate provision of storage accommodation for learning resources. There is a good sized hall which provides pupils with full access to indoor physical education activities, but the library provision is limited and prevents pupils from undertaking independent research and quiet reading. The school benefits from the recent addition of a very good central information and communication technology suite for use by pupils and the

community, although the room is poorly ventilated and quickly becomes hot and stuffy when fully occupied.

69. The internal decoration of the school is aesthetically pleasing and very good use has been made of bright colours in the teaching areas to give a warm and welcoming feel to the school. Walls and flat surfaces around the school are enhanced with examples of pupils' work, photographs of their achievements and a mixture of colourful educational materials, all of which provide attractive and informative displays in support of pupils' learning.
70. The outside of the building is in good order. There are two separate hard surface playgrounds for the older and the younger pupils. However, playground markings are limited and badly faded. There is a good provision of seats in both playgrounds for use by pupils and established trees provide good shade during sunny days. The school benefits from a good expanse of adjacent grassed area, which provides an extended play area for the pupils in good weather. The nature of the school site, being on the side of a hill with lots of internal steps and sloping surfaces, does not make it altogether suitable for use by those with physical disabilities.
71. Overall, the range and quality of educational resources are satisfactory and the school maintains an adequate provision to support pupils' overall learning. There are very good resources for information and communication technology and a good provision of tuned and ethnic instruments to support music. The school is currently without a library, which used to be housed where the new computer suite has been sited.
72. In the light of the quality of education provided by the school, including the consistently good standard of teaching and learning, the good progress made by pupils in most subjects, and the very good overall leadership and management, the school is deemed to be giving good value for money.

73. **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

1) **The school should ensure that all subjects receive a fair amount of prime teaching time by:**

- bringing the time given to literacy and numeracy lessons into line with national recommendations, so that more time can be released for other subjects;
- ensuring that some prime morning teaching time is given to subjects other than literacy and numeracy;
- reorganising the morning teaching session so that the best use can be made of the available time.

(paragraphs 18, 115)

2) **The school should ensure that pupils in the Foundation Stage have regular access to large outdoor play equipment, including wheeled toys and climbing apparatus. (paragraphs 27, 74, 91)**

- 3) The school should improve the assessment procedures and systems for subjects other than English and mathematics to ensure that the progress and attainment on individual pupils can be tracked and monitored. (paragraphs 45, 46, 47, 115, 124, 128, 136, 143)**

Other minor issues which should be considered by the school:

- more use could be made of homework in subjects other than mathematics and English (*paragraphs 26, 115, 119, 128, 143*);
- the teaching and learning in science, although satisfactory, could be even better (*paragraphs 7, 20, 112 – 115*);
- the development of a new library (*paragraph 68, 71, 99*);

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	26	58	13			

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	138
Number of full-time pupils eligible for free school meals	N/A	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	29

English as an additional language

	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	11
	Girls	9	9	9
	Total	17	17	20
Percentage of pupils at NC level 2 or above	School	81 (78)	81 (94)	95 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	8
	Girls	9	9	9
	Total	17	19	17
Percentage of pupils at NC level 2 or above	School	81 (83)	90 (83)	81 (83)
	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	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	8	6	7
	Total	15	14	16
Percentage of pupils at NC level 4 or above	School	79 (61)	74 (72)	84 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	8
	Girls	5	7	7
	Total	11	15	15
Percentage of pupils at NC level 4 or above	School	58 (67)	79 (78)	79 (78)
	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	0
Black – other	0
Indian	0
Pakistani	5
Bangladeshi	4
Chinese	0
White	111
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	6.9
Number of pupils per qualified teacher	20
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	120

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	271182
Total expenditure	259247
Expenditure per pupil	1879
Balance brought forward from previous year	3880
Balance carried forward to next year	15815

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	138
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	30	8	0	1
My child is making good progress in school.	56	41	3	0	0
Behaviour in the school is good.	58	38	2	0	2
My child gets the right amount of work to do at home.	54	39	7	0	0
The teaching is good.	73	24	0	0	3
I am kept well informed about how my child is getting on.	51	40	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	74	20	5	0	1
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	60	36	3	1	0
The school is well led and managed.	77	17	3	0	3
The school is helping my child become mature and responsible.	70	28	2	0	0
The school provides an interesting range of activities outside lessons.	43	43	6	2	6

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

74. The provision for children in the Foundation Stage is good, as it was at the time of the last inspection. Most children attain the early learning goals in each of the areas of learning by the time they transfer to Year 1. The assessments carried out when children join the Reception class show that their attainment is below the expected level for their age, especially in the area of communication, language and literacy. During their first year in school the children make good progress overall, as the result of consistently good teaching. The curriculum for the Foundation Stage children takes account of national guidance, and is well balanced. There are appropriate links within and across the curriculum, and the children are given an interesting and exciting range of learning experiences. However, the school does not have a designated outside play area for the Reception children, or items of large and wheeled play equipment, and this limits the opportunities that can be offered to support the children's physical development.
75. The quality of teaching is consistently good. Planning is good, and takes full account of the children's previous learning. The teacher knows the pupils well and makes sure that tasks and activities are well matched to each child's stage of development. Lessons are interesting and stimulating. The teacher is well aware of the short concentration span of young children, and varies the activities which are offered so that learning in areas, such as mathematics and English, is appropriately mixed with opportunities for creative activities. All activities are challenging and the children learn in a happy atmosphere, which encourages their confidence and maintains their willingness and eagerness to learn. Good use is made of structured play as a vehicle for learning, and targeted intervention by the teacher and classroom assistants ensures that these opportunities successfully promote basic literacy and numeracy skills.
76. The teacher is well supported by non-teaching assistants and helpers whose involvement has a very positive impact upon the children's learning and development. Classroom assistants know what is expected, and they are closely involved with focused assessment of the children in their groups. This provides a very secure basis for the teacher to plan the next stages of children's work. In all activities, the level of discussion and conversation between the children and the adult who is working with them is of a very high quality and is instrumental in broadening the children's experiences as well as developing their speaking and listening skills. Classroom activities are well managed and the children have regular opportunities to paint, draw, use play-dough, assemble collages, undertake games and tasks using wet and dry sand and to use water. All tasks are appropriately structured with possible outcomes listed so that ongoing assessments can be made of the children's progress.
77. The resources for the Foundation Stage children are of a good standard and many are specially prepared by the teacher and classroom assistants. The classroom is limited in size but is well used with designated areas where pupils can choose their activities and work in small social groups. The classroom displays are attractive and are closely linked with current topics, and many show a high level of involvement by the children.

