

INSPECTION REPORT

CARFIELD PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107087

Headteacher: Mr Keith King

Reporting inspector: Tom Comer
15109

Dates of inspection: 2 - 6 July 2001

Inspection number: 192624

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

School category: Community

Age range of pupils: 3-10

Gender of pupils: Mixed

School address: Carfield Primary School
Argyle Close
Sheffield

Postcode: S8 9HL

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Appropriate authority: The Governing Body

Name of chair of governors: Lee Baxter

Date of previous inspection: February 1997

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30935	Mrs K McArthur	Team inspector	English Geography Equal opportunities	
2959	Mr B Leek	Team inspector	Science	
7994	Mrs P Weston	Team inspector	Foundation Stage	How good are the curricular and other opportunities offered to pupils?
15678	Mrs J Radford	Team inspector	Special educational needs English as an additional language Art and design Music	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Carfield is a very large primary school with 614 boys and girls on roll, its annual intake of children representing a very broad social mix. The proportion of pupils from families in which English is not the first language is high and increasing, the principal non-English first languages spoken being Urdu, Punjabi and Farsi. The proportion of pupils entitled to a free school meal is broadly average and the proportion of pupils on the school's register of special educational needs is below average. Attainment in both language and number of the annual intake of pupils is below average and gradually falling.

HOW GOOD THE SCHOOL IS

This is an effective school which has a number of very good features and provides a good education for all its pupils. Overall standards are above average by the time pupils are ready for secondary school. This is because the school is very well led and managed, the teaching is good and pupils are happy, well cared for, and have very good attitudes towards school. The school is efficient and gives good value for money.

What the school does well

- The school's management provides very clear educational direction, concentrating on standards.
- The teaching is good.
- By the age 11, standards are high in science and above average in English, mathematics, art and design, geography and physical education.
- Pupils have very good attitudes towards their work.
- The school looks after its pupils very well.
- The home-school partnership is very strong.

What could be improved

- The teaching of science to the potentially higher attaining Year 2 pupils.
- The teaching of the National Strategy for Numeracy in Years 3 to 6.
- The teaching of information and communication technology in Years 1 to 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since the previous inspection in February, 1997. Standards have risen, and the school has made good progress with the points for improvement raised by the last inspection. In particular, the school has improved its co-ordination of the provision for pupils with special educational needs and its system of assessment.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	B	C	C	B	Well above average A above average B Average C Below average D Well below average E
Mathematics	B	C	B	A	
Science	B	A	A	A	

Children under five make good progress and, by the end of the reception year, the great majority achieve the national Early Learning Goals in language and number, their understanding of the world, and in their physical, creative and personal development.

The results of national tests in 2000 at the end of Year 2 were well below the national average in reading and below average in writing. The mathematics results were average. The school has worked hard to raise standards in literacy and numeracy and this is reflected in higher standards and in the substantially improved 2001 test results in reading, writing and mathematics. Pupils achieve well in Years 1 and 2 and by the end of Year 2, overall standards are above average. Standards of the current Year 2 pupils' work are

average in reading and writing and above average in mathematics. Standards are average in science but the more able pupils are underachieving. Standards are above average in geography and physical education and are average in all other subjects but there is some underachievement in information and communication technology.

The results of national tests taken at the end of Year 6 in 2001 were similar to those in 2000 in English and mathematics. The 2001 science results were even better than those of the previous year. The results are rising though not as fast as the national trend. Pupils achieve well overall and the current standards of Year 6 pupils' work are above average. They are above average in English and mathematics, and well above average in science. Standards are above average in art and design, geography and physical education, and are average in other subjects. Although standards are average in information and communication technology, they could be higher still with better teaching and more computers.

Pupils with special educational needs make good progress. The progress of pupils with English as an additional language has been adversely affected by the long-term absence of key staff but this problem has been solved and the pupils concerned are now making satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, they are co-operative and work hard. The pupils' very good attitudes are significant reasons for their good achievement.
Behaviour, in and out of classrooms	Behaviour is good.
Personal development and relationships	Pupils' personal qualities are very well developed. They take initiative and accept responsibility for themselves and others. Pupils' relationships with other pupils and with adults in the school are very good.
Attendance	Satisfactory. The overall attendance figure was close to the national average last year but unauthorised absence was above average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	Aged 7-11 years
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.

The quality of the teaching and pupils' learning is good overall. A total of 95 lessons were seen: 32 per cent of these were very good or excellent; another 42 per cent were good; a further 24 per cent were satisfactory, and one per cent (one lesson) was unsatisfactory. Teaching is good in the Foundation Stage, and throughout Years 1 to 6, and meets the learning needs of all pupils well. The teaching of pupils with special educational needs and of pupils with English as an additional language is also good. The strengths of the teaching are high expectations and effective management of the pupils, but the teachers' limited knowledge of information and communication technology is a weakness. The teaching of literacy is good throughout the school and is helping to raise overall standards. The teaching of numeracy is good overall and excellent in Year 2 but not as effective in some other classes. In Years 1 and 2, the teaching is good in English and mathematics but is only satisfactory in science because teachers do not aim high enough in the case of the more able pupils. In Years 3 to 6, the teaching is good in English, mathematics and science. Teaching is good in art, geography and physical education. It is satisfactory in all other subjects except information and communication technology because of the teachers' need for further training.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of	Good. The curriculum is broad and is well balanced and statutory

the curriculum	requirements are met. It meets the needs of the pupils well. Around 15 per cent of the pupils are identified as gifted or talented, especially in music and physical education.
Provision for pupils with special educational needs	Good. The effectiveness of the pupils' individual education plans and monitoring of the pupils' progress has improved.
Provision for pupils with English as an additional language	Staffing difficulties in the recent past have been resolved and the provision is now good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for the development of pupils' personal qualities, such as their ability to take responsibility for others, is very well developed. Provision for pupils' spiritual and cultural development is good and very good for their social and moral development.
How well the school cares for its pupils	The school looks after its pupils very well. Very good procedures are in place to ensure child protection, pupils' welfare and safety. Standards in English, mathematics and science are assessed regularly and effectively; pupils' progress, behaviour and attendance are well monitored and action is taken when necessary. The school has a very strong partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, deputy and senior teacher provide very strong leadership, example, and clear direction for the school. The senior staff have established a very good climate for learning characterised by high expectations. Responsibilities are delegated effectively, and the subjects of the curriculum and the provision for pupils with special educational needs are well managed.
How well the governors fulfil their responsibilities	The governors do their work very well. They are involved effectively in the daily work of the school and in its financial management. Governors have a very clear understanding of its strengths and weaknesses. All statutory requirements are met.
The school's evaluation of its performance	Very good. Assessment data and reviews are used well to compare the school's performance with other schools, locally and nationally, to identify areas for improvement clearly, and to take appropriate action to raise standards.
The strategic use of resources	Finances are managed efficiently with due regard for the established principles of best value. The school does not have enough computers, and this adversely affects standards, and it has no central library. Staffing is adequate. The accommodation is satisfactory. It is clean and in good order.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well managed. • The teaching is good. • Their children like school and make good progress. • Teachers have high expectations. • Their children are well behaved and become mature and responsible. • The school is approachable and provides good quality information. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • The setting of homework. • Sanctions for minor misbehaviour.

The inspectors agree with all of the parents' positive views. However, they cannot agree with some parents that the range of extra-curricular activities is not wide enough. Some parents think there is not enough homework and others say there is too much. The inspectors found that homework was not set consistently and there is no policy for homework to set out what is expected. A small number of parents wrote to the registered inspector expressing concern about sanctions for minor misbehaviour. Inspectors agree that an inappropriate and ineffective sanction is occasionally used. The headteacher has said that it will cease.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Standards achieved by children under five

1. The local authority's tests of the children when they begin school indicate that their attainment in literacy and numeracy is below average. Children make good progress in the nursery and in the reception classes and, by the end of their time in reception, most pupils have achieved the national Early Learning Goals in all aspects of their learning and are currently working within Level 1 of the National Curriculum in numeracy and literacy.

Results and achievements of pupils in Years 1 and 2

2. The results of the year 2000 national tests at the end of Year 2 in reading were well below the national average and well below those of most similar schools (on the basis of entitlement to a free school meal). Writing results tend to be better than the reading results though they were below average in 2000 and well below those of most similar schools. The mathematics results were better than those for reading and writing and were in line with the national average in 2000 and similar to those of most similar schools. The girls' results tend to be better than those of the boys in reading and writing, but there is no consistent difference in their mathematics results. The school has worked hard to raise standards in literacy and numeracy as the substantially improved test results this year (2001) in reading, writing and mathematics have shown, though national comparative data for this year are not yet available.

3. The standards of work of the current Year 2 pupils are better than those of the previous year and a little above average overall. Standards are average in English and science. Pupils' achievement is satisfactory in English. Pupils achieve satisfactorily overall in science but the more able pupils could reach higher standards. Standards of work are above average in mathematics and pupils achieve well because of excellent teaching in Year 2. Pupils achieve well in geography and physical education and standards are above average in these subjects. Standards are average in all other subjects and are satisfactory except in information and communication technology, in which there is some underachievement.

Results and achievements of pupils in Years 3-6

4. The overall results of national tests in 2000 for Year 6 pupils were above average and were well above those of most similar schools. In relation to their starting points at the beginning of Year 3, the Year 6 pupils made good overall progress and achieved well. The pupils' English results were average, but were above those of most similar schools. The mathematics results were above the national average and well above those of most similar schools. The science results were well above average and were well above those of most similar schools.

