

INSPECTION REPORT

Hightown First and Nursery School

Liversedge

LEA area: Kirklees

Unique reference number: 107669

Headteacher: Mrs C. Prescott

Reporting inspector: Stafford Evans
21217

Dates of inspection: 8 - 11 May 2000

Inspection number: 192854

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
School address:	Hightown Road Liversedge West Yorkshire
Postcode:	WF15 8BL
Telephone number:	01274 335240
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs H. Crowther
Date of previous inspection:	13 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. G. Evans	Registered inspector	Under fives Equal opportunities English Information technology Design and technology	What sort of school is it? How high are standards? How well are pupils taught? How well is the school is led and managed?
Mr L. Kuraishi	Lay inspector		Attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs A. Dakin	Team inspector	Special educational needs Mathematics Geography Physical education Religious education	How good are curricular and other opportunities?
Mrs S. Russam	Team inspector	Science Art History Music	Pupils' attitudes, values and personal development Provision for pupils' spiritual, moral, social and cultural development

The inspection contractor was:

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The Registrar
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The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hightown is a first school with a nursery class. There are 154 pupils on roll, with 20 full-time equivalent nursery children. There is a range of attainment on entry from above average to well below average. Attainment on entry is broadly below average overall. Twenty five pupils are identified as having special educational needs. There is one child with a statement of special educational need in the nursery and one pupil in Key Stage 2.

The school is housed in a traditional 1880's stone building. It serves an area of private and local authority housing. Pupils who attend the school come from the immediate area. The percentage of pupils entitled to free school meals is in line with the national average. A very small number of pupils are from ethnic minority backgrounds. No pupils speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is an improving school with good and very good features. The strengths of the school significantly outweigh the areas requiring development. Children make a good start in school and this is built on well at Key Stage 1. Pupils make good progress in English, science, information technology and art by the time they leave the school. The quality of teaching varies from very good to satisfactory. It is good overall. Relationships within the school are excellent and pupils' personal development is very good. They develop very good attitudes to learning and behave very well in lessons. The school is very well led by the headteacher. The school provides good value for money.

What the school does well

- Pupils achieve well in English, science, information technology and art by the time they leave the school.
- The overall quality of teaching is good, with one in five lessons being very good. This positively affects standards.
- Early years provision is good.
- Pupils' attitudes to learning and their personal development are very good. Their relationships with one another are excellent.
- Provision for pupils' spiritual, moral and social development is very good. This has a positive impact on pupils' personal development and the relationships they form with one another.
- The very good leadership and management of the headteacher, with the support of the staff and governors create an ethos that strongly supports learning.

What could be improved

- The standard of pupils' attainment in mathematics by the time they leave the school is below national expectations.
- Despite recent significant improvements the use of assessment information is unsatisfactory in guiding teachers' long term planning and for monitoring and supporting pupils' academic progress, including pupils with special educational needs.
- The governing body is in the process of improving their role within the management of the school. They are aware that their role in monitoring and evaluating standards in the school and their involvement in school development planning and long term strategic planning needs to improve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. It had some good features and significant areas requiring improvement. Since the last inspection there have been disruptions to the leadership and management of the school and a high staff turnover. This adversely affected standards and the quality of education provided. However, since the start of this school year there has been more stability in the leadership and management of the school. It is now very good. This has brought about an improvement in the quality of education provided and a significant rise in standards. Compared with the last inspection standards in English, science and information technology are higher. The quality of teaching, which was a key issue last time, has improved. There is now no unsatisfactory teaching (16 per cent last time) and there is more very good teaching (20 per cent compared with 12 per cent at the time of the last inspection). Teachers' planning is better (another previous key issue). School development planning has improved. Subject co-ordinators now fulfil a more effective role within the school compared with the time of the last inspection.

There has been recent very significant improvement and the school is well placed to bring about further improvement.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
Reading	D	C	E	E
Writing	D	C	E	E
Mathematics	E	C	E	E

Key

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

Inspection evidence indicates that current standards are higher than those shown above in the 1999 national tests. Standards are now broadly in line with the national average in reading, writing and mathematics. Current standards are positively affected by the significant amount of good teaching and effective deployment of support staff to where the need is greatest. The school places a strong emphasis on the teaching of literacy and has extended the levels of support for most groups in literacy.

Standards in information technology and art are above national expectations. Standards in science are above the national average. Standards attained in other subjects are in line with those expected for pupils of seven years of age. By the age of nine, when pupils leave the school, standards in information technology and art are above national expectations and most other subjects are in line with those expectations. The exception is mathematics, where standards are below national expectations for pupils aged nine years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have very good attitudes to learning.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good.
Personal development and relationships	Pupils have excellent relationships with one another and their personal development is also very good.
Attendance	Attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-9 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.
 Teaching is satisfactory or better in all lessons. It is very good in 20 per cent of lessons, good in 56 per cent and satisfactory in 24 per cent. The quality of teaching has a positive effect on pupils' learning and the progress they make.

The quality of teaching is very good in information technology at both key stages. It is good in English, geography and science at both key stages. Teaching in art is very good at Key Stage 1 and good at Key Stage 2. History, mathematics, physical education and religious education teaching is good at Key Stage 1. At Key Stage 2 design and technology teaching is good and teaching is satisfactory in mathematics, history and physical education. No lessons were seen in design and technology at Key Stage 1 or in

music and religious education at Key Stage 2, therefore no judgement is made about the quality of teaching in these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the under fives is planned satisfactorily to cover all areas of learning appropriate to children of this age. The school provides a broad range of work that is relevant to pupils in Key Stages 1 and 2. There is an appropriate statutory curriculum in place except that parents have not been informed of their right to withdraw their children from sex education lessons. Extra-curricular activities to support pupils' learning are satisfactory in terms of educational visits, but there are insufficient sporting or other activities to support the children's learning.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory overall, but with some weaknesses. These include unsatisfactory monitoring of pupils' individual education plans and statements of special educational needs are not met fully.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' spiritual, moral and social development. The school teaches very well the principles of right and wrong and the importance of valuing all people, caring for others and increasing self-confidence. There is a weakness in the provision for raising pupils' awareness and increasing their understanding of the multi-cultural diversity of our society.
How well the school cares for its pupils	The school ensures pupils are cared for well. Procedures for child protection are in place. Procedures for monitoring and promoting good behaviour are very good. There are new effective assessment procedures in place for identifying pupils' strengths and weaknesses. They are not yet effective in monitoring pupils' academic progress over time. This adversely affects teachers' long term planing. Attendance is monitored well.

Effective links are being developed with parents. They receive good information about the life of the school and the progress that their children make. Parental involvement in their children's learning in school and at home is satisfactory. Links with the community are also satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. Most subject co-ordinators are new to their current role. They have made a sound start overall in improving provision within the subjects for which they are responsible.
How well the governors fulfil their responsibilities	The roles of individual governors are clearly defined and they give good support to the school. Their role in school development planning is underdeveloped, as is their role in monitoring standards and educational provision. There is an awareness of these shortcomings and they demonstrate clear ideas for their future role.
The school's evaluation of its performance	The headteacher monitors and evaluates the school's performance effectively. She knows its strengths and weaknesses and takes effective action to secure improvement.
The strategic use of resources	Strategic long term financial planning is unsatisfactory. Day-to-day financial management and administration is very good.

There are adequate teachers and support staff to ensure the effective delivery of the curriculum. Accommodation is generally satisfactory and is used very well. There are generally adequate learning resources. The exception is the unsatisfactory book stock for children under five years of age.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • Their children behave well at school. • The teaching is good. • They are kept well informed about their children's progress. • The school is easy to approach with concerns. • Staff have high expectations for their children. • The school is well led and managed. • The school works closely with parents. • Their children's personal development is promoted very well by the school. 	<ul style="list-style-type: none"> • Some parents have concerns about the homework provision. • There are insufficient extra-curricular activities.

Inspectors support the parents' positive views. Homework provision has recently been updated. Inspection evidence indicates that it is satisfactory. The inspectors agree there are insufficient extra-curricular activities, but also understand that the school earlier this year had to prioritise what was to be done to raise standards. They staff decided extra-curricular activities were not a priority as the pupil attendance at them was low. Inspection evidence supports this decision. The school intends to review extra-curricular provision in the next school year and has every intention of reintroducing it.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 Key Stage 1 national tests attainment was well below the national average in reading, writing and mathematics. In the teacher assessment for science results were above average. Taking the four years 1996 to 1999 together standards were below the national average in writing and mathematics and well below in reading. During this period boys performed better than girls in writing and mathematics. Until this year the trend in overall standards has been downward. In comparison with similar schools standards are well below average. The 1999 results were adversely affected by the high number of pupils on the register of special educational needs (35 per cent of the year group). Also, the learning needs of all pupils in the year group were not effectively supported and this slowed their progress. There was no clear policy for providing support where it was most needed. This affected adversely the quality of teaching and learning.
2. Inspection evidence indicates a significant improvement in standards this year and when compared to the time of the last inspection. By the end of Key Stage 1 standards reached by pupils are broadly in line with the national average in reading, writing and mathematics. Science standards are above the national average. Pupils achieve well across the curriculum. There have been several changes since the start of this school year (September 1999) that have brought about this significant improvement in standards. Current standards are positively affected by the significant amount of good teaching and effective deployment of support staff to where the need is greatest. The school places a strong emphasis on the teaching of literacy and has extended the levels of support for most groups in literacy lessons. There are much improved assessment procedures that clearly identify what pupils know, can do and understand. This has raised class teachers' expectations of what pupils are to attain and ability groupings in all classes enable a closer match between tasks and pupils' prior attainment. In English another factor to influence standards positively is the effective teaching of literacy skills across the curriculum. The school has set appropriately challenging targets and are on course to attain them.
3. By the time pupils leave school at the age of nine attainment in science is above the national average, English standards are in line, but standards in mathematics are below the average. In mathematics progress is unsatisfactory. Science standards are higher than at the time of the last inspection, English standards are similar and mathematics is lower. Expectations of what pupils are to attain are too low in mathematics. Higher attaining pupils do not achieve as well as they should. There are also not enough opportunities given to pupils to use mental strategies to solve problems. The use of numeracy across the curriculum is unsatisfactory and this slows pupils' progress. Pupils achieve well in most other subjects by the time they leave the school at nine years of age.
4. Standards in religious education by the end of Key Stage 1 and by the age of nine are in line with those recommended in the locally agreed syllabus. Pupils achieve satisfactorily in relation to their prior attainment. Standards in religious education are similar to those at the time of the last inspection. Standards by the end of Key Stage 1 and by the age of nine are above national expectations in information technology and pupils achieve very well in relation to their prior attainment. This is a significant improvement since the last inspection. A considerable investment of time and money has included staff training and far better resources. This has contributed significantly to the improvement, as has the very good quality of teaching and pupils very positive attitudes to learning in the subject.