Personal, social and emotional development

78. The school provides very well for the children's personal, social and emotional development and, as a result, the children behave well both in the classroom and outside. They work together well in pairs and small groups during play activities, and they are successfully encouraged to share equipment and take turns. All of the children are well aware of classroom routines and of whole school events, such as assemblies and arrangements for lunchtime. Relationships between the children and adults are excellent, and are emphasised through constant reminders of the need for tolerance and the consideration of the feelings of others. The children have an appropriate awareness of the difference between right and wrong. They are confident in their dealings with the adults in their classroom and around the school. Most are very keen to learn and they approach their tasks with high levels of enthusiasm and independence. The majority of children get on with their work sensibly, often by themselves, and at other times there are high levels of co-operation and interaction. They stay on task for good periods of time. The children are encouraged to take responsibility for their actions and they are aware of the need to tidy things away when they have finished what they are doing. They listen well to instructions and respond in a very positive manner. The children make good progress in this area of learning, often from a low starting point, and by the time they transfer to Year 1 most are independent learners who take an interest in their work, and relate well to others.

Communication, language and literacy

79. The teacher and classroom assistants ensure that the children's early language skills are consistently and continually promoted through ongoing dialogue and discussion. This has a very positive impact upon the good progress which the children make. Very good use is made of open-ended questions to help the children to develop their ideas and the teacher and classroom assistants effectively promote subject specific vocabulary when the children are engaged in play activities. Very effective use is made of whole class discussions at the end of sessions, to draw threads together and to provide opportunities for the children to speak individually in front of a larger audience. Most children listen well to the contributions of others and understand that this is polite social behaviour.
80. Early writing skills are appropriately developed and are linked with the identification of sounds and letters. Children are encouraged to write descriptions and captions, and during the inspection they were observed writing instructions for Year 2 pupils about how to look after plants. The standard of writing is appropriate to the age of the children, and teachers pay due attention to the correct formation of letters.
81. Displays around the room encourage children to read, although there are not always enough opportunities within the timetable for the early development of individual reading skills. The teacher plans some work in line with the expectations of the National Literacy Strategy and there are regular opportunities for sharing books and for shared writing when all of the children in the group work together to compose a story or a description. These activities are often very effectively linked to other activities. For example, during the inspection the shared reading was from 'Meg's Indoor Garden' and linked closely with other work about the care of plants.
82. Books in the classroom are attractively displayed and the teacher encourages children to treat books sensibly and to use them well. The classroom provides a good range of opportunities for developing conversational language skills along with

challenges for reading and writing. The garden centre in the home corner includes a colourful range of notices, advertisements and price lists giving children the opportunity to see and use words in a real life context.

Mathematical development

83. There is good provision for the development of children's mathematical knowledge and understanding. The subject is well planned and at this stage of the year involves many of the features of the National Numeracy Strategy. The teacher works hard to devise exciting activities which will motivate the children and help them to see mathematics as an enjoyable activity. Lessons are well structured and have clearly stated objectives. All of the adults in the classroom are very encouraging and this gives the children confidence in their learning. Expectations of what the children can achieve are high, and most children make good progress. Activities are challenging even for the higher attainers and lessons are successful because of the good levels of adult support. The teacher provides valuable opportunities for reinforcing children's knowledge and understanding of number, both within mathematical activities and incidentally during the course of the day.
84. In a mathematics activity seen during the inspection, the children thoroughly enjoyed using measuring strips. Children were encouraged to measure for themselves and with sensitive support from the teacher managed a high degree of independence in their learning. They were able to compare the measurements of one object with another and record their findings in pictorial form on their sheets. In this activity most children were able to count up to 10 and beyond and about half of the class could compare measurements using terms like longer and shorter, bigger and smaller. The teacher skilfully drew together what the children had found out during a well-managed plenary session at the end. This investigative approach is a strong feature of teaching in the Foundation Stage and, in addition to promoting understanding of the subject, successfully encourages the pupils to develop independent learning skills, and to work co-operatively with their classmates.
85. Most pupils recognise and name simple shapes and use the appropriate terms when sorting them and putting them into order. Displays around the classroom contain a range of mathematical vocabulary which reinforces the children's learning. Resources are of good quality and are well used.

Knowledge and understanding of the world

86. The majority of children make good progress in this area of their development. In recent weeks, the class has been engaged in a topic about the seaside. The children have been thinking about holidays, and classroom displays include real picture postcards and pupils' own versions of postcards, which are linked to a map of Great Britain. The garden centre in the home corner includes real cut flowers and pot plants and there are notices of special offers, trays of seedlings and a wealth of posters. The children have been considering the life cycle of frogs, and the displayed examples of their work illustrates their high levels of understanding.
87. During the inspection the children were considering what plants need for survival and they talked animatedly about planting sunflower seeds and what has happened to the plants in their garden centre. The children know that plants need water and light, and the highest attainers predict what might happen if water and light were not available. The teacher challenges the children with searching questions and steadily builds on

their previous learning. In their books the children have previously considered the parts of a plant with sketches showing the stem and the leaves properly and neatly labelled. They have considered whether items are living or not and they have thought about the similarities and differences between animals. They have recorded their findings in their own words.

88. There is a lot of evidence of independent work of a good standard for children in their first year at school. The children have looked at events of the past and have heard about the Great Fire of London. They have looked at many of the ways in which people travelled many years ago, and a few of the highest attainers have a growing appreciation of the notion of change. Most children know their own addresses and described in various levels of detail the route from home to school.
89. The classroom provides a rich and stimulating learning environment, and the teacher is highly committed to providing opportunities for the children to explore, observe and find things out for themselves.

Physical development

90. The children make good progress in this aspect of their development within the classroom. The teacher plans many interesting activities, which encourage the development of their dexterity in manipulating paintbrushes and pencils and in the use of simple tools. The children use play-dough to make shapes and they have regular access to construction kits which they use with confidence. Appropriate provision is made for the regular use of small apparatus in the school hall and interesting and stimulating lessons are designed to develop and improve their balance and agility. There are frequent opportunities for playing with balls and improving skills, such as throwing and catching.
91. Planning shows the teacher's awareness of the need for the development of physical skills and there is a consistent approach to improving children's ability to move with confidence and control and to develop co-ordination in classroom activities. In the hall, activities are designed to develop the children's awareness of space so that they avoid bumping into each other when moving. However, there are not enough opportunities for the children to engage in free-play outdoor activities using wheeled toys and other large play equipment, such as slides and climbing apparatus.

Creative development

92. All of the children enjoy taking part in a wide range of creative activities and they make good progress in this aspect of their learning. The teacher gives an appropriate amount of time to the development of children's creativity and provides an interesting variety of opportunities to stimulate ideas and to enable the children to express themselves through art and craft, construction work and music. The opportunities provide all children with a chance to succeed.
93. During the inspection, one of the lower attaining children produced a most attractive design using seeds and pulses and was praised appropriately. When creative development is the main feature of a lesson, the teacher and classroom assistants are very well deployed and they are sensitive to the needs of young children. They maintain constructive conversations with individuals and groups, enabling the children to turn their ideas into successful, practical outcomes. The good range of media, which is always on hand, provides regular opportunities for pupils to explore and try

out a wide selection of textures and materials and develop techniques for colouring, cutting, sticking and gluing.