5. Although the Year 6 test results in English are average, the inspection showed that these pupils' standards are above average in English. Reading, speaking and listening are above average though writing is average. The tests assess a narrower range of performance than does inspection and this explains the difference between the inspection findings and the test results.

6. Over the three-year period 1998-2000, the test results were above average in English and mathematics and were well above average in science. The girls tend to outperform boys in English, as in the national picture, and boys tend to outperform girls in mathematics and science. The trend in the results over the five-year period 1990-2000 was upwards but below the national trend. The results for 2001 were similar to those of the previous year in English and mathematics but in science they improved still further. A good proportion of pupils exceed the standard

expected for their age (level 4) and reach level 5 in mathematics and science. The results exceeded the targets set by governors in each of the two years 2000 and 2001.

7. The standards of the current Year 6 pupils' work are above average, overall. Pupils are achieving well, with their highest achievement in science. Pupils also achieve well in English and mathematics, and in art and design, geography and physical education. Standards are above average in English and mathematics and well above average in science. Standards are above average in art and design, geography and physical education and are average in other subjects although there is some underachievement in information and communication technology.

Standards in English, mathematics and science

8. Throughout the school, pupils develop their speaking and listening skills well during literacy lessons and, by Year 6, standards are above average and pupils express themselves clearly and confidently. In lessons in other subjects, pupils develop their speaking skills effectively when they answer questions, and they learn to listen carefully in order to follow instructions.

9. By the end of Year 2, the majority of pupils enjoy reading and their reading is satisfactory. By Year 6, the pupils are fluent, accurate and independent readers of above average standards. They use dictionaries effectively and the contents and index to access information in reference books. They read books in a range of *genres*, including poetry, adventure, information and mystery books. Comprehension skills develop well.

10. The school has made writing a focus for improvement and is succeeding. By the end of Year 2, pupils write with correct grammar and simple punctuation and have begun to use adjectives and adverbs in their writing. Handwriting improves steadily and pupils benefit from regular practice. The introduction of a consistent handwriting scheme that links spelling has shown good results. Writing is average in Year 2 and the Year 6 pupils' writing is also average. Pupils can write a well-balanced and reasoned argument to support their opinions. They develop their range of spelling strategies, recording the spelling of new words and meanings, often as part of their homework. Teachers ensure that all pupils use a drafting book when planning their writing, to give them a system for revising and editing work. Pupils apply and extend their literacy skills effectively in other subjects, for example, when they write extended reports in geography, history or religious education, and accounts of their experiments in science.

11. In mathematics, pupils achieve good standards in numerical knowledge and skills in Years 1 and 2. This is because of very effective teaching of the National Numeracy Strategy, especially in Year 2. Year 2 pupils have at least a satisfactory understanding of addition and subtraction of whole numbers, and most pupils understand multiplication and division. Average attaining pupils are well in advance of the standard expected for pupils of their age and are beginning to recall number facts associated with the two, five and ten times tables and the majority of the relatively lower attaining pupils reach the standard expected for their age. Pupils can use their knowledge and understanding of number, such as fractions, to solve practical problems associated with time and measurement of length. Standards of work of the current Year 6 pupils are above average; they have a good understanding of place value, including decimal fractions, fractions and percentages, ratio and proportion. They are good at mental arithmetic and use calculators appropriately. Pupils develop a good understanding of the metric system of measurement. Their knowledge of geometry is above average and their graphical work is well developed. Although standards are good in mathematics in Years 3 to 6, they would be higher still if the National Strategy for Numeracy was taught as well as it is in Year 2.

12. In science in Years 1 and 2, teachers do not teach beyond the standard expected of an average attaining pupil (level 2) and some pupils would achieve higher standards in science if teachers planned for them to reach level 3. Standards are very high in all aspects of science by the end of Year 6 but work on life processes and living things is particularly good.

Progress of pupils with special educational needs

13. Pupils with special educational needs make good progress and usually attain the standards which their teachers expect of them. They achieve well in withdrawal groups and in working towards the targets set for them in their individual education plans. In lessons, they make good progress when they are supported by classroom assistants and when work is carefully tailored to their needs. However, progress is slower when work is not sufficiently well suited to their needs or when there is no classroom support.

Progress of pupils with English as an additional language

14. Pupils with English as an additional language make satisfactory progress overall and those newly arrived in Britain are achieving well. Progress has been hampered in recent months because pupils were without support from an Urdu speaker during the long term illness of the co-ordinator. It was not possible to find a temporary replacement, but the school made successful internal provision for support and additional teaching, focusing on pupils whose need was most severe. The co-ordinator is now back in post and the normal teaching timetable has been resumed. The progress of some pupils is also hampered by prolonged absence. The school has recognised this problem and the monitoring and improvement of attendance is a key element in the school's action plan.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to school and to their work are very good. From the earliest years, pupils are eager to take part in their activities in class, in assemblies and in the playground. They have a strong sense of pride in their school, and enjoy showing their work and sharing their achievements with visitors. The very large majority of parents agree that their children like school, are making good progress and develop mature and responsible attitudes.

16. Pupils with special educational needs work confidently and most have positive attitudes to their work and to school. They generally behave well. A minority of pupils who have behavioural problems sometimes have difficulty in following accepted classroom routines, but because of the support and encouragement they receive they make steady progress in improving concentration and developing good relationships with their teachers and other pupils.

17. Pupils behave well in class, about the school and in the playground. They know that incidents of unacceptable behaviour or bullying are not tolerated. Exclusion is very rare.

18. Relationships are very good. This is an inclusive school in which all pupils, boys and girls from all backgrounds, work and play happily together. Pupils help each other; they learn to share and value the successes and achievements of others. The school has recently enrolled a number of new pupils from other countries who have been made welcome by their classmates and, on occasion, older pupils have acted as interpreters.

19. Pupils learn to take responsibility for others, for example, in the playground, and throughout the school, pupils undertake duties in class. The setting of individual targets ensures that pupils take increasing responsibility for their own learning and personal growth.

20. Attendance is satisfactory although a few pupils have high absence rates. The overall attendance figure for the last reporting year is close to the national average but would be higher if it were not for holidays taken during term time. Unauthorised absence was just above average. Pupils are punctual to lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of the teaching and pupils' learning is good. A total of 95 lessons were seen. Of these, 32 per cent were very good or excellent, another 42 per cent were good, a further 24 per cent were satisfactory. One per cent (one lesson) was unsatisfactory.
22. The teaching in the Foundation Stage is good and it is good throughout Years 1 to 6. The strengths of the teaching are high expectations and effective management of pupils. Pupils learn effectively and enjoy good opportunities for practical work, fieldwork and visits to museums. A weakness of teaching lies in the teachers' unsatisfactory knowledge of information and communication technology. Although the national strategy for numeracy is taught very well in classes of younger pupils, it is not consistently well taught in Years 3 to 6, though it is never unsatisfactory. There is some inconsistency in the setting of homework.
23. Teaching and learning are consistently good in the nursery and in reception classes and half of the lessons observed were very good. The classroom support staff play a very important role in the teaching. Teachers plan very well for the wide range of attainment in all classes and children experience a rich and stimulating learning environment.
24. In Years 1 to 6, teaching is good overall. It is good overall in the core subjects English, mathematics and science. In Years 1 and 2, the teaching is good in English and mathematics but is only satisfactory in science because it does not aim high enough for the more able pupils, who are capable of reaching higher standards. It is good in art and design, geography and physical education. It is satisfactory in design and technology, history, information technology, music and religious education. In Years 3 to 6, the teaching is good in English, mathematics and science. It is also good in art and design, geography and physical education. It is satisfactory in design and technology, history and religious education. It is unsatisfactory in information and communication technology because the teachers need further training in this subject.
25. The teaching and learning of English are good and some lessons were excellent or very good, though there was also one unsatisfactory lesson. Teachers have high expectations of their pupils. Lessons are lively and purposeful; they proceed at a good pace and keep the pupils actively involved and interested. Teachers establish good routines and expect high standards of behaviour. Teaching is less successful when lessons are slow and pupils lose concentration listening to long introductions. In Years 1 to 6, daily literacy hours are well planned and well taught. Literacy skills have improved over the past two years and support pupils' learning effectively. Pupils know their personal targets, for example, for reading in Year 2, and are aware of their own progress. Teachers involve all pupils productively in speaking and listening activities. Religious education, geography, history and science lessons make a good contribution to pupils' literacy through the discussion of their ideas and through extended writing.
26. The teaching of mathematics is good throughout the school. In Year 2, the teachers' expertise in teaching for the National Numeracy Strategy is a very strong feature which provides pupils with a secure foundation for the subject in the next stage of their learning and underpins mathematical learning in other subjects. The effectiveness of the strategy can be seen in the improving national test results of the Year 2 pupils. However, the strategy is not as well established in Years 3 to 6.
27. The science teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. The higher level (level 3) of the National Curriculum is not taught in Year 2 and therefore some pupils do not reach the standards of which they are capable.
28. Written work is marked regularly; however, whilst teachers' written comments acknowledge pupils' efforts they are less effective in showing pupils how to improve their work.
29. Even though teachers often use computers in lessons, the teaching of information and communication technology is unsatisfactory because of gaps in teachers' knowledge of computers and the subject curriculum. Whilst they teach the basic skills adequately, they do not provide sufficient challenge for the higher attaining pupils. Teachers provide opportunities for

pupils to practise their skills, extract information from CD-ROM or the Internet, but the small number of computers restricts this work.