5. Standards in art are above national expectations by the end of Key Stage 1 and by the age of nine. Achievement in art is very good. In design and technology, humanities (geography and history), music and physical education pupils reach expected levels for their age at both key stages. Standards in art are better at Key Stage 1 now than at the time of the last inspection. They are the same in design and technology, humanities, music and physical education. Standards by the age of nine are better in humanities, music and physical education. They are broadly the same in art and design and technology.
6. By the time they reach the age of five most children attain in line with expectations for their age in language and literacy, mathematics, knowledge and understanding of the world, creative, physical, personal and social development. Children achieve well in relation to their prior attainment by the time they are five.
7. Pupils with special educational needs make the same progress as their peers in relation to their prior abilities. This is an improvement since the last inspection when the progress of pupils in Year 3 with special educational needs was unsatisfactory. Lessons show that the majority of teachers set work to meet their needs and ensure these pupils make good progress in the early years and Key Stage 1 and satisfactory progress in Key Stage 2. Pupils with behavioural difficulties achieve well in their personal development and behaviour. This is due to the school's very good ethos of positive behaviour management as well as to individual planning to meet their needs. Pupils with special educational needs work hard and behave well in lessons. All are integrated well into classroom life and this positively affects their progress.

Pupils' attitudes, values and personal development

8. The vast majority of pupils are very enthusiastic about their school. Many name their favourite subjects and activities and give good reasons for their choice. The youngest children have no difficulty in coming into school and leaving their parents or carers. Parents answering the inspection questionnaire strongly endorsed the view that the pupils enjoy school and are happy in it.
9. Pupils' attitudes to their work are mainly very good. They concentrate very well and listen attentively to the teachers and each other. Pupils particularly enjoy practical activities and investigations and most teachers provide well for these. Only when the tasks they are set provide insufficient interest or challenge, particularly for higher attaining pupils and some pupils in Key Stage 2, does their concentration waver and their efforts slacken. These findings closely reflect those of the last inspection, indicating that the school has maintained high standards of attitude and behaviour.
10. The school provides a range of non-classroom based activities such as visits to Skipton Castle, Colne Valley, Shipley Glen and residential field trips to Boggle Hole. Pupils in Key Stage 2 have the opportunity to join a choir which regularly performs at school assembly and local inter-school music festivals. These all add to the pupils' enthusiasm for school.
11. Pupils' behaviour in class is generally very good. There are clear school rules which pupils know well and observe. The pupils appreciate the recognition given to outstanding effort or behaviour through the regular achievement assemblies and achievement board. Around the school behaviour is generally very good. A very small minority of pupils behave inappropriately in a few lessons. Pupils play well together at playtime and lunchtime. There is good adult supervision and no aggressive or harassing behaviour was observed. Pupils are delighted to be selected by the midday supervisory staff as one of their 'superstars'. Parental comments indicated few instances of bullying and there

was no evidence of such behaviour during the inspection. The school's policy on anti-bullying and harassment is strongly reinforced at every opportunity, especially in personal, social and health education lessons and assemblies. Currently there are no pupils excluded from the school.

12. Adults provide good role models for the pupils to emulate. There is good evidence that pupils respect the values and beliefs of others. They listen carefully to their teachers and other pupils, particularly in assemblies. They show good understanding that other pupils' beliefs may be different from their own.
13. Relationships are excellent. The vast majority of pupils like and respect their teachers. They respond well to good teaching and are anxious to succeed and make progress. In group work pupils co-operate well discussing issues sensibly, handling and sharing materials and equipment with respect. Pupils show some initiative in managing their own learning, for example in using equipment in the school's information technology suite.
14. More opportunities are being developed for pupils to assume a wider range of responsibilities within the school. Already the range of duties older pupils undertake is extensive. They help regularly in the early years unit, assist the lunchtime staff clearing the hall, take responsibility for answering the telephone at lunchtime and help Year 1 pupils with changing shoes and putting on coats at playtimes. Nominations for the newly formed school council have recently taken place. There is a strong emphasis on all pupils taking responsibility for their actions and behaviour. Pupils are helpful and polite, holding doors open for adults and cheerfully undertaking tidying tasks in the classroom and around the school.
15. The school works closely with parents and the Education Welfare Officer and has maintained very high level of attendance and punctuality since the last inspection. Pupils' attendance is well above the national average.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching ranges from very good to satisfactory. It is good overall. The quality of teaching has a positive effect on pupils' learning and the progress they make. Teaching is satisfactory or better in all lessons. It is very good in 20 per cent, good in 56 per cent and satisfactory in 24 per cent. The quality of teaching is significantly better than at the time of the last inspection.
17. The quality of teaching for the under fives is good. This teaching is based upon sound planning which identifies clear learning targets in all areas. Groups of children are organised and generally resourced well and this fosters the purposeful working atmosphere and very good behaviour of the children. Children show high levels of concentration, initiative and independence for their age because the staff encourage this. There are good assessment procedures for tracking children's progress and staff use these successfully to plan the next step in children's learning.
18. At Key Stage 1 the quality of teaching is good, ranging from very good to satisfactory. Teaching is good in English, mathematics, science, religious education, geography, history, music and physical education. It is very good in art and information technology. No lessons were observed in design and technology so there is no judgement. Teaching at Key Stage 2 is very good in information technology and good in English, science, art, design and technology and geography. It is satisfactory in mathematics, history and physical education. No lessons were observed in religious education or music so no judgement is made.

19. Across the school teachers work hard to plan and prepare lessons. The planning shows what is to be taught and learnt. In the better lessons teachers shared this with the pupils at the outset of the lesson and evaluate it at the end. They generally make effective use of pupil assessment to ensure that activities match pupils' varying needs and prior attainment. However, work provided in mathematics for higher attaining pupils in Key Stage 2 is not difficult enough. They use a range of appropriate teaching methods. These include whole class teaching, group and individual work. Teachers use time and resources in lessons efficiently. They have secure subject knowledge. Teachers manage pupils' behaviour well. A strength of the teaching is the good, caring and supportive relationships staff have with the pupils. Support staff provide good support for pupils' learning. They receive good briefing before lessons and have a clear understanding of their role. The overall quality of the marking of pupils' work is good. Work is marked and in the best practice, either through oral or written feedback to pupils, teachers place an emphasis on what pupils need to do next to improve their work further.
20. The quality of teaching and learning of pupils with special educational needs is good overall. It is best in the early years and Key Stage 1. The most effective teaching occurs in lessons that are well supported by experienced support staff. Teachers know their pupils well and although individual educational plans are not well linked to lessons work is usually set that meets pupils' needs. Where lessons are less well supported gains are fewer and learning relies heavily on individual pupils' capacity to work independently on set tasks. Sometimes these pupils are not fully involved, particularly in whole class teaching, as teachers have not prepared questions that they can answer and do not monitor how attentive they are. At other times these pupils are well supported by additional experienced staff that repeat and explain questions so that pupils can become fully involved. The teachers place a good emphasis on the acquisition of language in all lessons. This enables these pupils to make good gains in understanding subject specific vocabulary. Individual group work is well explained and good routines are established so pupils with additional needs can start work quickly and make an effort to work individually. The best teachers provide a range of practical activities in mathematics for special educational needs groups and encourage the use of a range of reading strategies when hearing pupils read. Both these approaches work well. Praise and rewards are used very well to manage behaviour, increase pupils' self-esteem and self-confidence and to extend effort.
21. The following are examples of how good quality teaching positively affected pupils' learning:
- Children's learning was good in a session of group activities. The quiet purposeful working atmosphere was the result of very good staff relationships with the children, the effective organisation of the lesson and the very good management of the children's behaviour. This meant the children completed a lot of work. Children had the opportunity to co-operate with one another in a role-play situation so their learning in social skills was good. There was focused teaching exemplified by skilled questioning that reinforced the children's previous learning. The teacher's good understanding of how young children learn meant their progress in extending their listening and speaking skills was good.
 - In a Key Stage 1 mathematics lesson on addition the teaching and learning was very good. What was to be learnt in the lesson was made very clear to the pupils. Pupils tried and worked hard to achieve what was expected. The teacher reminded them that their work was based on their previous learning. There was an appropriate mix of whole class, group and individual work. Work was matched well to pupils' prior attainment, for example average attaining pupils worked with numbers to 20, higher attainers to 50 and lower attainers to 10. This meant that pupils' learning was brisk and relevant. The organisation of the lesson meant pupils worked co-operatively and collaboratively. This positively affected pupils' personal development.