94. Percussion instruments are used to good effect by the children to make sounds which resemble and represent those which might be heard on the seashore. During the inspection, the children sang seaside songs in tune and with a good knowledge of the words. Role-play is encouraged, and most children happily take on the role of different characters.

ENGLISH

95. The end of Key Stage 1 2000 national test results indicate that pupils' attainment in reading is below the national average and that their attainment in writing is well below the national average. In comparison with similar schools, based on the percentage of pupils known to be eligible for free school meals, the pupils' performance is well below average in reading and writing. On the basis of the 2000 end of Key Stage 2 national tests, pupils' attainment is in line with the national average in English, and in comparison with similar schools, the pupils' performance is average. Of significance is the pattern of attainment in English in both key stages over the past few years. The results fluctuate greatly from year to year, making it difficult to see any particular trend. Cohorts are small, and the performance of one pupil can have a significant effect on the overall results. In all year groups there are high attaining pupils who perform at above the nationally expected level, but this is offset by the proportion of lower attaining pupils, who, despite making good progress, do not achieve the expected level. Over the past few years, the school has worked hard to raise standards in English, and this is reflected in the increase in the percentage of pupils in both key stages who attain the higher levels in the national tests.
96. The inspection findings indicate that pupils' attainment is broadly in line with national expectations at the end of both key stages. This picture reflects the typical composition of most year groups, with about one quarter of pupils working at above the expected level, and the same proportion working below the expected level, with the remainder of pupils working at the expected level. Throughout the school, there are particular strengths in pupils' writing, which has been a whole school focus for the past year. Standards of speaking and listening are often good, although some pupils in all year groups are reluctant speakers, and standards in reading are satisfactory. Although, overall, standards are similar to what they were at the time of the last inspection, there has been a general improvement in terms of the percentage of pupils attaining the higher levels in their work.
97. Pupils of all ages and abilities, including those who have special educational needs, make good progress overall. Their recent progress in writing has been very good, especially at the end of Key Stage 2. Pupils' progress in reading is good in Key Stage 2, and satisfactory in Key Stage 1, where average and slightly below average pupils do not always get the individual support they need to accelerate their progress. Pupils make good progress in developing their speaking and listening skills, and extra-curricular activities, such as drama, and informal and formal performance opportunities in assemblies, help pupils to develop further confidence in this aspect of their English work.
98. By the end of Key Stage 1, most pupils are starting to read with confidence, and have a good understanding of what they have read. In shared reading sessions, teachers

work hard with pupils, helping them to untangle the text, to spot interesting patterns of rhyme, to note the use of punctuation, and to develop expression in their reading. However, there is very little time for staff to work with pupils on a one-to-one basis, and this slows down the progress of those pupils who still need this level of individual support. Most parents and carers are supportive, and listen to their children read regularly at home, but for some pupils the only reading experience they have is in school.

99. By the end of Key Stage 2, the vast majority of pupils are independent readers, who enjoy reading a wide variety of books by different authors. Pupils are keen to discuss the books they have read, and to express their opinions about the subject matter, the style and the various characters. Higher attaining pupils use books well for research, and a small percentage of pupils have secure skills of skimming and scanning which enable them to find specific information quickly. Year 6 pupils have recently been very challenged in their reading by the work they have carried out on the novel 'Jane Eyre'. Because of the very effective way in which the teacher linked practical activities with the book, such as role play and character and plot analysis, the pupils have been able to enjoy this demanding text, and to hone and develop skills of inference and prediction. The temporary lack of a library restricts the range of books that is currently available to pupils in school, but this will be remedied in the very near future.
100. Pupils in Key Stage 1 write in a wide variety of styles and for different purposes, and by the end of the key stage, the work of the highest attaining pupils is of a good standard. These pupils use punctuation accurately in their work, and their spelling is generally good. They express their ideas clearly, and take on board their teachers' suggestions to help them to improve their work further. Pupils of all abilities understand that stories have a structure, and most pupils use story plans well to order their ideas. Lower attaining pupils often write briefly, and are not always sufficiently consistent in their use of punctuation. The spelling of lower and average attaining pupils is often accurate in spelling exercises, when they focus on particular patterns and sounds, but pupils do not always apply what they know in their writing. Pupils of all abilities make only limited use of computers for drafting and editing their writing.
101. By the end of Key Stage 2, the majority of pupils are writing at the expected level, with a good proportion of pupils writing at higher levels. Pupils have benefited from very good teaching of this element of the English curriculum. They have produced a very good range of writing, demonstrating their ability to use language in many different ways. Some of their writing links successfully with other areas of the curriculum and promote the pupils' moral and social development, such as factual pieces about pollution. Persuasive writing is well structured, setting out the main points of the argument clearly. A good example of this was seen during the inspection, when Year 5 pupils were engaged in producing a brochure to persuade the reader to give up smoking or watching television. Most pupils try hard to respond to their teachers' requests for exciting language, and use adverbs and adjectives well to enliven their work.
102. Standards of speaking and listening are often good at the end of both key stages, and most pupils are naturally interested in the ideas and opinions of their classmates and teachers. Pupils throughout the school have good levels of confidence, and are quick to volunteer to read aloud to the class, or in assemblies to the whole school. A few pupils in all classes are reluctant speakers, but can be persuaded to make a contribution to class discussions when encouraged by their teachers.

103. The teaching of English is good overall, and some very good teaching was seen during the inspection. The quality of teaching has improved dramatically since the time of the last inspection. There are particular strengths in the way in which teachers approach writing with the pupils, helping them to see it as an enjoyable activity and to become motivated about their learning. Writing activities are well matched to pupils' levels of maturity, and are often very challenging. Speaking and listening skills are developed incidentally throughout the day, as well as during literacy lessons, when pupils are encouraged to share their ideas, or to comment on shared text. An excellent feature of teaching is the quality of marking of targeted written pieces of work. These pieces are selected and marked in depth, helping pupils to see exactly how their work can be improved further, and giving them a clear understanding of the level they are achieving in their work in relation to national expectations. A further outstanding feature is the way in which teachers set individual targets for pupils to help them to make progress in their writing. These targets are clear and achievable, and because they are attached to pupils' exercise books, pupils can refer to them regularly and informally monitor their own progress. The practice of teaching literacy to separate year groups, by employing additional part-time staff, and the decision to use the expertise of the English co-ordinator to work with Year 6 pupils, are having a very positive impact on pupils' progress, and are enabling the higher attaining pupils in all groups to be fully stretched. Very good additional support for lower attaining pupils and pupils who have special educational needs, through the Additional Literacy Strategy and other initiatives, is helping these pupils to overcome some of their difficulties and to make good progress. Pupils of all ages and abilities enjoy English work, and are highly motivated by the praise of their teachers. Pupils work hard in class, and concentrate well. They work for sustained periods of time, and persevere well when tasks are especially challenging. Most pupils are conscientious about completing homework tasks, although not all read on a sufficiently regular basis at home.
104. The subject is extremely well led by an inspired and very hard working co-ordinator who has a very good overview, through lesson observations and the monitoring of planning and pupils' work, of how English is taught throughout the school. The co-operation of staff has been an important feature of the recent improvement in writing, and all teachers have fully embraced the agreed initiatives in order to raise standards. Staff currently do not make enough use of computers to support written work, and this is an identified and ongoing area of development within the school. Assessment procedures for English are very good, and give staff a clear picture of strengths and weaknesses in teaching and learning. The National Literacy Strategy has been fully implemented, although many lessons extend beyond the recommended time, reducing the time that is available for other subjects.