30. The teaching of art and design is good, especially in Years 3 to 6, because teachers are enthusiasts for the subject. The teaching of geography is good and develops pupils' understanding of their locality very well, as seen, for example, in their mapwork on safe routes to school. The teaching of physical education is also a good feature of the school's work and a third of the lessons seen in this subject were very good or excellent. Lessons are enjoyable, interesting and challenging. The teachers have benefited from recent in-service training through the national *Top Sport* programme.

31. Pupils with special educational needs are well taught. Teachers are usually successful in matching their teaching styles and learning materials to pupils' needs. The good relationships between staff and pupils and the effectiveness of classroom support have a very positive effect on pupils' learning.

32. Pupils with English as an additional language are well taught. Class teachers know their pupils' needs and plan lessons carefully to ensure that all pupils take an active part in the lesson and make progress. Teaching and learning are also good in the small withdrawal groups.

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

33. The school provides a good curriculum which meets legal requirements and to which all pupils have equal access. The provision for children under five (the Foundation Stage) is good and has been reviewed to take account of recent national recommendations. Daily literacy and numeracy lessons for all pupils enable teachers to concentrate appropriately on teaching basic skills.

34. Carfield is an inclusive school which aims to provide equally for all pupils. The school has a clear equal opportunities policy which covers pupils' spiritual, moral, cultural, intellectual and physical development. Around 10 to 15 per cent of the school's population are identified as gifted or talented. Pupils talented in music have instrumental lessons taught by peripatetic, specialist teachers.

35. The school has a clear policy for special educational needs and good provision for pupils who are in need of extra help. The curriculum is accessible to all pupils on the special needs register. Well-targeted classroom support and individual teaching help pupils to improve their basic skills in literacy and numeracy. Pupils also benefit from regular reading sessions with trained adult volunteers. Individual education plans have improved since the previous inspection and ensure that pupils' needs are identified and met. Short-term targets in basic literacy and numeracy, and for behaviour, are clearly defined and achievable.

36. The curriculum is accessible to all pupils with English as an additional language. The school provides a wide range of learning opportunities, including classroom support and small group withdrawal lessons, to help pupils to gain confidence in understanding English and to improve their speaking and writing skills.

37. The provision for extra-curricular activities is good and includes a wide range of sport, musical and leisure activities. Football, rounders and athletics regularly take place after school and many pupils join recorder groups and choirs.

38. Very effective links with the local secondary school enhance the curriculum, for example, in the teaching of science. Pupils also benefit from constructive links with local commercial organisations; for example, pupils recently won an award in a letter-writing competition organised by a local supermarket. Pupils' learning benefits from outside visits, for example, to museums, in

history and for fieldwork in geography. Visits to the theatre, places of worship, and the seaside also enrich pupils' learning.

39. The programme for personal, social and health education is good and is given a high priority. The programme develops pupils' self-esteem and independence. Assemblies encourage pupils to consider their own values and to be aware of the need to be good citizens. Satisfactory arrangements are in place for sex education and for health education, which includes a sensitive approach to drug awareness. The school makes effective use of outside agencies, such as the police and drugs awareness advisers.

40. The provision for pupils' spiritual, moral, social and cultural development is very good. The arrangements for pupils' spiritual development are good and all pupils take part in daily acts of collective worship. Teachers have a sound command of the local syllabus for religious education and often draw upon pupils' own personal experiences; for example, of the distinctive features of Islam, which does much to broaden pupils' understanding of the values and beliefs of others.

41. The provision for pupils' social and moral development is very good. Teachers set very good examples and encourage and reward good behaviour. Pupils are taught right from wrong and to respect others. Pupils are expected to be honest, co-operative and well-mannered and to consider those less fortunate than themselves. Teachers provide many opportunities for pupils to develop good relationships, the ability to work as a team, and to observe rules, for example, in games.

42. Provision for pupils' cultural development is good. Pupils are taught a strong sense of local identity and culture by exploiting the locality of the school. They are taught to appreciate their own cultural heritage and traditions through lessons in English, art, music, religious education and in assemblies. For example, in English and art, pupils are taught to appreciate the work of great authors and artists. Pupils are taught about the diversity of the culture and beliefs of modern Britain and to value this diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school looks after its pupils very well and monitors their welfare, health and safety very effectively. Child protection arrangements are satisfactory and staff understand the procedures. Risk assessment and regular inspection of premises ensure that pupils work in a safe environment. Day and residential trips out of school follow local authority guidelines to ensure pupils' safety. Pupils are regularly reminded of safe procedures in class, in the playground and outside school. The programme for personal, health and social education includes careful attention to healthy living, sex education, smoking, alcohol and drugs.

44. The nursery children make a happy and confident transfer from home to school. At the end of the Foundation Stage, the school places pupils in Year 1 classes sensitively to allow the continuity of friendships begun earlier. Induction procedures for pupils new to the school are effective so that they settle in quickly and harmoniously.

45. Pupils' behaviour is monitored well. The school sets high standards of conduct and does not tolerate bullying, harassment or oppressive behaviour. The behaviour policy puts a strong emphasis on celebrating success and pupils eagerly seek the awards that are presented each week for good attitudes and behaviour.

46. Attendance is monitored very well by the class teachers. The collaboration between the school and the educational welfare officer is effective in cases where pupils' attendance gives cause for concern.

47. Procedures for monitoring and supporting pupils' academic progress are very good. In the core subjects of English, mathematics and science, assessment data enables teachers to

establish levels of attainment and to identify underachievement or pupils with special educational needs. Teachers use the assessment information efficiently to guide their lesson planning so that every pupil can make good progress. Teachers discuss individual targets with pupils and give them a clear idea of their progress and what they need to do to improve their work.

48. The school monitors the progress of pupils with English as an additional language very effectively. Detailed records are kept of pupils' progress in literacy and numeracy and targets are set for improvement. Individual education plans distinguish clearly between the need to learn English and learning difficulties. The school makes strenuous efforts to provide bilingual support for all pupils who need it.

49. The school monitors the performance of pupils with special educational needs thoroughly. The systems for identifying and supporting pupils in need of extra help have improved since the previous inspection and are now good. Teachers and classroom assistants collaborate successfully in the production of individual education plans which give precise information on support arrangements and appropriate learning activities. The arrangements for referrals and termly reviews are models of good practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school's partnership with parents continues to be one of its strengths. The school has very good procedures to involve parents in their children's education, and parents, in their turn, express strong satisfaction with the school's work.

51. Teachers of pupils under five have very good links with parents. A very good newsletter is sent to parents every half term which keeps parents in the nursery fully informed of topics, important dates, and suggests things to be done at home which will help the children with their work in school. Parents play an important part in supporting their children's progress, and some give valuable help in lessons.

52. Several parents also regularly help in main school classes, providing pupils with extra help. They often help with school trips and extra-curricular activities and a parent regularly tends the wild-life garden. Parents' views are very well represented on the governing body. The annual governors' meetings for parents are very well attended. The school has good procedures to consult with parents, for example, about the new policy to prevent bullying.

53. Parents of children starting the nursery have two pre-school meetings as well as helpful written information. Similarly, parents are fully informed of the changes their child will experience when transferring from the nursery to reception classes. The school has very good procedures to include parents in strategies to help their children with educational difficulties. Parents are invited to discuss particular concerns with teachers in school or at home. Termly parents' evenings give parents a clear idea of their children's progress and future targets. Teachers are accessible before and after school and many parents come in to help their young children to settle at the beginning of the day. Teachers respond to written messages and welcome dialogue with parents.

54. The school has a very good partnership with parents of pupils with special educational needs. Parents are fully involved in the arrangements for their children's referral to the local support service and they usually attend the reviews of their children's progress. The school ensures that parents have regular opportunities to discuss any concerns with the co-ordinator for special educational needs.

55. The written information provided for parents is very good. The prospectus includes all necessary information. Copies of the minutes of governors' meetings and of the school's policies are available in the parents' room in school. The end of year reports for parents are very good.

They give parents clear information about what their children are doing, what they have achieved and their future targets.

56. The questionnaires returned by parents and the meeting held with the registered inspector indicated a high level of satisfaction with the school. Parents say they are pleased with the school's leadership and management, the quality of teaching, the children's behaviour, academic progress and their personal development, high expectations, the quality of information, and they feel that they can approach the school with questions or concerns. Some parents say that they are not happy about homework: either there is too much or not enough. The school does not have a written homework policy so parents do not know what to expect. A policy for homework would clarify expectations.

57. Some parents are dissatisfied with the range of extra-curricular activities; however, the inspectors find that the provision is good and includes games and sporting activities after school and musical and other clubs.

58. Some parents have expressed concerns about a particular sanction for inappropriate behaviour. Inspectors agree with them and the headteacher has undertaken that this particular form of sanction will cease.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The school is very well managed and successfully pursues its aims. The senior management team (SMT) comprises the headteacher, deputy headteacher and senior teacher. The school benefits from the SMT's purposeful and very effective leadership which provides clear direction for the school and concentrates on improving teaching and raising standards.

60. The SMT has established and maintained a very positive climate for learning which is characterised by high expectations of the teachers' work and pupils' effort, behaviour and achievement. Consequently, staff morale is high; pupils respond well to their teachers and to the school's expectations, and the vast majority of parents are very satisfied with the school's work.