- A literacy lesson at Key Stage 2 based on a non-fiction text "Our trip to Filey" ensured pupils' learning was good through skilled teaching. Pupils' behaviour was managed very well. They listened carefully and so were able to work out their answers having thought carefully about what was said. The teacher demonstrated secure subject knowledge when giving clear explanations about use of personal pronouns and possessive pronouns. The lesson was organised efficiently. Group work was prepared beforehand, matched accurately to pupils' varying needs. This meant no time was wasted and pupils completed a lot of work. The support assistant worked with the lower attainers. She was well prepared and fully briefed about her role within the lesson. The support assistant's input positively affected the pupils' learning.
- The information technology teaching and learning was very good. There were precise and clear explanations in the whole class introduction. This meant pupils' wasted no time at the start of their computer work. Teachers demonstrated secure subject knowledge in their use of programs in the whole class introduction. Teachers were able to answer correctly pupils' questions. Teachers circulated around the class to support and monitor pupils' work. In a Years 1/2 lesson when pupils were creating a design of a coat the teacher was always in a position to identify errors or offer help when pupils were hesitant. Pupils' confidence was enhanced, skills developed quickly and the quality of their learning improved.

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

22. The satisfactory curriculum for the under fives is broad, balanced and relevant to children's needs. The school bases it securely on the desirable learning outcomes¹ for children of this age. The quality and range of the curriculum is satisfactory at Key Stages 1 and 2. It is generally broad, balanced and stimulating. It provides a relevant education for the pupils, including those with special educational needs. Pupils are grouped by ability and work is set to meet their differing needs. The school has made satisfactory improvements since the last inspection. There are now policies for all subjects. At present the school is in the process of using the Qualifications and Curriculum Authority's documentation and adapting it to meet the school's needs. It combines some history and geography to allow for flexibility in provision and to make best use of the time available. The practice of having two half hour slots for physical education does not allow enough time for development of ideas, evaluation and practice within a single lesson.
23. The school meets the National Curriculum requirements in the core subjects of English, mathematics, information technology and science, the other foundation subjects and the locally agreed syllabus for religious education. The school has implemented the literacy framework well and has modified it where necessary to meet individual needs. Planning for information technology and art is good. However, the implementation of the numeracy framework is unsatisfactory at present. Medium term planning does not provide enough guidance for teachers to meet the needs of pupils of differing abilities in the mixed year group class at Key stage 1 and in both classes at Key Stage 2. This most significantly affects the progress of pupils who are higher attaining. In addition there are not enough problem solving activities planned and very few opportunities for pupils to use their knowledge of mathematics in other subjects.
24. Provision for personal and social education is good. It includes sex education when necessary and work on healthy eating and lifestyle. However, parents have not been informed of their right to withdraw their children from sex education lessons. The school implements effectively its policy for the teaching of drugs awareness education. The school has recently developed better links with the receiving middle school. It is in the

¹ These are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

process of developing the sharing of coverage of foundation subjects at joint planning meetings. The school prepares pupils well for their next stage of education.

25. The school provides a narrow range of extra-curricular activities. The number of clubs was reduced recently because there was a limited response to them, a number of staff changes and teachers have had to be involved in curriculum development. The school choir still meets in the lunchtime break. There are visits to a range of historical sites and pupils undertake geographical field trips, some of which are residential. Overall provision for extra-curricular activities is unsatisfactory.
26. Links with the community are satisfactory. During the week of the inspection the Royal Society for the Prevention of Cruelty to Animals made a very good presentation at the school that enhanced pupils' understanding of caring for pets and wild animals. The school has recently raised money for the society, for the Guide dogs for the Blind, the Palliative Care appeal and for the flood victims of Mozambique. Pupils take part in Cycling Proficiency Awards. The school has successfully entered competitions set by local businesses, but as yet other links with the business community are few. The school has growing links with the religious community and there are regular occasions when pupils go to church or the local vicar takes assembly at the school.
27. Pupils' spiritual development is very good. Stories are well chosen to illustrate themes in lessons, assembly and class-based collective worship. For example, Year 1 pupils listened to "Mums don't get sick" illustrating the theme of caring. Pupils talk about how they are cared for and how they care for people who are an important part of their lives. Visitors to the school contribute meaningfully to developing pupils' wider understanding of caring for the environment and creatures in the wild. Pupils were particularly well motivated when discussing domestic and wild animals and birds. They showed a well informed and mature understanding of the need to preserve the beauty of things around them. During periods of formal prayer pupils demonstrate reverence and respect. They sit quietly and reflect on what they have learned whilst listening to a range of modern, contemporary or classical music.
28. There is very good provision for pupils' moral development. A carefully considered discipline policy is based on mutual respect and co-operation and its principles are consistently reinforced. The school promotes a strong sense of shared standards and values, both through its positive ethos and the good examples and high expectations of good manners set by the head teacher and all staff. Adults encourage pupils to behave well and show consideration for others. Teachers frequently praise pupils and give rewards for their behaviour, efforts and achievements, promoting their self-esteem. Pupils develop a clear understanding of 'right and wrong' through well-chosen stories. The sensitive handling of behavioural issues as they arise in the classroom and playground contributes to pupils' understanding.
29. The school is very effective in cultivating the pupils' social development through the very good opportunities it provides for raising their awareness of social and moral issues. Adults who work within the school provide good role models for pupils and are consistent in their approach to reinforcing the difference between right and wrong. Discussions in personal, social and health education lessons are particularly effective in prompting pupils to reflect upon how their actions may affect others and that they have choices about how to behave. They talk with maturity about the need to be honest and fair, to tell the truth and they know that justice is being even-handed and non-biased. The newly formed school council is intending to ensure this is further promoted through its activities. The oldest pupils bake biscuits and cakes for supper and snack time whilst on a residential field trip. During the inspection first hand experience confirms the value of these initiatives in developing pupils' social competence and their skills in initiating and

sustaining interesting dialogue with adults helping them. Through their participation in school sports events, competitive games and the choir pupils learn the value of developing a team identity and the need for interdependence upon their team mates in order to be successful participants in school-based and regional events.

30. Pupils' cultural development is satisfactory. The school enhances pupils' awareness of their own culture through several areas of the curriculum, visits and field trips. During their history lessons Year 3 pupils learn how British culture has changed since World War II including the role of women in society. By studying the lives of famous people Year 2 know the impact that individuals have had upon society. Through their art and music lessons pupils find out about the work of famous artists and composers and develop an understanding of the intended effect created by a particular piece of music or work of art. However, too few opportunities are provided for pupils to develop a clear understanding of living in a multi-cultural society. Whilst effective use is made of visits to the local church, opportunities are not regularly included for visiting non-Christian places of worship. Too little focus is placed upon the study of non-European cultures and the richness of their heritage. Resources for this aspect of the school's work, including books, artefacts, musical instruments and examples of art work are unsatisfactory.
31. The school has maintained high standards in the provision for pupils' spiritual, moral and social development since the time of the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school provides a secure and enjoyable learning environment for all its pupils. As a result the children are happy, confident and trustful in establishing friendly relationships with adults and with one another. Parents responding to the questionnaire strongly agree that their children like to come to school and that they are happy or very happy at the school. All staff make it a priority to settle children well, with an established and successful pre-school meeting between teachers and the carers. The school pays good attention to pupils' educational and emotional needs and provides appropriate support.
33. The teachers and support workers know the children well and are sensitive to their needs, providing suitable opportunities for them to discuss any concerns or problems. Account is taken of pupils' medical needs and a caring environment, sensitively supervised by the school secretary, ensures that sick and vulnerable pupils are adequately cared for in the medical room. The school makes good safety arrangements prior to educational visits.
34. Pupils with special educational needs are identified early and individual educational plans are written correctly. However, not all plans are relevant and attainable by pupils and few link well with lesson planning. This has led to the practice of pupils retaining the same targets for a considerable length of time. Not all plans reflect needs identified in statements of special educational needs. In addition not all targets within individual educational plans are fully and formally reviewed and evaluated each term or at the end of lessons. This makes it difficult for teachers to monitor individual pupils' progress over time and plan appropriate work. This slows pupils' progress. At present the information presented in reports for some pupils with statements does not provide enough information for parents or other professionals before the annual review. In these

respects the school does not meet the requirements of the Code of Practice². Lesson evaluation notes in the early years are good and this practice could usefully be shared with members of support staff in other classrooms to ensure that the gains pupils make are formally and systematically recorded.

35. The school has a good relationship with the educational psychologist and the behavioural support service. This has enabled the school to provide good support for pupils with behavioural difficulties. It is less efficient at identifying more specific learning difficulties as teachers do not have enough expertise in assessing and identifying this type of need. For example, there is little evidence of liaison with speech and language therapists for pupils with language difficulties. This has led to programmes being devised without specific advice and skills for the monitoring of progress as identified in pupils' statements. For example, one pupil has not had any formal advice from speech therapists for four years yet the needs identified in the statement clearly state that this should be provided. Fortunately the school places a good emphasis on the acquisition of subject specific language and provides additional support in lessons. This ensures that these pupils make satisfactory progress overall.
36. The monitoring of pupils' personal development is good. This includes the compilation of good records of achievement. The staff know the children and their families well and constructive relationships are established from the start. The class teachers formally monitor the personal and social development of children. Names of the pupils who behave well are displayed on the board and certificates and recognition are given in the fortnightly achievement assemblies. Lunchtime supervisors display well behaved pupils' names on the "lunchtime superstars" notice board, this promotes healthy competition among pupils. Parents are provided with regular information on pupils' personal development.
37. The school complies with the local child protection policy. Teaching, support and mid-day staff are alert to the issues and there is a properly qualified and nominated child protection person who has received in-service training. There are good arrangements for first aid and the staff are aware of the procedures in case of an emergency. There are sufficient numbers of qualified first aiders who have received appropriate training.
38. The care and welfare of pupils provided by the school is good. The health and safety policy is in draft form. This needs to be finalised, ratified by the governing body and appropriately implemented. There are suitable routines for sickness, more serious injuries, regular safety checks and appropriate attention to safe practices in lessons. The satisfactory sporting activities and very good quality food provided by the school kitchen encourages pupils' adoption of a healthy life style.
39. Staff promote hygiene effectively as part of the curriculum and there is generally good attention to safety matters. All adults are aware of their responsibilities in providing a safe environment. The health and safety subcommittee regularly undertakes risk assessment and the building is kept clean and free from obstructions. Some health and safety issues were drawn to the attention of the headteacher.
40. Procedures for monitoring attendance and punctuality are good and understood by the parents and the carers. Regular contacts with the Education Welfare Officer and parent/carers are maintained. Overall administrative systems for promoting punctuality and attendance are good and have been sustained since the last inspection.