MATHEMATICS

105. On the basis of inspection findings, pupils' attainment in mathematics is above national expectations at the end of Key Stage 2, and in line with national expectations at the end of Key Stage 1. Standards have improved at the end of Key Stage 2 since the time of the last inspection. The inspection findings closely reflect the results of the 2000 national tests. However, the test results vary from year to year in Key Stage 1, reflecting the different composition of the cohorts of pupils. The Key Stage 2 results have been relatively steady over the last few years and have been consistently above the national average. In comparison with similar schools, the performance of Key Stage 1 pupils is below average, but the performance of Key Stage 2 pupils is well

above average. The school has worked hard over the last few years to raise standards in mathematics, and this is most evident at the end of Key Stage 2 where the cumulative impact of the various initiatives that have been put in place is most evident.

106. The National Numeracy Strategy is well established throughout the school, but lessons are often longer than the recommended time, reducing the amount of time that is available for other subjects. The quality of teaching is good, enabling pupils of all abilities, including the highest and lowest attaining pupils, to make good progress as they move through the school. During the course of the year, all elements of the National Curriculum programmes of study are addressed, giving pupils a broad and well balanced range of mathematical experiences.
107. By the end of Key Stage 1, most pupils have a secure mathematical knowledge and understanding. Their mental agility is often good. During the inspection, pupils were observed mentally doubling multiples of five and halving multiples of ten. Higher attaining pupils are able to double larger numbers with confidence, with one pupil starting at two, and going up to five hundred and sixteen. Most pupils have a good understanding of place value, which is often effectively reinforced in mental sessions. Much of the pupils' work is recorded on worksheets, although there is good evidence of an appropriate amount of practical experience based on real life situations. Within their work, pupils are encouraged to estimate and measure. Estimations of length and size include small objects, such as beads and counters, and larger areas, such as the classroom, hall and corridors. Pupils tell the time using an analogue clock face and the majority of pupils have a secure understanding of the quarter hours. Most pupils know the names of a good range of simple shapes and can describe their features and properties accurately and with confidence. Teachers and classroom assistants pay particular attention to the use of appropriate mathematical vocabulary and pupils are secure in their use of terms such as heavier and lighter, longer and shorter, when making comparisons or when estimating before making an accurate measurement using standard units.
108. In Key Stage 2, teachers continue to raise standards through careful assessment and planning to ensure that the needs of all pupils are met. Teachers have high expectations and pose particularly challenging issues for the identified higher attaining pupils. During the current year, there has been very good coverage of the curriculum and the work of the oldest pupils in the school is of a particularly high standard. The majority of pupils enjoy mathematics and this promotes good learning.
109. By the end of Key Stage 2, most pupils are skilled in the use of number. During mental arithmetic sessions pupils quickly and accurately identify comparative fractions, decimals and percentages and explain their own methods of working and the way in which they reached their answers. Teachers encourage pupils to compare methods and to develop their own strategies for solving mathematical problems. Very good use is made of investigative activities to promote creativity and individual thinking. For example, during one lesson seen during the inspection, pupils were working out rules for identifying patterns when finding numbers divisible by three or seven. This activity was approached in a variety of different but equally effective ways. In the same lesson, a group of higher attaining pupils considered numbers which when squared would give answers from one to thirty. Pupils' skill in using number in other areas of their mathematics work has progressed well and their ability to investigate mathematics is of a high order. Their work in the more practical aspects of the mathematics curriculum complements and supports their numeracy work, and

their security with the manipulation of number enhances their work in shape and measurement as well as data handling. Key Stage 2 pupils are comfortable with mathematics and their enthusiasm shows in the quality of presentation of their work.

110. The quality of teaching is good throughout the school with some very strong teaching in Key Stage 2. Planning for lessons and for the development of pupils' knowledge and understanding is very good. Lessons have clear objectives and these are shared with the pupils. Discussion sessions at the end of lessons are particularly well used so that pupils can share their findings and reinforce their understanding of new learning. The teachers know their pupils well and carefully and successfully match the challenge of work very closely to individual needs. As a result the pupils respond enthusiastically and are eager to work. The quality of presentation of work is good and it is clear that the vast majority of pupils have a real sense of pride in what they have achieved. They have very positive attitudes to their work. They are keen to learn and the standard of behaviour in mathematics lessons is very high. Relationships are excellent, and there are high levels of collaboration and co-operation when pupils work together in pairs and small groups. Teachers throughout the school make very good use of ongoing assessment when planning the next stage of pupils' learning, and there are some very good examples of marking, which show pupils how they can improve their work further.
111. The subject is very well led by an enthusiastic and well-informed co-ordinator who has a thorough understanding of the curriculum and provides good support for the rest of the teaching and non-teaching staff, ensuring good progress as the pupils move through the school. Teachers' planning is regularly monitored, and the outcomes are used to improve provision and to raise standards even higher. There are enough resources to support teaching and learning. Some good use is made of information technology to support the learning of Key Stage 2 pupils in mathematics, such as the use of spreadsheets for calculation purposes but, in general, not enough use is made of computers as a tool for learning.

SCIENCE

112. Since the time of the last inspection, pupils' attainment, on the basis of the end of key stage tests and teacher assessments, has fluctuated. The end of Key Stage 2 tests for 2000, indicate that standards are in line with the national average, and that they are average in comparison with similar schools. Standards appear to have dropped slightly from the previous year, but this is because of the difference in the ability of the group of pupils, and does not represent a deterioration in standards. The inspection findings indicate that pupils' attainment is in line with national expectations at the end of both key stages. Pupils of all ages and abilities make satisfactory progress. However, the pupils' progress is not as good in science as it is in some other subjects. This is partly because science has not been a whole school focus for development for some time, and partly because all lessons are taught in the afternoon, and pupils are not as alert as they are in the morning.
113. By the end of Key Stage 1, most pupils have a satisfactory knowledge of the subject, and their attainment is in line with national expectations. Teachers are effective in communicating information to the pupils, and encourage pupils to record their work in different ways. This successfully promotes their skills of literacy. Older pupils talk knowledgeably about what they have observed and recorded. Most pupils make sensible predictions, based on their previous experience, but not all are clear about

the notion of 'fair-testing'. Pupils' knowledge of living things is satisfactory, and pupils have a secure grasp of the life cycle of humans, and the needs of living things. Pupils have a growing appreciation of the properties of a range of materials, including wood, plastic, wool and paper. The higher attaining pupils understand that changes occur if materials are heated or cooled, and that some changes, such as burning paper, are permanent. Pupils enjoyed their work about electricity, and have a satisfactory understanding about the benefits and dangers of electricity and fire. Pupils appreciate the need for safety when using mains electricity. Key Stage 1 pupils of all levels of ability enjoy investigative work, and gain much from practical experience. It is especially beneficial for pupils who have special educational needs, and lower attaining pupils, who receive effective support from classroom assistants and their classmates.