61. The governors do their work very well and statutory requirements are met. They are well organised. The finance, premises, curriculum and finance committees meet at least twice a term and regular meetings of the full governing body and reports provide them a clear overview of the school's work and a good understanding of the school's strengths and weaknesses. Governors are involved in all areas of the school's work, including parents' appointments evenings. Assessment data is used to analyse school performance against local and national standards and appropriate targets are set for performance at the end of Year 2 and Year 6.

62. Middle management responsibilities are carried out effectively. Subject co-ordinators have a key role in the organisation of their subjects, especially in policy-making, curriculum planning, training and the provision of resources.

63. Long-term staff absence has adversely affected the progress of the school's action plan for teaching pupils with English as an additional language. The management of the provision is satisfactory now that the co-ordinator has resumed her post.

64. The provision for pupils with special educational needs is well managed. The co-ordinator provides good educational direction and benefits from the strong support of the governors. Information and communication technology is used to good effect in the preparation of pupils' individual education plans.

65. The monitoring of teaching and learning is effective and leads to improvements and raising standards. It is done by the headteacher and deputy through lesson observation and the SMT as a whole monitors lesson planning by checking termly plans of all teachers. Subject co-ordinators

monitor standards in their subjects by sampling written and other work; they do not evaluate the quality of teaching in their subjects as it is not their responsibility to do so but there are exceptions because the literacy co-ordinator does monitor lessons. The monitoring role of the co-ordinator for special educational needs has widened since the time of the previous inspection and the co-ordinator now monitors the quality of provision at first hand, observing lessons and checking individual education plans.

66. The school's plan for development is a simple, clear document which spans three years and includes priorities, action plans, accountability, time-scale and costing. It concentrates appropriately on improving teaching and raising standards and includes in its scope, the curriculum, teaching and learning, staff, pupils, parents and governors.

67. Learning resources are inadequate for information and communication technology. Over the past year, the school has spent £20000 on new computers but still has only one for each class.

68. The pupil-to-teacher ratio is a little above average and some classes have more than 30 pupils. Staffing has lacked stability for some time and turnover has been high though it is now satisfactory. Over the past two years, six teachers left and seven were appointed. There were five maternity leaves and four long-term staff absences. Newly qualified teachers are inducted effectively. The teaching accommodation is satisfactory; except for music. The school is clean and in good order.

69. Financial management is secure. The total expenditure per pupil in the financial year 1999-2000 was below the median for primary schools, nationally, yet the school carried forward a small but useful surplus to the current financial year. This year's spending is forecast to exceed income slightly but is amply covered by reserves in hand. The school has not had an internal audit since 1996 but adopted all the recommendations that were then made.

70. Special grants are generally used for their intended purposes. The specific grant for ethnic minority children has been used in a satisfactory way despite the fact that projected initiatives for attendance monitoring and development of parental involvement had to be postponed until the co-ordinator's return. Although the spending on pupils with special educational needs substantially exceeded the designated income for this purpose in the last financial year, spending on this is expected to be close to designated income in the current year.

71. The governors and senior staff compare the school's performance with those of similar schools. Governors maintain an oversight of finances and ensure that money is spent in accordance with the principles of best value which are rigorously applied when placing contracts and when making major spending decisions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. In order to raise standards still further, the governors, headteacher and staff should take the following action.

- (1) *Improve further the teaching in science by***
 - providing more challenging work for higher attaining pupils in Year 2
(paragraphs 3,27,111).
- (2) *Improve the consistency and effectiveness of the teaching of the National Strategy for Numeracy in Years 3 to 6 by***
 - using the school's excellent practice in Year 2 as a model
(paragraphs 11,22,26,109).
- (3) *Improve the teaching of information and communication technology in Years 1 to 6 by***
 - providing further training for teachers

(paragraphs 3,7,24,29,136-139).

73. The governors may also wish to include the following less important matters in their action plan:

- production of a policy for homework and setting it consistently (*paragraph 56*)
- improving the school's resources of computers. (*paragraphs 67, 136-138*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	95
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	24	42	24	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	575
Number of full-time pupils known to be eligible for free school meals		60

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	4	93

English as an additional language	No of pupils
Number of pupils with English as an additional language	34

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.2

Unauthorised absence	%
School data	0.7
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
	2001	36	36	72

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	27	34
	Girls	33	34	35
	Total	65	61	69
Percentage of pupils at NC level 2 or above	School	90 (81)	85 (78)	96 (91)
	National	- (83)	- (84)	- (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	34	32
	Girls	35	34	29
	Total	67	68	61
Percentage of pupils at NC level 2 or above	School	93 (81)	94 (86)	85 (77)
	National	- (84)	- (88)	- (88)

Percentages in brackets refer to the year before the latest reporting year. National percentages for 2001 are not yet available.

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
	2001	33	29	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	27	33
	Girls	26	22	28
	Total	49	49	61
Percentage of pupils at NC level 4 or above	School	80 (81)	80 (78)	98 (92)
	National	- (75)	- (72)	- (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	27
	Girls	26	24	26
	Total	50	48	53
Percentage of pupils at NC level 4 or above	School	81 (67)	77 (70)	86 (88)
	National	- (70)	- (72)	- (79)

Percentages in brackets refer to the year before the latest reporting year. National percentages for 2001 are not yet available.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	6
Indian	0
Pakistani	30
Bangladeshi	0
Chinese	1
White	408
Any other minority ethnic group	10

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	1	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)	22.0
Number of pupils per qualified teacher	24.4
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	152

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	3
Total aggregate hours worked per week	65

Number of pupils per FTE adult	9.75
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FTE means full-time equivalent.

Financial information

Financial year	200-01
	£
Total income	938106
Total expenditure	912027
Expenditure per pupil	1592
Balance brought forward from previous year	0
Balance carried forward to next year	26079

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	614
Number of questionnaires returned	186

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	5	0	0
My child is making good progress in school.	62	36	1	1	0
Behaviour in the school is good.	54	41	1	1	5
My child gets the right amount of work to do at home.	43	35	15	3	4
The teaching is good.	66	30	1	1	2
I am kept well informed about how my child is getting on.	55	36	6	2	1
I would feel comfortable about approaching the school with questions or a problem.	72	20	4	2	2
The school expects my child to work hard and achieve his or her best.	68	27	2	1	2
The school works closely with parents.	49	38	10	2	1
The school is well led and managed.	71	25	1	1	2
The school is helping my child become mature and responsible.	60	35	2	1	2
The school provides an interesting range of activities outside lessons.	31	33	14	3	19

Other issues raised by parents

74. Some parents wrote to the registered inspector to express concern about a particular form of sanction for minor misbehaviour. The inspectors agree with parents that the sanction is inappropriate and likely to be ineffective as a means of controlling behaviour.

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

75. Good standards have been sustained since the previous inspection. The new nationally recommended Foundation Stage curriculum has been introduced successfully with only a few remaining assessment details to be finalised.

76. Children join the nursery when they are about three and a half years old. Overall attainment at the time of joining the nursery is below average for children of this age, in both number and language. All children make good progress, particularly in their understanding of number, and in their social skills, because of the good quality of teaching and classroom support. Attainment at the beginning of the reception classes is just below average, particularly in literacy. By the end of their time in reception, most pupils have achieved the national Early Learning Goals in all areas of learning with a good number beyond in their personal and social education and working firmly within Level 1 of the National Curriculum in numeracy and literacy.

77. Teaching is consistently good in all areas of learning throughout the Foundation Stage and half of the lessons seen were very good. The classroom support staff play a very important role in the success of the teaching and the children's learning. Teachers plan very well for the wide range of attainment in all classes and children experience a rich learning environment.

Personal, social and emotional development

78. Children make good progress in their social development and the great majority achieve well and have reached the Early Learning Goals in this aspect of their learning. In the nursery, children quickly get to know the class routines; they become more independent and choose which activities they want to do at the start of each session. Children know how many are allowed to play in the various areas and wait their turn patiently. At snack time, they take turns to serving each other. They take turns to use the large toys in the outside play area, and learn to tidy up afterwards. In the reception classes, simple rules are displayed and explained to the children to help them learn to live and play together. The children learn to help one another, and to respect their own traditions and beliefs and those of others.

79. Teaching and learning are good. Routines are designed to promote self-sufficiency and encourage children to work and play together. All staff teach positive attitudes and values; they know the children well and have a secure knowledge and understanding of the needs of young children. They use story time very well to illustrate moral values, such as the need to share with one another.

Communication, language and literacy

80. The great majority of the reception children have achieved the Early Learning Goals well in speaking and listening, reading and writing. In reception, most children know the difference between non-fiction and fiction books; they recognise and match letter sounds in words and symbols and use these when reading unknown words. When writing, some children have achieved good letter formation and are beginning to write and draw boldly, showing good spacing between words and conformity in size. In reception, the higher attaining children pupils write sentences using capital letters, full stops and question marks. They make their own non-fiction books, showing good understanding of title, author, page number and context. In the nursery, children take home 'story sacks' which contain a story-book and an extension activity, whilst children in reception enjoy taking their books home to read to parents. Both these activities are well supervised by parents and support the children's learning effectively.