² This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development.

41. Very good behaviour in the school is promoted through a system of mutually agreed simple classroom rules which are incorporated in the whole school behaviour policy and strategically displayed around the school. All pupils know that good behaviour will earn them recognition in the school assembly. A system of incentives for good behaviour is very effective and the majority of parents and their children understand the hierarchy for incentives and sanctions for inappropriate behaviour. Pupils are aware that unkindness or harassment is not tolerated and children from different social backgrounds are taught to respect one another. No incidents of bullying were observed during the course of the inspection.
42. There are good procedures for assessing the achievements of the under fives. The school completes initial assessments of children's learning in the nursery and reception. Teachers use these assessments to provide work that accurately matches children's varying needs. Teachers use the initial assessment in reception to group children for language and literacy and mathematics. There are good day-to-day assessment procedures in the nursery and staff use these to plan effectively the next step in children's learning.
43. In both key stages assessment procedures are good overall and the use of these to inform the next step in pupils' learning is satisfactory. The procedures have been introduced this school year and have not yet had time to impact on long term curriculum planning or to provide for effective monitoring of pupils' academic progress over time. A good start has been made but it is still a significant area for development. The assessment is used to group pupils in literacy and mathematics so their varying needs are met better than they used to be. The results of assessment are also used effectively to target support staff to where the need is greatest. The school has very recently started to set targets for individual pupils and for groups of pupils and to analyse national test papers for weaknesses in pupils' performance. This has already served to raise teachers' expectations of what they expect pupils to attain. This has contributed to the rising standards of attainment this year. The pupils' annual report to parents is of good quality. Parents say that they comprehensively inform them of what their children know, can do and understand.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school has successfully maintained good relationships with parents since the last inspection. Almost all parents are satisfied with the quality of education provided and the standards achieved by their children. They strongly agree that the teaching and behaviour are good and that this enables their children to develop positive attitudes to school and make good progress. Most parents feel that they are kept well informed about their children's progress and that pupils' annual reports are good. A significant number of parents feel that the school does not provide interesting range of extra curricula activities. The inspectors agreed with this statement. Parents are satisfied that they can approach the school at any time and their suggestions and complaints are dealt with effectively. The inspection findings confirm that the parents and carers have easy access to the staff and that the school secretary operates an "open door" policy. This enables parents to express their views. Responses to the parental questionnaires were generally very positive.
45. Satisfactory links between parents and school contributes to pupils' positive attitudes to school. This is instrumental in ensuring very good attendance and punctuality. Easy access to the class teachers and the headteacher ensures prompt attention to complaints and suggestions and helps resolve behaviour problems. A small but successful parents' association organises many functions for fund raising and social events, which makes a significant contribution to the resources and ethos of the school.

46. The school encourages parents to take part in their children's learning and a number of them take part in "Reading Friends" which helps children with reading in the school. There are three open evenings as well as many opportunities for informal meetings between parents and teachers. Regular newsletters are sent to the parents/carers informing them about the school events. Parents regularly receive termly information on curriculum. The current school prospectus is written in user friendly language and meets statutory requirements.
47. There are effective and flexible induction procedures for new pupils in the school. At an introductory meeting the school establishes mutual expectations and responsibilities in respect of behaviour, attendance and needs for additional educational support. Parents of children in the early years' classes are encouraged to come in the school and stay with their children for a settling-in period. This helps to strengthen the relationship between parent and teachers. The home-school agreement is implemented fully.
48. Some parents are keen to be actively involved in the school life. They regularly attend events and celebrations, accompany children on school outings and help with school projects. A small number are involved with their children's homework, however, this is not consistent throughout the school and some parents find it difficult to make sufficient contribution to their children's learning in the school or at home.
49. At present the school provides insufficient information for parents of pupils with special educational needs. The school has prepared a booklet for parents for future circulation and plans to provide them with more information about targets within their children's educational plans. Parents at present are not offered enough opportunities to negotiate and discuss their child's progress towards targets within individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher has been in post since the beginning of last term, having previously been acting headteacher. She has a very good understanding of the strengths and weaknesses of the school. She has a clear vision for future developments in order to bring about further improvements. The headteacher provides very good leadership. Since the last inspection the leadership and management of the school has been very disjointed. There have been long absences caused by illness and secondments to other schools. This adversely affected staff morale and in turn standards of pupils' attainment and the quality of education provided. A new deputy headteacher will take up his appointment at the start of next term to further strengthen the effectiveness of a good senior management team. The headteacher has successfully made it a priority to develop a good team spirit within the school. There is a real shared commitment among staff and the governing body to bring about further improvement. The school is well placed to arrest the decline in standards since the last inspection and build on them substantially.
51. The quality of the school aims is good and the school meets their aims well. There is a positive ethos that is reflected in the very good relationships and equality of opportunity within the school.
52. The school effectively monitors, evaluates and supports teaching and curriculum developments. This has developed well during this school year and is particularly successful in English and information technology. Most subject co-ordinators are new to their responsibilities. They have made a sound start to improving provision within the subjects for which they have responsibility. For example, the newly appointed, temporary, enthusiastic special needs co-ordinator has limited experience and knowledge of the Code of Practice and has had considerable support from the educational

psychologist in order to make systems at the school workable. The school has arranged for some non-contact time to be available for development of special needs provision in the coming year. However, there is no formal action plan for the area. This makes it difficult for the governing body to evaluate the success of the policy and practice. The school recognises the need for the training of governors, teachers and support staff so that all pupils' progress can be effectively monitored in the future.

53. The governing body meets regularly, but some statutory requirements are not met. There is a sound understanding of roles, such as the support provided by the governor with responsibility for literacy and numeracy. However, they are not sufficiently involved in school development planning or strategic financial planning. They do not monitor how the school development plan is implemented and therefore cannot evaluate its effectiveness. Governors do not have a clear understanding of the strengths and weaknesses of the school. They do not give consideration to the educational standards achieved by pupils. There is, however, a real awareness by the governing body of these shortcomings and a willingness to rectify them.
54. The new headteacher has identified appropriate priorities for development and rightly makes the raising of academic standards a key priority. Targets for improvement have recently been set. The action taken to meet these targets is proving successful. Specific grants of money have been used effectively. In the case of the funding for the National Grid for Learning it has been used very effectively and has had an immediate positive impact on standards of pupils' attainment in information technology. The school ensures it allocates its grants for staff training to support targets in the school development plan and in this way relates training directly to pupils' learning. There is good induction support for the newly qualified teacher. The system of appraisal is in line with national guidelines.
55. The school's day-to-day administration runs very smoothly, carried out by friendly and very efficient staff. There is good use of new technologies to support school administration. Financial control is good. The latest auditor's report identified no areas requiring improvement.
56. The school has an appropriate number of generally suitably qualified teachers. The exception is that no teacher has special educational needs expertise. There are sufficient support staff who provide good support for pupils' learning and positively affect standards of pupils' attainment. Lunchtime supervisors have very good relationships with the pupils and this makes an important contribution to the smooth running of the school at this time. Catering staff prepare a selection of nutritious meals each day which the pupils very much appreciate.
57. The school's accommodation is satisfactory overall. It will be greatly improved when new classrooms are built onto the school to replace the outside temporary ones. The accommodation is used very well to support pupils' learning. The computer suite is a very good facility. The accommodation is kept very clean and tidy by the very conscientious cleaning staff. Very attractive wall displays and a welcoming atmosphere greatly enhance the learning environment.
58. All subjects are at least adequately resourced. Provision for information technology is resourced well. Resources are stored appropriately and are accessible to staff and pupils. The shortfall in resources is in the nursery and reception classes. In these classes there are not enough books or a suitably attractive reading area for children to use.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The headteacher and staff, in conjunction with the governing body, should:
- **raise attainment in mathematics at Key Stage 2 by:**
 - increasing the opportunities for pupils to use their mental calculation skills to solve problems;
 - teaching and using numeracy skills within other subjects (along the lines of how literacy skills are taught well across the curriculum);
 - Improving the use of the assessment of pupils' prior attainment to match work to their varying needs, especially the higher attaining pupils;
(Paragraphs 3, 19, 23, 86, 87 and 89)
 - **continue to improve the monitoring and support of pupils' academic progress by:**
 - monitoring more effectively individual education plans for pupils with special educational needs;
 - building on the recently introduced good practice of tracking pupils' progress by using the information to set appropriately challenging targets for pupils' to attain, especially the higher attainers;
 - ensuring statements of special educational needs are met fully.
(Paragraphs 34, 35 and 43)
60. The governing body should:
- **improve their role in the management of the school by:**
 - being fully involved in school development and strategic financial planning;
 - giving at least annual consideration of the standards achieved by pupils.
(Paragraph 53)
61. Other issues which should be considered by the school:
- address the training needs of teachers and support staff in relation to special educational needs provision (Paragraph 52)
 - improve further multi-cultural provision (Paragraph 30)
 - increase the quantity and quality of the books available to pupils under five years of age (Paragraphs 58 and 64)
 - inform parents of their right to withdraw their children from sex education lessons. (Paragraph 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	20	56	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	20	154
Number of full-time pupils eligible for free school meals	0	36