114. By the end of Key Stage 2, pupils' attainment is in line with national expectations overall. The vast majority of pupils make satisfactory progress, but a small minority do not work hard enough. Pupils have covered a good range of work since the beginning of the school year, but some of it is at a superficial level. Most pupils have a good understanding of how to carry out investigations and experiments, and some good opportunities are provided throughout the key stage for pupils to work independently. Many of the practical tasks in the upper end of the key stage encourage pupils to make effective use of diagrams, labels and charts when recording their findings. The majority of pupils have a good understanding of what constitutes a 'fair-test', and most draw sensible ongoing conclusions as they carry out their practical work. Pupils' scientific knowledge is satisfactory overall. Their knowledge of living things, and materials and their properties, is particularly secure, but they are less confident when talking about physical processes, such as force, light and sound.
115. The quality of teaching and learning is satisfactory overall, and some good examples of teaching and learning were observed during the inspection. Pupils make particularly good progress in practical activities where they are encouraged to find things out for themselves. Where the best teaching occurs, pupils are encouraged to research topics, and to gather their own scientific evidence. For example, in Year 4/Year 5 lesson seen during the inspection, pupils studied the habitats of various creatures and found out how different species adapt to their environment. They used a range of reference material to locate information about food chains and, by the end of the lesson, all pupils could explain clearly the meaning of herbivore, omnivore and carnivore and the difference between a consumer and a producer within a food chain. Most teachers are effective in promoting scientific vocabulary and in encouraging the pupils to record their ideas independently. However, in some classes, there is an overuse of worksheets which constrains the pupils' creativity. Throughout the school, teachers are very effective in the way in which they manage pupils, and pupils respond positively to the teachers' praise and encouragement. Most pupils work hard in lessons, and show particular interest in practical work where they take charge of their own learning. However, most science lessons take place in the afternoon when pupils are starting to tire and to lose concentration. Pupils try hard to record their work neatly, and are proud of their achievements. Pupils are starting to make good use of computers to support their science work. For example, during the inspection, Year 2/Year 3 pupils produced a brochure about how to look after plants, and Year 1/Year 2 pupils used computers well to find out more about the seaside environment, drawing on their knowledge of living things to help them in their search. The assessment and recording procedures for science are satisfactory, but do not match the high quality of assessment and its use in literacy and numeracy. Records are kept which help teachers to plan the next stage of pupils' learning, but teachers do not

keep adequate information about the development of pupils' skills. Insufficient use is made of homework to support pupils' learning.

ART AND DESIGN

116. Pupils' attainment in art and design is in line with national expectations at the end of both key stages, as it was at the time of the last inspection. Pupils of all abilities, including those who have special educational needs, make satisfactory progress as they move through the school, and acquire the necessary range of skills, knowledge and understanding. Effective cross-curricular links with other subjects provide additional opportunities for pupils to observe objects, and record their observations, using pencil crayons, felt pens, chalk and charcoal. Pupils' ability to appraise and evaluate their own work and that of others is satisfactory.
117. Key Stage 1 pupils explore the media of paint and pastels by mixing colours and examining texture and application. They use a variety of tools, including brushes of various sizes and shapes and their hands and simple shapes for printing. The best examples of work show that pupils have given a great deal of thought to the organisation of their work. Pupils make effective use of paint and collage to illustrate various themes, including the 'seasons' and 'colours'. Pupils use art well to support their work in other subjects. For example, to illustrate their work in geography, they have painted features of a typical seaside location. There are good links between what pupils produce in art and design lessons and their visits to places of interest, including Leeds Art Gallery. Pupils learn about the style of well-known artists, such as Matisse and Monet, but some pupils have little recall of what they have learned. Pupils enjoy art and design and take pride in seeing their work displayed.
118. As they move through Key Stage 2, pupils continue to steadily develop their skills, knowledge and understanding of the subject. Pupils' drawing skills are effectively developed, and the highest attaining pupils pay good attention to detail when making observational drawings. However, teachers do not always have the necessary expertise to enable the highest attainers to reach their full potential in this area of art and design. Pupils use paint to good effect for pictures, designs and printing. During the inspection, Year 4 pupils used pastels and paints to make representations of plants, drawing on the work of Henri Rousseau for inspiration. Other work based on the same stimulus involved the use of pastels, charcoal and collage materials, enabling pupils to compare the different outcomes achieved. Pupils have regular experience of working with three-dimensional materials, such as clay, and have produced a variety of pots and sculptures, which are of a satisfactory standard. Attractive samples of batik are displayed in the junior corridor, and pupils explain clearly the batik process. Additional opportunities for pupils to work with fabric are limited, and there are few opportunities for pupils to produce large and extended pieces of art-work.
119. The standard of teaching is satisfactory overall, and some good teaching was observed during the inspection. Where the best teaching occurs, teachers are confident in their knowledge and understanding of the subject and are able to communicate their love of the subject with the pupils. However, there are occasions when lack of teacher expertise constrains the progress of the highest attaining pupils. The pace of learning in lessons is lively and pupils are keen to do their best. Teachers value pupils' art and design work and display it attractively in classrooms and shared areas. However, examples of pupils' work are not always adequately

annotated or clearly attributable to individuals within classes. Pupils talk positively about their art lessons and they behave well. Older pupils are eager to discuss their work and are confident about suggesting ways in which they could improve it. Most pupils have sketchbooks, which are used effectively for the development of drawing skills. However, more use could be made of them for preparatory work, and for the development of initial ideas. Homework is not used enough to support pupils' learning. Some good use is made of information and communication technology to show pupils the capacity of computers for art and design, and this is an area of further development within the school.

120. The school has developed a portfolio of pupils' work, which provides good information about pupils' progress and attainment as they move through the school. Art and design makes an effective contribution to the spiritual, moral, social and cultural development of pupils, as pupils consider the art work from different cultures and traditions. Resources for the subject are adequate.