81. The teaching is good; it is well structured and the children make good progress, including those with special educational needs. The teaching of reading focuses appropriately on letter

sounds and blends. Computer programs are used to reinforce the learning of letter sounds and literacy generally but more supervision at the computer would help the children to make faster progress. Assessment of every child is effective though it needs to be revised in order to fully reflect the new curriculum requirements in the Early Learning Goals.

Mathematical development

82. The children achieve well in their mathematical development. The great majority of reception children have achieved the Early Learning Goals and a good number of reception children have achieved Level 1 of the National Curriculum. In the nursery, children sing many different number rhymes counting on from one, and back from five. They sort and match objects by colour and shape. The younger children make sets of objects of a given number. Older children recognise numbers up to 10 and some recognise numbers up to 20; they complete simple addition sums and can make repeated patterns of two, using paint, prints and coloured pegs. They can use a large clock face to position the hours and learn which way the hands move round. Most children recognise and name simple two-dimensional shapes and can say how many sides there are and how many angles.

83. The quality of teaching is good. Classrooms are equipped with appropriate resources and teachers take every opportunity for children to count and recognise shapes and patterns. Classroom assistants and parent helpers effectively support children's learning in groups.

Knowledge and understanding of the world

84. The children achieve well and are on course to meet the Early Learning Goals in this aspect of their development by the time they begin Year 1. The children discuss the different places that they would like to visit and can name some African animals, for example, giraffe and elephant. In play activities, the children experiment with floating and sinking and by using outdoor equipment they begin to understand the concepts of pushing and pulling. They look for things that are the same and things that are different when comparing themselves with others

85. Reception children can draw a map of the route taken from school to the park and back and add their own features to the map, for example, houses and trees. When given the names of various roads, they place them on their map and show good understanding of the local environment. When working with modelling clay to investigate how and why some materials change shape when force is applied, pupils use appropriate vocabulary, such as 'squeeze' and 'stretch'. Using construction materials, children make good playground models to demonstrate the forces 'pull' and 'push'.

86. The quality of teaching is good and gives children many opportunities to explore the world around them. Teachers know the importance of play and provide useful activities for children to develop their observational skills and scientific knowledge through play.

Physical Development

87. The children achieve well in their physical development and the great majority achieve the Early Learning Goals. The outside play area is very well planned and organised to enable the children to move with confidence, imagination and safety. Children use the climbing frame and other apparatus well. They develop their manipulative skills by using small tools skilfully, such as safety scissors, pencils, brushes and other small equipment. They have a good understanding of the effects of exercise on their body and appreciate the need to cool down after exercise.

88. The teaching and learning are good. Teachers encourage the children and use praise well. There is no soft play area outside although large mats are placed under large apparatus to prevent injury.

Creative development

89. The children make good progress in their creative development and achieve well, and most reception children have reached the Early Learning Goals in this aspect of their learning. In the nursery, the standard of children's work with painting is what is expected at this age and they can mix from a range of primary colours effectively. Their drawing is satisfactory. They use small tools effectively for different purposes. In music, they sing well and have a satisfactory sense of rhythm when they play percussion instruments. In the reception classes, the children paint and draw with increasing detail when completing observational paintings. They make models, for example, of animals, and use split-pins to articulate joints. They have favourite songs and nursery rhymes; they experiment and succeed in making sound patterns with percussion and other musical instruments.

90. The quality of teaching and learning is good. Teachers make good daily provision for children to develop their creative abilities through the use of paint, materials, music and imaginative play.

ENGLISH

91. The results of the 2000 national tests of Year 2 pupils in reading were well below those of all schools nationally and of similar schools. In writing, results were below the national average, and well below those of similar schools. Over the two years 1999 and 2000, the results declined in both reading and writing when compared with the national average and with those of similar schools. Girls tend to perform better than boys in the reading and writing tests. The decline in the results reflected changes in the attainment in literacy skills of annual intake of pupils. However, the school is working hard to arrest and reverse the decline in the results and, as a result, literacy skills have improved. Consequently, the test results for 2001 were considerably higher than those of the previous year in both reading and writing. When pupils begin Year 1, their attainment is about average in reading, writing, speaking and listening. Pupils achieve satisfactorily in Years 1 and 2 and the standards of the current Year 2 are average in reading, writing, speaking and listening.

92. The results of the national tests of Year 6 pupils in 2000 were similar to the national average but above those of most similar schools. The results of the 2001 tests were similar to those of the previous year and exceeded the target set by the governors. Over the three-year period 1998-00, the results in English were above average. The results are improving although more slowly than most schools, nationally. Girls tend to perform better than boys in the tests. The Year 6 pupils' overall standards of work in English are above average. Writing is average, but reading and speaking and listening skills, which are not fully evaluated by the tests, are above average, and this accounts for the difference between the test results and the findings of the inspection. The above average standards at the end of Year 6 represent good achievement over Years 3 to 6.

93. Pupils who have English as an additional language take part fully in all activities and make satisfactory progress. Pupils with special educational needs are well supported, make good progress and usually attain the standards which their teachers expect of them.

94. Teachers provide many good opportunities for pupils to develop their speaking and listening skills during literacy lessons. Year 1 pupils speak confidently, though rarely at length. Good choices of stories, texts and poems used in lessons ensure pupils listen well, and teachers encourage pupils to discuss the texts, and to support their opinions with reasons; for example when Year 4 pupils considered extracts from Roald Dahl's writing. Year 5 pupils took part in a lively debate about environmental issues and, in a Year 6 drama lesson, pupils showed mature speaking skills when they improvised their interpretation of the Sheffield flood. The Year 6 pupils express themselves clearly and confidently, and have good speaking and listening skills which are above average. In lessons in other subjects, pupils develop their oral skills effectively when they answer questions, and they learn to listen carefully in order to follow instructions.

95. Years 1 and 2 gradually begin to develop expression as they read. Good teaching of the full range of skills necessary to promote fluent reading means that, by the end of Year 2, the majority of pupils read well and overall standards are average. Pupils learn to use a range of strategies to help them when they meet new words, and have a good reading vocabulary which they recognise by sight. They use books well to find information, and know how to use a dictionary. Reading books are taken home regularly, and parents and teachers use the school's reading journal, which has very helpful guidance for parents about reading with their children.

96. Good progress in the teaching and development of reading skills continues throughout Years 3 to 6, so that by the time they are in Year 6, the great majority of pupils are fluent accurate and independent readers and standards in reading are above average. Pupils predict and infer from the text, skim and scan for information and correct errors. They use the contents and index to access information in works of reference. Pupils read books in a range of *genres*; they choose freely from poetry, information or mystery books, and select from a wide selection of authors - Roald Dahl and J K Rowling's books being very popular. Year 6 pupils clearly have a great love of books owing to the good teaching that has stimulated and cultivated their interest throughout school. Teachers provide a good range of texts, well matched to pupils' ability and interest, and encourage pupils to discuss their opinions and ideas. Year 6 pupils act as 'reading buddies' to Year 2 pupils.

97. The school has made writing a priority for improvement over recent years. Good teaching provides pupils with a range of grammatical conventions to use in their writing. Year 1 pupils write sentences and learn to use dictionaries; for example, when they look for words with the same sounds. They learn to use capitals at the start, and full stops at the ends of sentences, and higher attaining pupils can use the question mark correctly. Year 2 pupils develop an increasing vocabulary of literary terms, for example, alliteration and onomatopoeia. Higher attaining pupils write acrostic poems and enjoy making good use of alliteration in their work. Handwriting improves as a result of regular practice. Whilst some lower achieving pupils write confidently, their letters are still irregularly formed, but higher attainers develop a bold, regular and legible style. The introduction of a consistent handwriting scheme that links with spelling has shown good results, and all pupils learn spelling patterns, using the 'look, cover, write and check' method. Year 2 pupils' writing is average overall. When Year 2 pupils introduce adjectives and adverbs into their writing, their stories have increasing variety, and hold the readers' interest well.

98. Throughout Years 3 to 6, pupils extend their writing skills effectively in a range of writing activities such as reports, instructions, and taking notes. By Year 6, pupils produce a well-balanced and reasoned argument to support their ideas. Year 3 pupils learn to identify homophones and homonyms, but lower attaining pupils have insufficient understanding to put the words in a context that would show their understanding of the meaning. Teachers do not always remind pupils to use dictionaries or a thesaurus, and this can limit the standards achieved. Comprehension skills develop well as a result of the teachers' good choices of texts in Year 4, and some pupils rise well to the challenge of researching ideas about characters in texts they have not seen before. Older pupils in Year 5 and 6 reach high standards and answer questions in well-written sentences, supported with reasons inferred and deduced closely from the text. Teachers use a good range of literary vocabulary and important words are displayed in all classes. To develop their range of spelling strategies, pupils use their spelling journal to record words and learn new meanings, often as part of their homework. Teachers ensure that all pupils use a drafting book when planning their writing, to give them a system for revising and editing work. Work is well presented, and most pupils' handwriting is good. Year 6 pupils' writing is average overall.

99. Pupils apply and extend their literacy skills effectively in other subjects, for example, geography, history and religious education, and when they write extended reports and accounts of experiments in science.

100. Pupils' experiences in English make a good contribution to their spiritual development; for example, when reading *The Diary of Ann Frank*. Pupils discuss contemporary issues relating to

drugs, alcohol and the environmental and they have good opportunities to respond to moral questions. Literature contributes considerably to pupils' cultural development.