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	1	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	9	13
	Girls	12	12	13
	Total	24	21	26
Percentage of pupils at NC level 2 or above	School	73 (82)	64 (79)	79 (85)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	17
	Girls	11	14	14
	Total	22	28	31
Percentage of pupils at NC level 2 or above	School	67 (82)	85 (85)	94 (91)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teacher and classes: YR – Y4

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22
Average class size	25.6

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	94

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999-00
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	£
Total income	304,601
Total expenditure	317,003
Expenditure per pupil	1,714
Balance brought forward from previous year	45,251
Balance carried forward to next year	32,849

Results of the survey of parents and carers

Questionnaire return rate 32%

Number of questionnaires sent out	174
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	21	4	2	0
My child is making good progress in school.	64	32	2	2	0
Behaviour in the school is good.	48	46	2	0	4
My child gets the right amount of work to do at home.	32	50	18	0	0
The teaching is good.	63	37	0	0	0
I am kept well informed about how my child is getting on.	43	50	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	21	0	2	0
The school expects my child to work hard and achieve his or her best.	68	30	2	0	0
The school works closely with parents.	41	50	7	0	2
The school is well led and managed.	55	41	4	0	0
The school is helping my child become mature and responsible.	57	43	0	0	0
The school provides an interesting range of activities outside lessons.	13	20	38	20	9

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

62. The provision for the under fives is good and takes place in bright spacious nursery and reception classrooms. Children start at the nursery with a wide range of social and early learning skills. For many children these are below the level expected for this age. Through good provision they make good progress. By the time they reach the age of five most children attain in line with expectations for their age in language and literacy, mathematics, knowledge and understanding of the world, creative, physical, personal and social development. Children identified as having special educational needs receive good quality support and make good progress.
63. Children are quickly integrated into the welcoming atmosphere of the nursery class and respond well to the stimulating routine. In the nursery and reception classes the teachers and support staff provide a good programme of activities that gives good support for the areas of learning for children under five, whilst preparing them for the formal requirements of the National Curriculum. Opportunities are given for children to make choices and play at their own pace.
64. In the nursery and reception the quality of teaching is good. The teaching is based on sound planning which identifies clear learning targets in all areas, for example for adult focused activities and for activities in which children work independently. The teachers organise and generally resources all the groups well. This fosters the purposeful working atmosphere and very good behaviour of the children. Book resources are unsatisfactory and the book corner is not as stimulating a learning resource as other areas. Children show appropriate levels of concentration, initiative and independence for their age because this is encouraged by the staff. There are good assessment procedures for tracking children's progress. Staff use these successfully to plan the next step in children's learning.
65. There is good provision for personal and social development. Teaching and support staff work effectively together as a team. They are caring, supportive and encouraging, for example, in praising children's achievements. Adults are good role models. They listen with genuine interest to what the children have to say and speak with courtesy and consideration. This promotes the children's self esteem and confidence and fosters the development of good relationships with adults and with each other. This underpins the good behaviour of the children in nursery and reception. Children co-operate well with each other in pairs and groups. They take care of and share equipment with one another. They are beginning to take responsibility for their own resources and are developing initiative and independence in their choice of activities. For instance, they make choices about the activities they undertake in group work. In the nursery and reception children settle quickly and happily into daily routines such as registration or snack time. They are developing a good awareness that some actions are right and some are wrong and are learning to care about the world around them.
66. The quality of teaching in language and literacy is good and this has a positive effect on children's learning. By the age of five language skills are in line with nationally expected standards for many children. They build an adequate vocabulary and increased clarity in their speaking skills. This represents good progress. Many children make sound progress in acquiring pre-reading skills and an enjoyment of books. They take books home to read with their parents. Progress is adversely affected because access to areas of the classroom set aside for activities to develop reading and listening skills are resourced unsatisfactorily. As language skills develop they learn the letters of the

alphabet and their sounds and start to build a bank of words that they recognise and read. When ready children use the school's reading scheme satisfactorily. Role-play areas such as the photographer's shop in the reception class stimulate imagination and enhance language development. Children steadily learn to copy simple sentences then move on to more independent writing. There is good provision of writing areas in the nursery and reception. Children are encouraged to mark-make and imitate writing throughout the early years.

67. In mathematics teachers show a good understanding of how young children learn which includes interesting activities and the correct technical vocabulary. In the nursery children count and make sets of numbers up to five, use the term "more than" correctly and recognise two-dimensional shapes such as circles and triangles. By the age of five many children count, sort, match, order and sequence numbers and objects. They handle two- and three-dimensional shapes and compare them, learning to name them correctly. Many children recognise and use numbers to 10 and beyond. Some understand number operations such as simple addition and subtraction. They enjoy number songs and rhymes, which enhance their learning. Children explore capacity and volume through water and sand play. This develops well their understanding of these aspects of mathematics.
68. In knowledge and understanding of the world teachers make good use of resources to promote children's interest and learning. Nursery children show developing skill in joining materials, for instance, when using glue to produce pictures with coloured sand. Reception children plant cress seeds, know the conditions necessary for plants to grow and the function of some parts of the plant, for instance that the root takes water from the soil. Nursery children use the mouse with developing accuracy to work computer programs and reception children become familiar with the keyboard to complete simple word processing.
69. There is good provision for creative development such as art. By the age of five children's creative development is that expected of children of this age and they make good progress. They use different media and tools to explore colour, texture, shape and form. They produce pictures using hand-prints. They demonstrate good use of colour mixing by producing warm and cool shades. Reception children recognise the effect desired by Hockney in water pictures. They enjoy musical activities and sing with enthusiasm, learning the words of songs and singing in time.
70. Through good teaching children make good progress in physical development. They show increasing control and co-ordination when using a range of tools such as pencils, paintbrushes and scissors. They handle construction apparatus competently. In a gymnastics lesson for reception children the clearly planned learning targets and the teacher's focus on them had a positive effect on children's learning. The teacher made good use of children's demonstrations to illustrate teaching points, for example one child showed how to improve the height of a jump and a "bunny hop" demonstration was used to extend the range of jumps. Higher attainers walk backwards safely across a bench and some link two movements together.
71. The high standards reported on in the last inspection have been maintained. There is an improvement in assessment procedures. The school has implemented an initial assessment of children's achievements and uses it successfully to plan the next step in children's learning. Children's progress is monitored better than at the time of the last inspection.

ENGLISH

72. Results in the end of Key Stage 1 National Curriculum tests in 1999 were well below the national average in reading and writing. The proportion of pupils achieving Level 3³ was very low in comparison with the national average in reading and below the national average in writing. When compared to similar schools pupils' performance in reading and writing was well below the national average. Over the last four years boys and girls performed well below the national average in reading and below average in writing. The teacher assessment in 1999 of pupils' speaking and listening skills put standards well below the national average.
73. Inspection findings are that standards are now significantly higher. By the end of Key Stage 1 standards are close to the national average. Pupils make good progress including those with special educational needs. Inspection findings reflect the results in the 1998 end of key stage National Curriculum tests. The 1999 results were adversely affected by the high number of pupils on the register for special educational needs (35 per cent of the year group). Also, the learning needs of all pupils in the year group were not effectively supported and this slowed their progress. There was no clear policy for providing support where it was most needed. This affected adversely the quality of teaching and learning.
74. Current standards are positively affected by the significant amount of good teaching and effective deployment of support staff to where the need is greatest. The school places a strong emphasis on the teaching of literacy and has extended the levels of support for most groups in literacy lessons. There are much improved assessment procedures that clearly identify what pupils know, can do and understand. The school is using this information to set appropriate challenging targets. This has raised expectations of what pupils are to attain and ability groupings in all classes enable a closer match between tasks and pupils' prior attainment. Other factors that have influenced standards positively are the effective teaching of literacy skills across the curriculum and pupils' good attitudes to learning. The National Literacy Strategy has been successfully introduced.
75. By the time pupils leave school at the age of nine attainment in speaking, listening, reading and writing is in line with national expectations. Standards by the end of Key Stage 1 are higher than at the time of the last inspection. Standards by the age of nine are similar to what was reported then.
76. Standards in speaking and listening are in line with national expectations by the end of Key Stage 1. Pupils listen attentively and ask relevant questions confidently. Teachers choose their words carefully and ask appropriately open-ended questions of pupils with lower prior attainment and direct more complex questions to pupils with higher prior attainment. Pupils hold up their hand to answer questions and although they are keen to participate usually wait for their turn to speak. Pupils enjoy reading passages from the text they are sharing, for instance, when they identified headings, captions and labels in a non-fiction text. Pupils are pleased to talk about their likes and dislikes and to describe books or events.
77. At Key Stage 2 pupils develop their speaking and listening skills well. In a lesson based on the book "Cliffhanger" pupils empathised with the characters when they spoke about their own feelings when they were scared. Pupils in Year 4 shared articulately their thoughts about the forthcoming residential visit. Teachers' good questioning skills draw out pupils' responses, encouraging them to use a broader range of vocabulary to express their thoughts and feelings.

³ The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to reach Level 2. If a pupil attains Level 3 then he or she is reaching standards above that expected for a child of his or her age.