DESIGN AND TECHNOLOGY

121. Pupils' attainment in design and technology is in line with national expectations at the end of Key Stage 1 and above national expectations at the end of Key Stage 2. Standards have improved in Key Stage 2 since the time of the last inspection. Over the past few years, there has been a significant improvement in the way the school has approached design and technology. There is now an appropriate scheme of work which ensures regular opportunities for the development of pupils' skills as they move through the school and which meets all of the requirements of the National Curriculum programmes of study. Pupils make good progress, from simple models in Key Stage 1 to the more complex designs, models and evaluations executed by Key Stage 2 pupils. Tasks are well considered, and are stimulating and interesting.
122. Younger Key Stage 1 pupils have produced moving pictures using a good range of techniques which enable part of the image to move. Among the examples which pupils have created are a butterfly which 'flies' up the background, pulled by a string looped down to the bottom of the page, and a worm which moves on a paper strip threaded through the background. At this stage there is little in the way of written evaluation but it is clear through discussion that the pupils have a satisfactory understanding of the processes, techniques and materials they have used. Older Key Stage 1 pupils have a clearer idea of the more formal design process through their work linked to the design of a playground, and understand the need for listing materials, ideas and plans for making the proposed model. Teachers provide good worksheets which help the pupils to establish routines for working through the design process. These are used well and the standard of presentation of the work is good. In food technology, the creation of a fruit salad, closely linked with healthy eating, shows much more independent work and good photographic evidence shows how much the pupils enjoyed the evaluation process. There is good evidence of skill development in the project linked to the design of 'Joseph's Coat' where the pupils explored different ways of joining by lacing, sewing and sticking. There are currently no opportunities for Key Stage 1 pupils to use computers to support their design and technology work, and only limited opportunities for them to use resistant materials, such as wood and plastic.
123. Throughout Key Stage 2 design and technology skills are consistently developed. Teachers' plans show how they aim to build on previous work and to raise the

standard and quality of the outcomes. There are now regular opportunities for pupils to take part in well chosen design and technology activities. Topics are exciting and well presented so that pupils are enthusiastic. During the course of the year, pupils have designed and made snapping animals and musical instruments and they are currently engaged in the early stages of the design and construction of a playground. This has involved a study of modern theme parks and the range of attractions available. The pupils have looked at more traditional rides, such as carousels, and are analysing the mechanisms which have been developed to make them work. All recorded examples of their work include initial thoughts and investigations, designs and plans with a commentary or instructions for making and a thorough evaluation of the process or the finished product. The standard of the model making and of the skills used in the making process are of a high order and show good levels of progress throughout the key stage.

124. Since the previous inspection, teachers have taken part in a variety of training, and the quality of teaching is good. Teachers are now secure in their own subject knowledge. They are confident with the requirements of the National Curriculum and in their ability to develop the pupils' knowledge and skills. The quality of teachers' planning is high, and careful thought is given to the way in which the tasks are presented so that pupils are stimulated and keen to take part. The quality of collaborative work in class is very good and behaviour in lessons is of a high standard because the pupils are so interested in what they are doing. This interest extends beyond school and some pupils bring examples of work done at home to complement what is done at school. Formal assessment procedures have not yet been implemented to track pupils' progress as they move through the school, although satisfactory use is made of informal assessment when planning the next stage of pupils' learning.

GEOGRAPHY

125. Pupils' attainment is in line with national expectations at the end of both key stages, as it was at the time of the last inspection. Good improvement has been made in developing a scheme of work to guide teachers' planning. Pupils of all ages and abilities make satisfactory progress as they move through the school.
126. By the end of Key Stage 1, pupils have some knowledge of the locality. Teachers draw pupils' attention to similarities and differences between the types of homes in which people live and, in discussion, pupils compare their own homes with those of relatives. Pupils explain the routes they need to take to travel between various familiar places, such as school and the local shops. This leads them to give clear explanations about different forms of transport used to travel between home and more distant places. Pupils who have a clear understanding of distance relate this to holiday destinations and visits to the seaside. Pupils have some experience of drawing their own maps, but are not very secure in this aspect of their work.
127. In Key Stage 2, good use is made of visits and field trips to give pupils first hand experience of learning about their environment. Visits to places, such as the Yorkshire Dales, Ingleborough Hall, Saltaire and Idle, provide the stimulus for studying natural features and landscape formations. By the end of the key stage, pupils have had the experience of tracing the course of a local river through Thackley Woods as part of their studies related to the water cycle, rivers and environmental pollution. Pupils have made good progress in being able to explain some fundamental

features of environmental interdependence and the effects of climatic conditions on world locations, including desert and Arctic regions. Older pupils speak with understanding about India and the lifestyle of village children in Chembakoli. During the inspection, a well informed debate took place amongst the pupils about women's equality of opportunity. The pupils showed a mature understanding of the need for education in order to escape from poverty and improve their lifestyle.

128. The teaching of geography is satisfactory overall, and there are some good features in the teaching of Key Stage 2 pupils. Good use is made of discussion to encourage pupils to explore new ideas, and in Key Stage 2, there are many very good opportunities for promoting pupils' cultural, social and moral development. The quality of pupils' learning is often good in lessons, and pupils respond with enthusiasm to the tasks they are given. Where tasks are particularly inspiring, such as the debate seen during the inspection, pupils become very excited and keen to share their ideas, and the pace of learning is lively and stimulating. Currently there are insufficient opportunities in both key stages for pupils to use information and communication technology to support their learning in geography, and not enough use is made of homework. Although teachers make satisfactory use of ongoing informal assessment when planning the next stage of pupils' learning, formal procedures for tracking pupils' progress and attainment are not yet in place.

HISTORY

129. Pupils' attainment is in line with national expectations at the end of both key stages, as it was at the time of the last inspection. Good improvement has been made in developing a scheme of work to guide teachers' planning. Pupils of all ages and abilities make satisfactory progress as they move through the school.
130. By the end of Key Stage 1, most pupils have some understanding of chronology and how things change over time. Year 2 pupils demonstrated this understanding well when they compared pictures of kitchens and baths of long ago with their own. Past events in British history have captured the pupils' imaginations and, in discussion, they talk enthusiastically about the Great Fire of London in 1666. Good use is made of literacy skills as pupils write captions and accounts to accompany illustrations of the baker's shop in Pudding Lane, Samuel Pepys and the types of houses in which people lived. A visit to Kirkstall Abbey was used well to help pupils to appreciate the similarities and differences between toys of today and toys of the past. By looking at artefacts pupils were able to appreciate the changes of style, materials and purpose. Several were intrigued and surprised at the durability and continued popularity of the teddy bear.
131. By the end of Key Stage 2, pupils have a satisfactory knowledge about key dates, events and periods in British history. Their level and range of knowledge is adequately developed so they have confidence to explore arguments about past events. Pupils' experience of the history of other eras and cultures, such as the Romans, Vikings and Victorians is satisfactory. Pupils are given opportunities to examine different perspectives and aspects they find of particular interest. For example, when studying the Ancient Greeks, pupils carried out research into Greek words, Greek gods, the Battle of Marathon, the ancient and modern Olympic Games and the main differences between Athens and Sparta. The whole topic was brought to life through role-play, drama and discussion initiated by a 'Greek visitor'. In a lesson seen during the inspection, Year 6 pupils made great gains in their knowledge

and understanding of the impact of the Victorians on local industry and commerce because the teacher made the learning so exciting.