101. The quality of teaching and learning is good throughout Years 1 and 2, and Years 3 to 6. Some excellent and some very good lessons were observed, though an unsatisfactory lesson was also seen. Teachers have a secure knowledge and understanding of teaching English and plan their literacy hours well. Teachers usually have high expectations of what pupils should achieve; lessons are challenging and varied, and generally well planned to meet individual learning needs. Pupils know their personal reading targets in Year 2 and this helps them to be aware of their own progress. Lessons are lively and purposeful; they proceed at a good pace and keep the pupils actively involved and interested. Teachers establish good routines, provide an attractive range of resources and texts, and ensure high standards of behaviour. Careful, sensitive questioning ensures that all pupils are involved productively in speaking and listening activities. Teaching is less successful when the pace of lessons is slow and pupils tend to lose concentration when listening to an excessively long introduction.

102. Pupils' work is marked against lesson objectives to monitor pupil progress and to devise individual targets for improvement, or to direct extra learning support. Not all teachers set targets or use marking to help pupils to improve their work. Information and communication technology is a matter for development.

103. The management and leadership of English are good, and action taken has led to a good overall improvement since the previous inspection. The co-ordinator is working to raise standards in all aspects of the subject, as shown by the current focus on extended writing. The co-ordinator monitors teachers' planning carefully, ensuring that it meets the recommendations of the National Literacy Strategy. Assessment data are used effectively to target areas for improvement, for example, a consistent approach to the teaching of spelling. The co-ordinator leads training sessions, and provides very good support for all staff.

MATHEMATICS

104. The results of the Year 2 national tests are improving. In 2000, they rose considerably over those of 1999, and were in line with the national average for all schools and also for similar schools. The results for 2001 show a considerable further improvement. There is little difference between boys' and girls' results.

105. When pupils join Year 1, their attainment is broadly average. They make good progress over Years 1 and 2 and the standards of work of the current Year 2 pupils are above average overall. Particularly good standards are being achieved in numerical knowledge and skills. Nearly all pupils have at least a satisfactory understanding of addition and subtraction of whole numbers, and most pupils understand multiplication and division. This is because of very effective teaching of the National Numeracy Strategy, especially in Year 2. Higher attaining pupils have well-established understanding of the place value of three and four-digit numbers; their mental arithmetic is well developed and includes operations on two-digit numbers. Average attaining pupils are well in advance of the standard expected for pupils of their age and are beginning to recall number facts associated with the two, five and ten times tables. The vast majority of the relatively lower attaining pupils reach the standard expected for their age though their mental recall of number facts is less well developed than that of the more advanced pupils and they sometimes revert (appropriately) to solving number problems using objects, such as blocks. Pupils can use their knowledge and understanding of number, such as fractions, to solve practical problems associated with time and measurement of length.

106. The results of the national tests taken at the end of Year 6 were above average in 2000 and were well above average in comparison with those of similar schools. The proportions of Year 6 pupils, both reaching and exceeding the nationally expected level (level 4), were above average. The results of the 2001 tests taken by the current Year 6 pupils are similar to those of

the previous year and match the good standards of work of seen during the inspection. Over the three-year period 1998-2000, the test results improved in line with the national trend of improvement and exceeded the governors' targets in each of the past two years. The boys' results tend to be a little higher than those of the girls, in line with the national picture.

107. Standards of work of the current Year 6 pupils are above average and, in relation to their attainment at the beginning of Year 3, pupils are achieving well in all aspects of mathematics. The great majority of pupils have a good understanding of place value, including decimal fractions, fractions and percentages, ratio and proportion, and the higher attaining pupils understand the relationship between distance travelled, time and speed. Mental arithmetic is good and the use of calculators is reserved appropriately for investigation, for checking and for solving problems involving large numbers. Pupils have a good understanding of the metric system of measurement. Their knowledge of geometry is above average. They have a good grasp of angular measure and of symmetry which is shown, for example, in their investigation of the properties of polygons and solids. Their graphical work is well developed and they have a good understanding of cartesian co-ordinates in four quadrants. A feature of the lower attaining pupils' work is that they sometimes achieve quite high standards; for example, the best piece of graphical work seen in Year 6 was done by a lower attaining pupil.

108. Discussions with pupils reveal that mathematics is a popular subject and they say that they enjoy mathematics. Pupils have very good attitudes towards their lessons; they behave very well and co-operate with their teachers. They collaborate very well with one another when in pairs or small groups.

109. The quality of teaching and learning is good throughout the school and is excellent in Year 2. The teaching meets the needs of all pupils well and, in consequence, both boys and girls make good progress throughout the school. Pupils with special educational needs make the same good progress as other pupils. Pupils with English as an additional language make satisfactory progress overall and good progress when they have support they need. Pupils have satisfactory opportunities to apply their good numerical knowledge and skills in other subjects, especially geography and design and technology. Higher attaining pupils also make good progress and achieve very high standards, as their test results testify. The strengths of the teaching are high expectations of effort and achievement and effective management of the pupils. These particular qualities ensure that relationships are appropriate and that pupils achieve to their capacity. In Year 2, the teaching of the National Numeracy Strategy is a model of good practice and provides pupils with a secure foundation for the subject in the next stage of their learning. However, the national strategy is not as well established in Years 3-6 lessons as in Year 2. On some occasions, introductions to lessons are too long and, in these lessons, pupils tend to lose interest and concentration. In some other lessons, individual pupils do not all make the progress of which they are capable because the work is too difficult or too easy for them. Although pupils have good information technology skills, the teachers do not exploit the potential of information and communication technology sufficiently well to extend pupils' learning in mathematics.

110. Since the previous inspection, improvement has been satisfactory. Good standards have been maintained in Year 6 and a fall in the Year 2 test results over 1998 and 1999 has been reversed. The management of mathematics is satisfactory and a new co-ordinator has recently been appointed who is keen to move the subject forward. The senior management team monitors lessons but could help to develop teaching and learning further by using Year 2 lessons as models for teaching numeracy throughout the school.

SCIENCE

111. The teachers' assessments of Year 2 pupils in 2000 showed that a well below average proportion of pupils reached the nationally expected standard and no pupils reached higher standards. In recent years, progress in Years 1 and 2 has been hindered by low levels of literacy

and this was reflected in the standards reached by pupils at the end of Year 2. However, reading and writing skills have improved and the standards of work of the current Year 2 pupils are now similar to those found in other schools and some pupils show the potential to reach higher levels. This judgement is confirmed by the 2001 teacher assessments in which a much larger proportion of pupils reached the expected standard although no pupils achieved above that standard. The school has done well to raise standards in Years 1 and 2 but should now ensure that those pupils with the potential to reach the higher level are taught the appropriate programme of study to enable them to do so.

112. Current Year 6 pupils' standards of work are well above average. Standards are high in all aspects of the subject but work on life processes and living things is a particularly strong feature. Although pupils' investigative work is good, opportunities for pupils to make a greater input into their own learning are occasionally missed. The 2000 national test results taken by Year 6 pupils were well above both the national average and those of schools with similar intakes. The 2001 results, which have just been released, are even better than those of the previous year and nearly all pupils reached the nationally expected level and many exceeded it. Boys tend to outperform girls in the tests in contrast to the national picture in which their performance is equal.

113. The overall quality of teaching is good; there were no unsatisfactory lessons and there were some very good lessons. The teaching in Years 3 to 6 is slightly better than that in Years 1 and 2 because the work is better matched to the full range of the pupils' attainment. Good teaching, coupled with the pupils' good behaviour and desire to learn, ensures that the pupils make good overall progress over the full time they are at the school. The older pupils make very good progress and achieve very high standards. The progress of the younger children is slower but by the time they reach the end of Year 2 they achieve satisfactory standards, even though they could still be higher. The teaching of basic literacy is good and science makes a good contribution to pupils' speaking, reading and extended writing. The teaching of numeracy skills is satisfactory. Pupils with special educational needs are set appropriate work and make similar progress to the rest of the class. A few pupils with English as an additional language find the work difficult and initially their progress is slower; however, they are well supported by their teachers and, as their command of English improves, so does their progress. In Years 3 to 6, more open-ended investigations would involve the pupils more fully in their own learning and to extend their capacity to work independently. The setting of homework is inconsistent and currently varies from teacher to teacher. In Years 3 to 6, in particular, information and communication technology is not used enough to enhance learning.

114. The teachers use their resources very well; for example, in a Year 2 lesson, the local museum provided a wealth of fascinating objects related to the seaside, which when added to the school's own stock, created an Aladdin's cave of interest. Pupils explored and classified, using all their senses, and used first-hand evidence and simple sources of information to answer questions. In a Year 4 lesson, pupils used the school's extensive and attractive wildflower garden to learn about slugs, snails spiders and woodlice; this lesson was very well planned and the resultant learning outcomes were equally successful. Both of these lessons made a good contribution to language development.

115. The subject is well managed. The curriculum is planned so that the teachers know what they are expected to teach, and appropriate support and resources are available. Standards and teaching have improved very well since the previous inspection, but in order to raise standards further the teachers should plan the curriculum in Years 1 and 2 to enable the higher attaining pupils to achieve their potential.

ART AND DESIGN

116. By the end of Year 2, the standard of the pupils' work is average and their achievement is satisfactory. Standards are above average by the end of Year 6, which is a good improvement on the average standards at the time of the last inspection. This better picture is the result of

good teaching and the very positive way in which pupils respond to it. They gain enjoyment and satisfaction from their work.