78. Standards in reading are broadly average at both key stages and pupils make good progress by the time they leave the school. At Key Stage 1 pupils enjoy reading and learn to use their knowledge of letter sounds well when building up unfamiliar words. They read passages of increasing difficulty, showing understanding of what they read and often expressing opinions about characters or events in stories. They learn to predict the content of a book from its cover and recall the purpose of "the blurb on the back" with pleasure. Pupils know which are story (fiction) books and which are non-fiction or reference works. When sharing the text many pupils read with good expression and intonation, reflecting the good models of reading shown by the teachers.
79. At Key Stage 2 pupils read more difficult texts accurately, fluently and with understanding. Most pupils in Key Stage 2 have competent library skills and select and use non-fiction books confidently. They are familiar with terms such as index and glossary. Many of them like one popular author, usually Roald Dahl, because the books are funny or exciting but do not yet read sufficiently widely to give more detailed reasons or use an extended vocabulary.
80. In writing pupils' attainment is average at both key stages and pupils make good progress by the age of nine. Key Stage 1 pupils make good progress as they move from "copy writing" to writing properly spaced words in sentences. By the end of Year 2 the majority of pupils write at length in a legible, clear joined script. They use capital letters and full stops correctly. Pupils construct stories with a beginning, middle and end. They make good use of dictionaries and wordbooks to aid their spellings. Spellings are usually accurate; for example, in a good piece of narrative writing in Year 2 a pupil wrote "I saw lots of characters from a programme I watch". All spellings and punctuation were correct even though it was a first attempt. In a piece of writing in which pupils had to empathise with a person on a long sea journey in the last century one wrote "Today a storm started. It was bad because the boat rocked and we cried and cried and shouted for help."
81. In Key Stage 2 pupils continue their good progress. In a word-processed piece of writing about the disaster in Mozambique a pupil wrote "I am stranded in a tree. I want to go home but I cannot because my home is flooded". This provides an example of good use of vocabulary, "stranded", and of the conjunction "but". Pupils produced good work when writing about their forthcoming visit to Boggle Hole. One pupil wrote "I expect Boggle Hole is a quiet place, apart from the swishing of the sea next to it". Pupils write for a variety of purposes and audiences. They have produced non-fiction books for younger pupils. They write character descriptions, take notes and write instructions.
82. Pupils develop and practise their literacy skills in many subjects. This is a strength of teaching and learning. At Key Stage 1 in geography pupils record their findings of the difference between Hightown and the Isle of Struay. As a homework assignment pupils produced written work on the life of Florence Nightingale. In class they completed story boards to tell of her life. In design and technology pupils wrote their designs as step by step instructions. All classes have word lists of subject-specific language, for example words relevant to their science topics. At Key Stage 2 pupils research science topics such as one on reptiles to complete non-fiction books. Information technology is used very well to support pupils' learning in literacy. There are good examples of word processed work about book reviews.
83. Pupils' attitudes to learning are good at Key Stage 1 and vary between good and satisfactory at Key Stage 2. In both key stages pupils particularly enjoy the book-sharing part of the lesson and are eager to contribute ideas. They work independently, co-operatively or collaboratively when required. There are many examples of pupils working

with sustained concentration. At Key Stage 2 some pupils do not work hard enough during their independent group work.

84. The overall quality of teaching is good. In both key stages the time identified for class teaching in the first two parts of the literacy hour works effectively. The organisation of group work is good with relevant tasks following up the taught elements at appropriate levels of difficulty and with support to match identified needs. In some lessons at Key Stage 2 the amount pupils are expected to complete in the group work is not enough and this slows their progress. Plenary sessions are properly understood and used to pull together new learning and share pupils' ideas. Teachers make good use of time and resources at both key stages. Effective use is made of information technology for literacy work. Support staff are deployed well and positively affect pupils' learning.
85. Assessment of pupils' prior attainment is used effectively to group pupils in lessons so that work is set to match their varying needs. Marking of pupils' work by the teachers is of a good standard. Often there is an appropriate emphasis on what pupils need to do next to further improve their work. This is usually done through oral feedback based on written comments on pupils' work. Detailed reading records are kept and pupils' attainment is regularly assessed and their progress monitored closely.

MATHEMATICS

86. Last year's national test results showed pupils were reaching standards that were well below the national average and compared with similar schools. This is because last year's cohort had a high percentage of pupils on the special need register. However, there are still a number of pupils who are not achieving as well as they should, particularly those who are higher attaining in both Key Stage 2 classes. Pupils with special educational needs are achieving satisfactorily in relation to their prior attainment. Standards of attainment in mathematics are in line with national averages at the end of Key Stage 1. However, standards are below those expected by the time pupils are nine. Pupils therefore make unsatisfactory progress overall in mathematics.
87. Leadership of the subject is satisfactory overall. The school has recently implemented the national numeracy framework and there has been some monitoring of teaching, but the monitoring of standards is not yet in place. The co-ordinator is ensuring that the framework is implemented and is encouraging and supporting the use of mental starters in lessons. This has satisfactorily improved pupils' mental strategies. However, there are not enough opportunities given for pupils to use these mental strategies to solve problems. The teaching of numeracy across the curriculum is underdeveloped. There are some examples of numeracy being used in physical education and information technology lessons are used to support pupils learning about data handling.
88. Teaching is satisfactory overall. It is good overall at Key Stage 1 and satisfactory at Key Stage 2. Four out of 10 lessons are good or better and there are some examples of very good teaching at the end of Key Stage 1. A strength of the best teaching is the way pupils are encouraged to work mentally and are taught mental strategies well. Consequently pupils in Year 1 learn to count in ones, twos and fives and tens from any number and learn to put the largest number first when adding three one-digit numbers. Pupils in Year 2 are encouraged to use facts they already know, such as number bonds of 10 to make their mental and written calculations easier. They learn to partition and recombine numbers. For example $7+8+5=8+2+3+7=20$. They increase their knowledge of tables in all year groups. Year 4 pupils learn to use their knowledge of multiples of 10 and place value to calculate how many more from 77 to 100. The highest attaining pupils know some doubles and that multiplication is reverse division. However, some teachers

have less secure knowledge of mental strategies or of how to challenge pupils by setting mental problems. Not all teachers provide a mental starter for lessons in Key Stage 2.

89. Teachers assess pupils systematically either against lesson objectives or against the commercial scheme. However, not all teachers use the information when planning future work. This results in higher attaining pupils spending too much time consolidating work from textbooks or work sheets, particularly at Key Stage 2. Teachers ensure work is set to meet the needs of lower attaining pupils and those with special educational needs. Pupils who are lower attaining are generally organised with other pupils of the same ability and specific work is set to meet their needs. Work set is more practical and oral, and practical resources are used to good effect. For example, lower attaining pupils in Year 1 and 2 learn to count on in tens and to find the correct number of 10p coins to match multiples of 10, for example.
90. Another strength of the best teaching is the way teachers encourage pupils to talk about how they have worked out calculations. This is particularly notable in the very good teaching in Year 2. Teachers use the correct vocabulary at all times and encourage pupils to use it when explaining their methods. The best teachers plan their work thoroughly at three levels of attainment and reference what they are teaching to the national numeracy framework. However, some planning is more limited and does not address all the needs of higher attaining pupils. Learning objectives are clearly stated and made known to pupils of average ability. However, pupils who are lower and higher attaining do not always have their learning objectives made clear to them, although work set is generally well explained and supported through marking. Classrooms are well organised and there is supportive display in the majority of classrooms. However, there is limited work of pupils on the classroom walls and in folders that show opportunities have been given to investigate mathematics and to record their findings. Teachers are generally very positive in their management of pupils and as a result behaviour and attitudes to work in mathematics are good at both key stages. Most pupils work quietly during group work and listen well to the teacher during whole class teaching. When challenged they work very hard to find out solutions and are eager to ask and answer questions.
91. Space, shape and measuring are taught practically in Key Stage 1 and Key Stage 2 and pupils make satisfactory progress in this area overall. Pupils learn to measure in standard units of length, time and weight and name two- and three-dimensional shapes. Lower attaining pupils develop their comparative vocabulary of size, length and weight or learn to measure in non-standard units. They understand and use the vocabulary of space in physical education lessons, such as behind and in front, but not all pupils know their left and right hands or feet. They describe the sides of shapes as *curved* or *straight* and investigate nets of three-dimensional shapes. Older pupils learn compass points in geography map work. They learn to calculate measurements such as the perimeter of a shape and to use formulae to work out the areas of shapes. They recognise and name equilateral and isosceles triangles and talk about shapes using such vocabulary as *vertices*, *edges* and *faces*.

SCIENCE

92. The results of the National Curriculum assessments made by teachers in 1999 show that at the end of Key Stage 1 pupils' attainments are above the national average. Teachers' assessments of pupils achieving standards above national expectations are well above the national average. Pupils' attainments are well above the attainment of pupils in similar schools. Evidence from the inspection indicates teachers' assessments as being accurate. Pupils make good progress throughout the key stage. For pupils who have special educational needs progress is satisfactory. Pupils in Key Stage 2 continue to

make good progress ensuring standards remain high. This represents an improvement in past performance as reported in the previous inspection of 1997.