132. The teaching of history is satisfactory overall, and there are some good features. Very good use is made of visits and visiting speakers to bring the subject to life for the pupils. Preparation for visits is good, and the places of interest are carefully chosen to reflect the maturity of the pupils. Within the immediate vicinity of the school the rich local heritage of Idle and Saltaire are well used. Some good opportunities are provided for pupils to use their literacy skills to support their work in history, but there are not enough opportunities for pupils to use computers to support their learning. Pupils show an interest in history, especially when the quality of teaching is inspiring, and during the inspection, older Key Stage 2 pupils enjoyed sharing their work with the rest of the school during an assembly. Teachers' planning is of a good standard, and ensures that pupils' learning is systematically developed as they move through the school.

INFORMATION COMMUNICATION TECHNOLOGY

133. Standards in information and communication technology are in line with national expectations at the end of both key stages. Although standards are broadly the same as they were at the time of the last inspection, pupils are now making much better progress, partly because of the new computer suite, and partly because teaching is much better than it was. The school has invested a lot of time, money and effort into improving the provision for information and communication technology. The computer suite comfortably accommodates a whole class, making it ideal for the teaching of new skills. Funding for staff training has been used very effectively to train teachers across a variety of elements of the information and communication technology curriculum, enabling them to be knowledgeable about the subject, and more confident in their teaching. The subject is led by an enthusiastic co-ordinator who has a very good overview of how the subject is being taught. The school is aware that more needs to be done to increase the use of information and communication technology across the curriculum, but does not yet have a system for enabling pupils to work independently in the computer suite for the purpose of supporting their learning in other subjects.
134. By the end of Key Stage 1, most pupils have a secure command of the keyboard and use the cursor and directional keys to move around the screen. Pupils have some experience of word processing and, with adult support, move text and alter the size and style of the font. Pupils currently do not have enough opportunities to use computers for drafting and editing their written work. Most Key Stage 1 pupils are competent when using programmable robots, and follow simple programmes, moving the robots forwards and backwards, incorporating quarter, half and full turns. By the end of the key stage, pupils appreciate the potential of computers for sorting information, and for producing graphs and charts. During the inspection, Year 2 pupils learned how to use computers to find information on a CD ROM. Most pupils successfully drew comparisons between the index and contents pages in books, and the menu on the computer. They also gained an appreciation of how difficult it can be to locate specific information on a computer when they conducted 'searches'. Pupils have some experience of using drawing tools and painting applications to produce pictures and designs, and some effective links have been made with their art and design work when they looked at, and then reproduced, pictures in the style of the artist, Mondrian.

135. By the end of Key Stage 2, most pupils are confident about using computers for word-processing, and have experience of drafting and editing selected pieces of writing. However, they do not make enough use of computers to support their learning in other subjects, and do not see computers as a 'tool for learning'. Pupils are confident about altering the appearance of text, changing its position by rotation, and moving text around the screen. Older pupils have benefited from the opportunity of making a multi-media presentation about 'Our School', which involved combining text and graphics, and which gave pupils a real understanding of the power of computers in delivering messages to an audience. Pupils responded well to this activity, and achieved good standards in their work. They talk with animation about the processes that were involved, and are keen to repeat the experience. As part of their mathematics work, older Key Stage 2 pupils have used spread sheets to solve algebraic formulae, and through this work have gained an appreciation of the speed at which computers can solve numerical problems. Pupils' experience of using the Internet in school is limited, although most pupils have access to this facility at home. A weaker area of pupils' learning is their understanding of computers for monitoring external events, as this aspect of the National Curriculum programmes of study has not yet been covered. Higher attaining pupils have a good understanding of the importance of information technology in the world of work, especially in terms of communication, but some of the lower attaining pupils have little appreciation of the potential of computers beyond their own experience.
136. The teaching of information and communication technology is good overall. During the inspection some very good lessons were seen when teachers were using the computer suite for whole class activities. In these lessons, pupils made great strides in their learning, and acquired new skills, which they were able to practise and refine. Teachers are very confident, and very clear about what they want the pupils to learn. They explain to pupils the main purpose of the lesson, and define exactly what pupils are expected to learn. This was very evident in a very good lesson in the lower part of Key Stage 2, where the teacher showed pupils how to compile an instruction sheet, combining text and graphics. A careful explanation, and helpful individual intervention, enabled all pupils to achieve the objectives of the lesson, and to enjoy their learning. Without exception, teachers make excellent use of the interactive whiteboard in the computer suite, which enables them to replicate what is on the pupils' individual screens, making it easier to demonstrate new skills to the whole class. Pupils of all ages respond very well as the large screen takes them step by step through their new learning, showing them clearly how to tackle each stage. Coverage of the National Curriculum programmes of study is generally good, although some aspects, such as the monitoring element in Key Stage 2, have not yet been covered, and pupils' attainment is therefore weaker in this aspect. Although the teaching of skills in the computer suite is good, teachers are not currently making enough use of computers to support pupils' learning across the curriculum, and pupils often regard computers as a subject, rather than a tool for learning. Assessment procedures are in the early stages of development, and do not yet provide enough information about the attainment of individual pupils, or enable teachers to track pupils' progress as they move through the school.

MUSIC

137. Pupils' attainment in music exceeds national expectations at the end of both key stages. Pupils benefit from good teaching, and make good progress. Music is taught

regularly to all classes by part-time teachers, and all elements of the National Curriculum programmes of study are taught in a systematic manner, building on pupils' previous learning. However, although the practice of music being taught by specialists is practical and effective, permanent teachers are becoming deskilled in the teaching of music, as they do not have the opportunity to teach music to their own classes. The school has a good range of musical instruments, including tuned and ethnic instruments, all of which are used to good effect by pupils in their composition work. The co-ordinator has a satisfactory overview of the teaching and learning of music throughout the school, but because she is not involved in the teaching of music herself, does not have enough input into planning. The school offers extra-curricular recorder groups, which are popular and well attended. Pupils can receive instrumental tuition from peripatetic teachers, but the take up of these lessons is small, mainly because of the cost. The school values music, and this is reflected in the many opportunities for pupils to perform informally in assemblies, and to take part in more formal concerts and productions.