117. Strengths are the drawing and colouring. By the end of Year 2, most pupils draw confidently. They recognise different methods and approaches of known artists and can reproduce similar effects in their own work, for example, Year 1 pupils' colour collage in the style of Van Gogh's picture of sunflowers. By the end of Year 6, most pupils have a well-developed awareness of colour, tone, shape and texture and they record their observations to good effect. Year 3 pupils have a good understanding of colour relationships, as shown in their still life paintings after the style of Cezanne, and in their delicate pastel pictures of flower arrangements. Sketchbooks are used productively and pupils work successfully and imaginatively and use a broad variety of materials and processes including information and communication technology. Year 4 pupils used a computer program effectively in their work on repeated designs based on the work of William Morris. Pupils also analyse their work perceptively and, as a result, they gain a clear idea of strengths and weaknesses in their own techniques.

118. Teaching and learning are good throughout Years 1 to 6 and some very good lessons were seen. Teachers are enthusiasts for the subject and encourage pupils to do their best. They prepare resources carefully so that pupils can use them effectively in practical lessons. Teachers have good relationships with their pupils, they manage them well and there is a pleasant working atmosphere in the classroom. As a result, all pupils have very positive attitudes to their work and concentrate well. Most pupils work productively and take pride in their achievements. Pupils with special educational needs make the same progress as other pupils and usually attain the standards which their teachers expect of them.

119. The subject is well managed. The art co-ordinators plan effectively for a continuous development of skills throughout the school though the subject lacks a system of assessment of pupils' work. Pupils have benefited from sessions with visiting artists and there are close links between art and other subjects, such as history and design and technology, for example, in the work on ancient Egypt and the designs for musical instruments. Standards have risen since the previous inspection. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development through the opportunities it offers for creativity and reflection, working together constructively and appreciating the art of differing cultural traditions.

DESIGN AND TECHNOLOGY

120. Standards at the end of Years 2 and 6, are average and pupils' achievement is satisfactory throughout the school. Pupils with special educational needs make good progress and usually attain the standards which their teachers expect of them. Standards are lower than found at the time of the previous inspection, because more time is now given for the teaching of literacy and numeracy and correspondingly less for foundation subjects. In the smaller time available, the school has concentrated on a narrower range of materials and activities than previously. Strengths lie in food and textiles and in design; pupils have only a little experience of hard and mouldable materials and mechanisms.

121. By the end of Year 2, standards of work are average and pupils have learned to design and make products to a satisfactory standard. They consider the purpose of the product and decide which materials they want to use, although most activities are based on paper and textiles. They use simple tools, such as scissors and needles, to cut and join the materials; for example, in one project, pupils designed and made a coat of many colours for Joseph, after hearing his story in religious education. They examined how a coat is constructed, and planned and made their design. When it was finished, pupils appraised its qualities and said how they could have improved it. In their work on mechanisms, they showed that they understand that some joints need to move when, for example, they made working cardboard teddybears with split-pins and levers.

122. Pupils make steady progress in Years 3 - 6 and, by the end of Year 6, they have a good grasp of planning and design. Overall standards are average and this represents a satisfactory achievement. Pupils investigate the purpose of artefacts and see how they are made, before planning their own designs. For example, Year 6 pupils examined how slippers are made and then designed their own and made them. They select appropriate resources for the tasks in hand though activities are generally limited to food and textiles. Pupils' needlework skills develop well throughout the school, for example, in Year 6, they produce good quality Victorian-style samplers. Pupils' skills in testing and evaluating their products are satisfactory. They apply their good mathematical skills to measuring weight and length. On a residential visit, when designing and making an overnight shelter, they learned for themselves how the shelter could be strengthened. Their contacts with a local basketball team provided an opportunity for practical application of their designs of ear-muffs to block out the noise of the crowd. However, they do not have sufficient opportunities to work with mechanisms, such as gears and cams, and their understanding of these is below average for their age at the end of Year 6.

123. No lessons were observed during the inspection but supporting evidence from an examination of past work, from photographs, and from discussion with pupils, indicates that teaching and learning are at least satisfactory and that pupils' attitudes are good. Teachers appear to have a good understanding of the subject and plan carefully to provide interesting and purposeful lessons. Pupils are interested in their work and enjoy designing and making their products. The impact of teaching and pupils' attitudes on learning is restricted by the lower amount of time available for lessons than previously. Teachers do not make use of computers in designing products.

124. The subject is well led and managed. Subject development is a priority of the new school development plan and there is a clear view of what is needed to restore the higher standards noted at the previous inspection. The new subject manager is building up a useful portfolio of information to help teachers plan and assess pupils' work effectively.

GEOGRAPHY

125. When the school was last inspected, pupils made good progress because of good teaching and this remains the case. By the end of Year 2 and Year 6, standards of work are above average and pupils are achieving well. Pupils with special educational needs make good progress.

126. The quality of teaching is good throughout Years 1 to 6. Lessons are well planned to meet the requirements of the National Curriculum; they are varied and interesting and are planned to have appropriate practical work and fieldwork. Teachers ensure that pupils learn correct geographical vocabulary. They build on the pupils' previous work and use the pupils' contribution to lessons; for example, when a Year 2 pupil brought an atlas into school, the teacher used the occasion to help pupils to locate places in the British Isles. Expectations are high and teachers ensure the needs of all pupils are met by providing challenging activities for higher achievers whilst effectively supporting pupils with special educational needs and those with English as an additional language, who make satisfactory progress.

127. Pupils experience a good range of activities. Year 1 pupils learn to ask questions about their own locality and compare it with a different place. They begin to make simple maps when they plot routes to the local park or safe routes from home to school. Practical surveys provide material for class discussions; for example, about pollution and the hazards caused by traffic on the roads. Year 2 pupils develop a good knowledge of contrasting features of different localities through practical visits to a school on the rural outskirts of the city, and then to the seaside. Their understanding of maps develops well, for example, by drawing a bird's-eye view of buildings. Pupils learn how geography links with their work in science when they compare the habitats of man and animals.

128. Pupils make good progress throughout the school. By Year 3, most pupils know how to access information in an atlas, and have a useful historical viewpoint about the pattern of Viking settlement traced through place names. They learn to recognise physical features, such as rivers from source to delta. They show good understanding of the water cycle and record this in clear diagrams, and develop this to learn about the effect of water on the landscape. Year 5 pupils make good use of spreadsheets, for example, to present information about a chosen aspect of the climate and how it affects the people and the location. Year 6 pupils use secondary sources of information confidently, for example, by comparing aerial photographs with maps. Pupils use the Internet well to research information for their projects. Local studies and the discussion of geographical issues such as pollution and land use make a very useful contribution to the pupils' social and moral education.

129. Although there is no co-ordinator for geography presently in post, the subject shows all the signs of recent good planning and organisation. The teachers have succeeded in maintaining good standards since the previous inspection.

HISTORY

130. The standard of Year 2 pupils' work is average and this is a satisfactory achievement for these pupils. Pupils can place events in order, by for example, locating their relatives accurately in a family tree and correctly use terms concerned with the past. They make comparisons between the past and present by comparing aspects of everyday life, such as the means of washing clothes or typical seaside holidays. Their written work indicates that they have a clear idea of differences in the quality of life between the present day and the Victorian era.

131. The standard of Year 6 pupils' work is average and this is also satisfactory. Pupils' have a sound knowledge and understanding of the events and aspects of the past, gained, for example, in their study of Victorian social life and education, and can draw comparisons with their own experiences of school. They have a good understanding of differing social conditions at different times, and can appreciate, for example, the plight of Victorian child labourers. They select historical information appropriately from a variety of sources, including museums. When conducting research on aspects of Victorian life for themselves, although many pupils produce detailed and attractive files and some use imaginative ways of presenting information, too many pupils merely copy out information uncritically and do not pose the key questions which would help them to focus their research.

132. Pupils make steady overall progress in the development of the key historical skills. Pupils' own experiences are exploited to develop an understanding of the passing of time; for example, they compare their own toys with those of older children. As they grow older, they begin to see the relationship between the present day and the period which they are studying. Pupils with special education needs make satisfactory progress.

133. History makes a good contribution to the development of pupils' extended writing through their topic work; for example, Year 4 pupils' investigations of Ancient Egypt. In a good lesson in Year 2, the teacher helped the pupils to use correct grammar, punctuation and spelling when they made postcards describing a Victorian trip to the seaside. However, the use of computers for research or to present written work is inconsistent.

134. The overall quality of teaching and learning is satisfactory throughout the school. Written work is marked regularly; although teachers' written comments acknowledge pupils' efforts, they do little to explain how the pupils could improve their work.

135. The school has maintained satisfactory standards since the previous inspection. Systems to monitor standards through regular sampling of pupils' work are developing. Although there is currently no co-ordinator for Year 1 and 2 the school expects to make an appointment by the beginning of the next term.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Standards are average at the end of Years 2 and 6, as they were at the time of the previous inspection. Although standards are average, overall, many pupils are underachieving. There is little evidence of achievement beyond the standard expected of an average pupil in any aspect of the subject, which clearly represents underachievement for the potentially higher attaining pupils. This is partly because the school has insufficient computers (19 pupils to one computer) but mainly because the teachers lack the essential knowledge to teach the subject in depth. However, teachers' expertise is now improving through the training and support provided by a new subject manager.