93. At Key Stage 1 pupils' skills in planning and carrying out investigations are good. Most pupils are familiar with handling equipment, demonstrate natural curiosity through asking questions and are confident to offer suggestions about what might happen next when preparing to perform an experiment. The majority have some understanding about how to modify an experiment by changing an element of a test such as by using different forces to make objects move. Most pupils have some understanding of the features of a fair test and draw conclusions from interpreting test results or evaluating scientific evidence. The higher attaining pupils make simple predictions such as the effects of force applied to various objects and how this causes them to move at different speeds or in different directions.
94. Throughout the key stage pupils acquire some knowledge and understanding of life processes and living things through a range of work. The youngest pupils draw and label parts of themselves and are familiar with the five senses and the characteristics of living things. The higher attaining pupils classify animals and plants and record how they change as they grow. In Year 2 pupils explore the habitats of mini-beasts and develop an understanding of how creatures adapt to their environments.
95. Pupils' knowledge and understanding of materials and their properties is good. They know that some things are magnetic whilst others are not and not all metals are attracted by magnets. They are familiar with associated vocabulary such as repel and attract and they know that magnets can be of different strengths depending on their use. They are familiar with grouping materials according to their similarities or differences and sorting materials according to properties such as being constructed from wood, plastic or metal.
96. Pupils develop a good understanding of how light comes from a variety of sources, including the sun, and that electricity is needed to create some sources of light, sound and movement. In work linked to design and technology pupils dismantle and reassemble a torch. They use the knowledge and understanding they have gained to construct a model lighthouse and explain the function of a switch to complete a simple circuit.
97. Pupils in Year 3 continue to achieve a high standard of work, although the progress they have made in relation to the high national test assessments in 1999 is unsatisfactory over the year. The rate at which pupils progress has increased since the start of last term because of better teaching. During the year they have covered a range of work including measuring shadows and plant growth and recorded their findings as graphs. They have studied the importance of healthy eating, especially for maintaining strong teeth. They have increased their knowledge and understanding of forces through work about magnetism and gravity. Information technology provides pupils with opportunities to find out facts about the sun and the solar system.
98. Year 4 pupils make good progress and achieve high standards in all areas of their work. They perform experiments to test circuits, friction, wind resistance and to discover the type of forces required to skateboard and to fly a kite. They learn about the function of the skeleton and the difference between vertebrate and invertebrate creatures. They relate their scientific knowledge and understanding to food technology when they accurately talk about the reversible and irreversible changes brought about by cooking.
99. Opportunities for pupils to take responsibility for their learning are good and very good opportunities are included for pupils to extend their scientific vocabulary and use mathematical and graphic skills to record their work.

100. The attitudes of the majority of pupils to their science lessons are very good. They clearly enjoy very positive relationships with their teachers and show them high levels of respect. They are generally highly motivated, listen attentively and show pleasure in achieving success. During lessons where pupils perform investigations and experiments themselves they demonstrate very high levels of enjoyment and clearly achieve great satisfaction from the opportunity to learn through discovery.
101. The quality of teaching is good. In the best lessons teachers have a secure knowledge and understanding of the subject. Explanations are effective in enabling pupils to develop an understanding of scientific ideas and concepts. Teachers' questions challenge and extend pupils' thinking through their own enthusiasm for the subject. Pupils' behaviour is managed very well and teachers have high expectations of what they expect pupils to achieve in their lessons. The use made of additional adults to support learning is very good and adds a valuable dimension to pupils' experiences. Resources and time are also used very effectively. Literacy skills are developed effectively in science. The write accounts of experiments, make lists and label diagrams.
102. The policy document and nationally supplied scheme of work for the subject have had a positive impact upon raising standards and ensure all aspects of the subject are taught. Good attention is paid to planning which allows pupils to build on knowledge and understanding gained earlier in their school life. The co-ordinator for the subject monitors teaching and evaluates how effective the science curriculum is in promoting pupils' learning. Resources for science are satisfactory and the use made of information technology to support investigative work is good.
103. Since the time of the last inspection the school has made good progress in addressing areas for development. This has resulted in higher standards achieved by pupils and better progress through improved quality of teaching.

ART

104. Pupils' work in art, including those with special educational needs, is generally of a standard above national expectations by the end of Key Stage 1 and by the age of nine. Pupils make good progress in their art lessons. Pupils with special educational needs make similar progress to that of their classmates.
105. Through cross-curricular links with other subjects pupils are provided with opportunities to observe objects and record their observations using pencil crayons, felt pens, chalk and charcoal. The range of work is extensive and promotes good development of skills associated with the subject.
106. Pupils in Key Stage 1 explore the medium of paint by mixing colours, examining texture and paint application using a variety of tools including brushes. They use pencils for shading and develop these skills through looking at patterns in everyday objects and abstract patterns by modern artists. Older pupils in the key stage explore the techniques involved in observational drawings through extending line patterns based on black and white contrasts. They study the work of well known artists, including Van Gogh, and use chalks and pastels to explore and replicate his style. Good use is made of information technology. Pupils use computer programs, shape tools, select colour and shade then copy their designs using paint, paper and collage.
107. In Key Stage 2 pupils develop a wider knowledge and understanding of the work of European artists including Monet, Picasso and the more local L.S. Lowry. Sketch books are used well to experiment with media, style, technique and the creation of texture as well as for recording observations of the school environment.

108. Pupils talk positively about their art lessons. Most pupils are keen to discuss their work and show confidence and understanding about suggesting ways in which they could improve it. They are familiar with discussing different techniques, but generally refer to art as painting. In the lessons observed pupils enjoyed the practical activities, concentrated on what they were being taught and took care of their own and others' work. They talked enthusiastically with each other whilst working and showed a pride in having their work praised and admired.
109. The quality of teaching is very good at Key Stage 1 and good at Key Stage 2. Over time, teachers place emphasis upon teaching skills, knowledge and understanding of artistic techniques and also upon using art as an activity related to other subjects. Significant importance is attached to celebrating pupils' achievements by displaying their work sensitively and creatively. Work on display is well annotated and clearly attributable to individuals within classes.
110. The art policy makes clear reference to recognising the richness of multi-cultural artistry. This was well reflected in the work of Western artists. However, emphasis upon the diversity of non-Western art remains under-developed. Nevertheless, since the time of the last inspection standards of pupils' work have risen and the quality of teaching has improved.

DESIGN AND TECHNOLOGY

111. During the inspection it was possible to observe only one lesson. Further evidence comes from a discussion with the co-ordinator, analysis of pupils' work on display and scrutiny of teachers' planning and assessment files. Pupils make good progress in the design and making stages of design and technology. This includes pupils with special educational needs.
112. In the lesson seen Year 4 pupils prepared a design for a pencil case. They recorded in detail the materials required and the making process (an example of how well literacy skills are developed within the subject). They produced a clearly labelled design plan. They have good ideas, develop them cleverly and plan clearly what to do. Year 1 pupils designed and made model owls with movable wings. There was good evaluative work completed on the finished model. In Year 2 there is a very good cross-curricular link with science. Pupils designed and made model lighthouses with a working electrical circuit. They have also designed and made model wheeled vehicles. In the Years 1/2 class pupils designed and made a variety of wheeled vehicles from cardboard boxes and commercially produced construction kits. Key Stage 2 pupils have produced books made from fabric for younger pupils. In a science lesson there was a good link with food technology when pupils baked cakes.
113. In the one lesson seen teaching was good. The clear instructions, learning targets and good resources gained pupils' interest and motivated them to learn. They listened to the teacher's explanation and carried out the work sensibly. The teacher questioned pupils effectively, encouraging them to make decisions about their work. The firm yet friendly management of pupils' behaviour promoted good concentration and behaviour. Relationships within the class are very good.
114. Leadership and management of the subject are good. Teachers assess pupils' work consistently well across the school. Pupils also frequently evaluate their own work. Improvement since the last inspection is good. Standards are higher, planning for the subject is better and there is significant improvement in the design stage.

HUMANITIES (Geography and history)

115. Judgements are made on the basis of sampling pupils' work, talking to the co-ordinator and observations of four lessons. Geography and history skills, knowledge and understanding are in line with those expected and pupils are achieving well in relation to their prior attainment, including pupils with special educational needs. This is an improvement since the last inspection when standards were below those expected in Key Stage 2.
116. Teaching has improved and is now good overall. The co-ordinator is encouraging teachers to use the units of work from the Qualifications and Assessment Authority and this is raising standards when they are used well. However, the school still has to develop long and medium term planning to make learning secure. Lesson planning has improved and most teachers plan work that meets the differing needs of pupils in their class. Resources are satisfactory overall, but will need to be audited when the new scheme of work is fully developed.
117. A strength of the teaching is the emphasis placed on the learning of subject related vocabulary and comparative history and geography. Good quality photographs are used in lessons for pupils to explore and talk about the features of the local environment. Consequently pupils in Year 1 and 2 gradually extend their understanding of key vocabulary of buildings, such as, *old* and *new*, *bungalow*, *terraced* and *semi-detached*. Pupils in Year 2 compare and describe the physical and human features of their own locality and those of the imaginary island of Struay. Older pupils in Year 4 talk about and explain the reasons for *erosion* and *deposition* in relation to the coastal features of Boggle Hole. Work links well with previous learning in science as pupils develop an understanding that land made from hard rocks erodes less quickly than that made of soft rock. Progress in map skills is less evident as the developing scheme does not provide enough guidance to teachers on how to build on map skills as they move through the school. However, pupils in Year 1 do learn to draw a symbolic map of their journey to school well and pupils in Year 2 draw island maps with places identified and labelled. Older pupils talk about and refer to British and world maps when naming places in the news or coastal towns they have visited or know about. The majority describe the position of these places using points of the compass. For example, they state that Liverpool is on the North West coast and Exmouth is on the South East coast.
118. In Key Stage 2 visits to museums enhance learning and enable pupils to learn about the different clothes and way of life of the people in Tudor times. Chronology is explained well. The youngest pupils learn to order events in their own lives and by the end of Key Stage 1 pupils order events in the lives of famous people of the past. Older pupils learn significant dates of World War 2, for example.
119. Work is well linked to world events in Year 3 where pupils learn about the effects of flooding in Mozambique using secondary sources. They research where the country is and why the flooding happened. Teachers provide satisfactory opportunities to write about events in history and to describe what they have learnt in geography. Key vocabulary is displayed for pupils to read and use in their writing in each classroom. Fiction books are used well as a resource for discovering about island transport and human activity.
120. Teachers use a range of positive behaviour management strategies and pupils' behaviour and attitudes to work are good and sometimes very good. Pupils rise to the challenge of more difficult work and try hard to succeed. They listen well to teachers' explanations and questions and older children pose some questions for themselves in order to find out new information. Information technology is used well to support pupils' learning.