138. The standard of singing is good throughout the school. The teaching of singing is enthusiastic, and pupils are encouraged to enjoy this aspect of their work, and to participate wholeheartedly. Pupils learn a wide range of songs, some of which they effectively accompany with instruments. Pupils sing well in parts, and listen carefully to one another to maintain accurate pitch. In assemblies, pupils sing hymns thoughtfully, reflecting carefully on the words. Pupils of all abilities make good progress in singing as they move through the school.
139. By the end of Key Stage 1, pupils have a good understanding of the notion of composition, and have many opportunities to use a wide range of instruments. They distinguish between different types of sound, and know that some instruments are capable of producing short notes, such as wooden blocks, whilst maracas are more suited to making long sounds. In a lesson seen during the inspection, pupils accurately described the sounds their instruments made. They were greatly helped in this by the teacher's suggestion that they search for a suitable adjective which would explain to the listener the exact nature of the sound. Pupils responded very well, and appropriately used words, such as 'clicking' and 'shivering'. Although pupils achieve good standards in many aspects of their composition work, such as when they compose accompaniments to songs, some of the tasks are too directed by the teacher, and this prevents pupils from fully demonstrating their creativity.
140. By the end of Key Stage 2, pupils have made good progress in developing composition skills, and achieve good standards in this aspect of their work. However, as in Key Stage 1, there are not enough opportunities for pupils to take charge of their own learning, and to create their own compositions. Pupils understand the value of the pentatonic scale in terms of the flexibility it offers when composing, and have had opportunity to build up compositions using this scale. Most pupils have a good sense of rhythm, and this was seen during the inspection, when older Key Stage 2 pupils accurately clapped a complex and syncopated rhythm which included ties across a bar line. Pupils have many opportunities for performing their composition work to the rest of the class, but not enough opportunities for critically appraising their own work or that of others.
141. Pupils have many good opportunities for listening to the work of well-known composers, both in lessons, and in assemblies, where the work of a chosen composer is played for several weeks. In Key Stage 1, pupils are encouraged to listen carefully to extracts of recorded music, and to pick out variation in pitch, volume and

speed. During the inspection, pupils listening to an extract from the 'Sorcerer's Apprentice', accurately associated the fast sections of the music with especially active parts of the story, and recognised how music can help to create a particular mood. In Key Stage 2, pupils' listening skills are effectively extended. Most pupils have very good levels of concentration, enabling them to listen intently to lengthy extracts. Older pupils talk with enthusiasm about a piece they have recently appraised, entitled 'Vltava'. This piece was used very effectively as a stimulus for composition work, where pupils reproduced different parts of the 'Vltava story'. By the end of Key Stage 2, most pupils understand the main types of structure of simple pieces, such as binary, ternary and rondo form, and give good examples of each.

142. The teaching of music is good, and enables most pupils to make good progress and to attain standards that are above the national expectation. However, there is an over-emphasis on some features, such as traditional notation, major scales and French time names, and insufficient emphasis is placed on the more creative elements of music, such as pictorial and graphical notation, and free composition. This means that the needs of lower attaining pupils are not always catered for, and the potential of pupils who are particularly creative is not always fully exploited. Teachers are enthusiastic in the way in which they present activities, and this helps to motivate the pupils. Teachers prepare lessons carefully, and successfully combine all elements of the National Curriculum programmes of study, ensuring that pupils receive a broad and well balanced curriculum. Very good use is made of praise to encourage all pupils to participate, and teachers ensure that all pupils play a full and equally active role in all activities. Teachers provide many very good opportunities for pupils to perform their work to the rest of the class, but there are too few opportunities for pupils to critically appraise their own work and that of others. The practice of older Key Stage 2 pupils having written records of some of their work is very helpful in supporting their learning. Pupils enjoy looking back on what they have previously learned, and this serves to refresh their memories.
143. Assessment procedures for tracking pupils' progress and attainment as they move through the school are under-developed. Although teachers make satisfactory use of ongoing informal assessment when planning the next stage of pupils' learning, insufficient use is made of formal assessment procedures to identify individual pupils who are experiencing difficulties, or those who are talented. Not enough use is made of homework to support pupils' learning.

PHYSICAL EDUCATION

144. Pupils' attainment in physical education is in line with national expectations at the end of both key stages, and has improved since the time of the last inspection when it was below national expectations. The teaching of physical education is now of a consistently good standard throughout the school, and this is having a positive impact on standards and the quality of pupils' learning. Pupils make good progress as they move through the school, and approach their learning with high levels of enthusiasm and motivation, and standards are continuing to improve. The subject is led by a very enthusiastic co-ordinator, who rigorously monitors teachers' planning to ensure good coverage of the National Curriculum programmes of study across all year groups. Specialist help is brought into the school for some aspects, such as rugby and football, enabling the pupils to benefit from the expertise of coaches and professional players. Physical education now has a high status in the school, and this is evident in

the good range of extra-curricular activities provided for Key Stage 2 pupils, which include netball, rounders, football and cross-country running.

145. By the end of Key Stage 1, pupils show satisfactory control of their bodies as they perform dance and gymnastics movements. Their awareness of space is generally good, and most pupils understand how to add variety to their work by changing the speed, size and direction of their movements. Helpful comments from the teachers enable pupils to improve their work further, and pupils are especially well motivated when teachers choose them to demonstrate their work to their classmates. Pupils respond well to music in dance lessons, although in those lessons where commercially taped programmes are used, there are not enough opportunities for pupils to devise their own dance movements and sequences. In games lessons, pupils use bats and balls over an appropriate distance, and their hand to eye co-ordination is satisfactory. Pupils move energetically in lessons and understand the purpose of warm-up and cool-down sessions.
146. By the end of Key Stage 2, most pupils attain the expected level in physical education. Swimming lessons take place in Year 5, and most pupils can swim the recommended twenty-five metres by the end of the key stage. Pupils benefit from the expertise of the classteacher, who is a qualified and experienced swimming coach, and who leads most lessons at the swimming pool. Throughout the year, pupils experience a range of different activities including dance, gymnastics, athletics, games and adventurous activities. At the time of the inspection, older Key Stage 2 pupils were part-way through a series of rugby lessons, led by coaches from the local rugby club. Pupils have a growing appreciation of the rules of the game of rugby, and understand the techniques of 'tag-tackling'. Their skills of passing the ball are satisfactory, and most are becoming skilled in dodging and evading other players. In a very good games lesson seen in the lower part of Key Stage 2, pupils made tremendous advances in their learning, as the teacher explained how to hold a ball for bowling in 'kwik-cricket', and developed pupils' fielding skills by showing them how to pick up a dropped ball whilst still running. Overall, pupils' games skills are satisfactory, and most pupils throw and catch with a reasonable degree of accuracy. They run energetically, and show a good awareness of space. Pupils are confident performers, but do not have enough opportunities to develop skills of critical appraisal by evaluating the work of others.
147. The quality of teaching in physical education is good throughout the school. Weaknesses in teaching described in the last inspection report have been fully addressed, partly because of changes in staff, and partly through an intensive period of in-service training which has given the current teaching staff the confidence and expertise to deliver good quality lessons in an enthusiastic manner.