137. At the end of Year 2, pupils have average operational and communications skills. In some lessons, computers are used appropriately to enhance teaching and learning; for example, in English, pupils type work accurately, using capital letters and full stops. In mathematics, they complete sums on screen, though this does little to raise the standard of their work. In art and design, they draw pictures using a simple graphics program and find information from CD-ROM for their topic work in history and geography. When pupils control the movements of a simple programmable toy, and enter instructions for it to follow a given route, they show that they understand the need to give instructions in the correct order, for example, to draw a simple shape.

138. By the end of Year 6, pupils have sound word-processing skills, enhancing their writing by changing the style and size of text. However, because of the shortage of computers, they usually draft their work on paper before entering it onto the computer and do not learn the advantages of initial, on-screen drafting. Many pupils lack familiarity with the keyboard because of lack of practice, and work more slowly than would be expected of pupils of their age. Although pupils produce good pictures in their artwork, sometimes in the style of famous artists, they cannot use computers to incorporate them into text or combine visual presentations with sound. However, in a Year 6 class, a pupil with difficulties in literacy added a verbal commentary to his work when helped by a student teacher. Pupils can enter data into a spreadsheet and produce a range of graphs and charts to illustrate their work. They interpret data satisfactorily, for example, when studying the Victorians in history. Pupils retrieve information from CD-ROM and the Internet to support their research work but do not discriminate sufficiently well in what they download. Pupils make effective use of e-mail and have established links with pupils in New Zealand and Spain. Pupils can write simple programs to control the movement of an image on-screen but have below average skills in applying their understanding of the way in which a computer can be programmed to control external events, such as the turning on of lights in sequence. Although the school has equipment to monitor and record data about weather conditions, pupils have not yet used it.

139. Teaching is unsatisfactory because there are significant gaps in teachers' knowledge, both of computers and the new curriculum. The teachers plan lessons carefully but are insecure in teaching some parts of the programme of study because of their lack of knowledge and need for training. Whilst they teach basic skills adequately, they cannot provide a sufficient challenge for higher attaining pupils, which limits progress and results in underachievement. Pupils have very good attitudes to using computers. They quickly become confident in operating the computers; they collaborate well with one another and also work independently when given the opportunity. Those with computers at home are keen to share their skills and use their expertise to help others learn. However, the number of computers is insufficient for the school's needs and to ensure satisfactory progress, particularly for those who do not have computers at home. Over the past year, student teachers have taught Year 6 pupils; for example, to use computers to compose and edit their work in music.

140. The new management of the subject is satisfactory and improving. Training is helping to solve individual teachers' difficulties. The school plans to improve resources, teaching and learning, and to develop a system for recording standards.

MUSIC

141. Throughout the school, pupils play and compose with confidence; they listen attentively and appreciate the importance of reviewing their performance. The extra-curricular programme of recorder, string, flute, brass ensembles and choir enhances the music provision for pupils of all ages. Pupils with special educational needs make satisfactory progress. By the end of Year 2, pupils reach average standards in relation to those expected for their age and their achievement is satisfactory. Most pupils know how to handle instruments and understand how different moods can be created by the arrangement of sounds. They perform simple pieces competently using unpitched instruments, and they sing enthusiastically. Discussions of their individual and group performances help to improve their work.

142. By the end of Year 6, pupils reach average standards. The majority of pupils improvise short pieces in group performance and describe and compare different pieces, using suitable musical terms. Although their achievement is satisfactory overall, the standards in singing are not high enough because insufficient attention is given to developing the skills of breathing and phrasing and tonal quality. Pupils sing with zest but not always in tune. They generally concentrate well and are quick to show appreciation of each other's work.

143. The quality of teaching and learning throughout the school is satisfactory overall. In some classes, teachers have good subject knowledge and an interest in music. In these classes, standards are high because pupils have opportunities to extend their musical knowledge and to develop their creative abilities. This was seen in a Year 6 lesson which abounded in activities which successfully encouraged and moved forward all aspects of music-making. In this lesson, pupils responded very well to their teacher's high expectations and reached above average standards in the demanding tasks of listening, appraising, composing and performing. Where teachers have a more limited knowledge of music, and rely on commercial tapes, the lesson tends to lack variety and liveliness.

144. The management of the subject is satisfactory. There has been a satisfactory improvement since the previous inspection and a new scheme of work has been introduced which provides effective guidance for class teachers. Despite a more structured approach to teaching music, the provision would be even better if teachers in each year group discussed and planned their music work together, sharing their musical expertise. A priority should be to raise standards in singing in Years 3 to 6. The school continues to offer a very good range of extra-curricular music-making, including performances at another local school and in seasonal concerts. The accommodation for instrumental teaching is unsatisfactory because the restricted space makes it impossible for group practice to take place. Music makes a good contribution to pupils' personal development through the opportunities it gives for creativity, response to music of different cultural traditions, and working in harmony together.

PHYSICAL EDUCATION

145. By the end of Years 2 and 6, the standards of pupils' work are above average for their age. Pupils achieve well throughout the school because of good teaching and the positive attitudes which they have towards their learning.

146. In Year 2, higher and average attainers carefully build sequences of movement on the floor and on apparatus, which have good variation of height and speed. The work of lower attainers is less polished but they try hard and their sequences are imaginative. In games, throwing and fielding skills are well developed and pupils work well with one another in teams. Pupils discuss each other's work; they accurately assess performance, and suggest ways to improve. They know why it is important to prepare carefully for physical activity and have a good understanding of the effects of exercise on the body. For example, they can explain in simple terms, why the heart rate increases with exercise.

147. It was not possible to see Year 6 lessons during the inspection but other evidence shows that their standards in games are above average. Year 5 pupils devise and adapt their own striking and fielding games according to criteria set out by their teachers, and teach the games to other pupils. Pupils know why physical activity is good for them and can explain why regular exercise can contribute to health in older people. The great majority of Year 6 pupils reach the expected standard for their age in swimming.

148. The school provides a satisfactory range of extra-curricular sporting activities. Girls' gymnastic teams have succeeded at both local and county level over a number of years. Pupils play team games at break and lunchtimes, and this makes a good contribution to the overall standards achieved.

149. Pupils make rapid progress throughout the school because they quickly establish good attitudes to learning. Basic skills in dance, gymnastics and games are well taught from the start and are consolidated and developed progressively as pupils move through the school. Pupils talk confidently about their work and use the correct technical vocabulary. Pupils with special educational needs make good progress because teachers and support assistants know the pupils and understand their difficulties well. Pupils have very positive attitudes; participation rates in lessons are very high. Pupils are quick to recognise the achievements of others.

150. The quality of teaching and learning is good throughout the school. No lessons were unsatisfactory and a third of them were very good or excellent. The teachers have benefited from recent in-service training provided through the school's involvement in the national *Top Sport* programme. Lessons are enjoyable, interesting and physically and intellectually challenging. The best teaching occurs when the teacher involves pupils in an analysis and evaluation of their performance; for example, in an excellent Year 2 gymnastics lesson, when the teacher saw that pupils could work at a higher level she adapted her lesson plan accordingly. Teachers take care to ensure safety in lessons and teach pupils to handle equipment safely.

151. The management of the subject is good. The subject has improved well since the previous inspection. The subject planning has improved and as a result of training, teachers are now better prepared and standards have risen.

RELIGIOUS EDUCATION

152. By the end of Year 2, the standards of pupils' work are average in relation to the expectations of the local agreed syllabus and this represents a satisfactory achievement for these pupils. Pupils can describe some of the key features of Christianity and other major world faiths. Whilst the higher attaining pupils know the names of the books which make up the Torah in Judaism, lower attainers tend to confuse or misunderstand detail when, for example, they try to describe what happens at a Christian baptism. Pupils are beginning to understand the effect of

religious belief on the lives of members of different faiths and most pupils can link some of the meanings found in religious stories to their own lives and their relationships with other people. Although pupils respond well when asked to describe reflect on things in the world which they find difficult to explain, their understanding of the way in which religious belief helps to provide answers to the more puzzling questions in life is underdeveloped.

153. By the end of Year 6, pupils reach average standards and their achievement is satisfactory. Although pupils make satisfactory overall progress the quality of the teaching varies from class to class and results in unevenness in standards, in particular with older pupils. Pupils with special education needs make satisfactory progress. Teachers often use the same worksheets for all pupils in the class but pupils make better progress when teachers adapt the learning activity to the range of attainment. Behaviour is good; pupils are interested in their learning and try hard.

154. The overall quality of teaching and learning is satisfactory throughout Years 1 to 6. The teaching was good in around half of all lessons but no very good or outstanding lessons were seen. Teachers have a sound command of the subject. To enrich lessons they draw upon pupils' personal experience and understanding; for example, in a Year 4 lesson about the five pillars of Islam, Muslim pupils were enabled to share their knowledge with other pupils, which raised the quality of all of the pupils' learning. Pupils visit places of worship and classrooms have good displays of religious objects representing the major world faiths. Lessons make a good contribution to pupils' literacy through the discussion of their ideas and through extended writing. Teachers do not use computers enough to enhance pupils' learning. Although pupils' work is marked regularly, teachers' written comments are more inclined to acknowledge effort than to show pupils how to improve their work.

155. The subject is well managed. The curriculum planning is effective and goes beyond the requirements of the statutory syllabus. Subject resources are good. The standards reached by pupils have been sustained since the previous inspection. A good system for monitoring the quality of pupils' work by regular sampling work from all classes has been introduced.