INFORMATION TECHNOLOGY

121. Pupils' attainment in information technology is above national expectations by the end of Key Stage 1 and at nine years of age when they leave the school. Progress is very good, including that of pupils with special educational needs. Standards in information technology are rising throughout the school and are much higher than at the time of the last inspection. The higher standards result from a number of factors. The quality of teaching is significantly better. Teachers' planning ensures that work becomes harder as pupils move through the school and that they develop skills in an appropriate order. Teachers plan and organise well the use of information technology in other subjects. This ensures pupils have access to computers on a regular basis. A considerable investment in time and money has included significant staff training that has improved confidence and competence among staff. The current co-ordinator, as the previous one also did, leads the subject well. She has clear plans for its continued development.
122. At Key Stage 1 pupils use CD-ROMs to search for and locate information using a menu. They accurately record their findings (a good development of their in-class literacy skills). They use a database to find out about different species of animals. Pupils use the mouse confidently and with a high degree of control. They write and alter text by skilfully using the keyboard. Pupils know how to exit a program and close it down correctly. All use the computer to support learning in other subjects, for example in design and technology to design a coat they are making. In science they use information technology to generate pictures and text to explain how a spinning top, car, pram, ball and van move by pushing and twisting. They use the computer for map-making and this enhances their learning in geography. Many pupils create pictures in art using computer graphics.
123. Throughout Key Stage 2 pupils continue to gain confidence and competence working with computers. They use a database to identify pictures of people. They enter data to build up their own database. They load work correctly and open and close files properly. Pupils explore an adventure game and find out the consequences of different decisions. They have very good mouse control and are skilled at using a tool bar. Information technology skills are used extensively to word process work for literacy lessons. Pupils have good word processing skills.
124. Pupils' attitudes to information and communication technology are good. They are interested in their work, listen carefully to instructions and answer questions eagerly. They handle equipment with care. Pupils work together effectively by supporting and teaching each other new skills.
125. The quality of teaching and learning is very good. Their secure subject knowledge results in clear explanations and instructions. There is correct use of subject specific language. Teachers circulate around the class to support and monitor the pupils' work. They are then in a position quickly to identify errors or offer help when pupils are hesitant. They make good use of ongoing assessment to ensure pupils build satisfactorily on previous learning. There is good, firm yet friendly management of pupils' behaviour; resulting in good behaviour and no interruption in the pupils' learning. Pupils are interested, concentrate well and follow instructions promptly because of the good quality teaching. Pupils are motivated by the work and are keen to experiment. This extends their computing skills and builds up their confidence in the subject.

MUSIC

126. By the end of Key Stage 1 pupils achieve satisfactory standards of work in their music lessons and throughout the key stage they make satisfactory progress in all aspects of

their work. Pupils in Key Stage 2 also make satisfactory progress in their lessons and achieve satisfactory standards of work. Pupils with special educational needs make similar progress to that of their classmates.

127. Only one music lesson was observed during the inspection and this was in Key Stage 1. Therefore judgements are also based on scrutiny of planning and discussion with staff and pupils. Pupils participate well and sing tunefully during assembly. They follow familiar tunes and join in at the correct point when singing either the verse or chorus of well-known songs of praise. They are particularly enthusiastic when singing "So Great". Pupils appreciate the efforts of others and listen intently when the choir performs "I'd Like to Build the World a Home."
128. Pupils in Year 1 sing two part songs. They follow the conductor for their group, sing in tune and keep in time. Their articulation and enunciation are good. In Year 2 pupils describe various types of sound they hear in the environment such as a shrill bird cry. They devise symbols to illustrate sounds around them including cars, birds, a door banging, dogs barking and people talking.
129. Pupils successfully build upon their earlier work as they move through the school. They develop and refine their skills in listening to and appraising a range of music including "Who's Going to Take Me Home?" by the Corrs and "Think Twice" by Phil Collins. They develop sensitivity for audience, venue and occasion. Photographic evidence shows their successes in working together to produce Christmas concerts and the school leavers' celebrations.
130. Pupils talk enthusiastically about their music lessons. They are confident to share their ideas and feelings. Even the most reluctant soon become absorbed by the activity and readily participate in discussions about their own work and that of others. Pupils behaved very well in the lesson seen and responded positively to the teacher's expectations.
131. The contribution of the music curriculum adds an important dimension to the pupils' social, moral and spiritual development. This is further supported through a sensitive choice of music for assemblies.
132. Since the time of the last inspection the school has maintained good standards of teaching and learning and the recently devised scheme of work provides the necessary guidance teachers require to raise standards further.

PHYSICAL EDUCATION

133. Gymnastics was the focus of work during inspection week. There is insufficient evidence to make a judgement about standards achieved in other areas of physical education. Pupils make satisfactory progress overall in games and dance and good progress in swimming with over half of pupils being able to swim the required distance by Year 4. Pupils with special educational needs make similar progress to that of their classmates. Standards are similar to those at the time of the last inspection.
134. The teaching of physical education is good overall. However, progress is limited in lessons by the amount of time available for teaching. The practice of having two half hour slots limits the development of lessons and does not allow enough time for practice, performance and evaluation.
135. The pace of lessons is good and ensures pupils make best use of the time available. The school provides good opportunities for pupils in Key Stage 1 to undertake tennis coaching by outside specialists and this is raising standards of agility and skills. Some pupils go on

to receive further coaching out of school hours and belong to authority squads. Consequently, pupils in Key Stage 1 learn to work in pairs and control well two small tennis balls, either when catching or throwing, or by bouncing between the pairs. Lower attaining pupils control two small balls when rolling between pairs. All pupils by the end of the key stage control a small ball with a bat in pairs and in threes and some show a good approach and stance when striking the ball. There have been other initiatives for pupils in Key Stage 2 that have resulted in pupils being sent for trials for the Leeds Football Academy. Teachers provide good opportunities for pupils to play small-sided games in Key Stage 2. As a result pupils work very co-operatively together on a range of games and develop the ideas of attack and dodge. They learn rules for the games and play them accordingly. Pupils learn a good sense of fairness through these activities. They increase the distance they throw balls and become increasingly skilled in moving to receive them. However, there are only limited opportunities for pupils to play in teams against other schools or to gain certificates or awards in any area of sport. This limits pupils' social development.

136. Only one lesson of dance was seen in Key Stage 1. The school has very recently bought a commercial scheme in order to provide additional guidance for teachers and is hoping to combine this with the Qualifications and Assessment Authority guidance. At present dance work is more individual because there is too little time to develop work in groups. Movements are generally developed well by the evaluations of the teacher and the pupils themselves who are given satisfactory opportunities to discuss the work of others. Almost all pupils by the end of Key Stage 1 have a good awareness of the importance of exercise and describe what happens to their bodies when they warm up for a dance lesson, for example.
137. Teachers are very well organised for physical education lessons and they manage pupils' behaviour very well. Attitudes and behaviour during changing and the lesson are always good and sometimes very good and much improved since the last inspection when they were only satisfactory. Well-established routines ensure that all physical education work is carried out safely. Pupils pay good attention to the teacher at all times and listen carefully to her evaluations of their work. They try hard to give good feedback to their peers on their work. All pupils work quietly and sensibly.

RELIGIOUS EDUCATION

138. Judgements are made on the basis of only one lesson, scrutiny of pupils' work and teachers' records. Pupils' attainment is line with that expected of seven and nine year olds and pupils, including those with special educational needs, make satisfactory progress over time. The school follows the local agreed syllabus for religious education. Pupils study Christianity and Judaism. Pupils make best progress in the study of Christianity. Standards have been maintained since the last inspection. Leadership of the subject is satisfactory. The school is now preparing to develop the curriculum provided in religious education and is considering adopting the Qualifications and Curriculum Authority guidelines that have just arrived in the school. This should ensure that religious education makes a more positive contribution to pupils' cultural development.
139. Teaching is good overall, although some very good teaching was seen in Year 2 during the inspection week. Pupils provide a reasonable balance of work between Judaism and Christianity with the study of Christianity taking precedence. Where teaching is very good teachers provide very good opportunities to listen to well-told stories from the Bible and allow pupils to empathise with the characters in them. Drama is used effectively for this purpose and in addition develops the pupils' capacity to work together collaboratively in groups. Teachers ask salient questions in order to develop empathy and to develop

pupils' understanding of the historical context of the time. Consequently, by the end of Key Stage 1, pupils know the Bible is a holy book for Christians, and remember and act out stories from both the Old and New Testament staying in role. For example, they empathise with Jesus and Zacharius well and try to give reasons why they acted as they did. They realise that Jesus was a charismatic figure and that many people wanted to listen to what he had to say. Teachers' skilful questioning elicits what the pupils themselves believe and how they can use the teaching of Jesus in their own lives. Pupils talk about God being everywhere and knowing everyone's thoughts. They know Jesus taught that it is good to be kind and generous. Work provided links well with themes developed in assemblies. Pupils in Year 4 develop knowledge about Christian ceremonies and have a good understanding of baptism and how people become members of the Christian family. Pupils also have a good understanding of the events and significance of Easter.

140. Pupils in both key stages learn about the basic facts of Judaism and compare certain aspects to that of Christianity. They know it is the religion of the Jewish people and that they have a special book too that is called the Torah. They understand that Jews also pray to God, but in a synagogue rather than a church. However, progress in this area of work is less secure than in their work on Christianity.