

INSPECTION REPORT

OLD EARTH PRIMARY SCHOOL

Elland, West Yorkshire

LEA area: Calderdale

Unique reference number: 107530

Headteacher: Mr Paul Roberts

Reporting inspector: Mr J J Peacock
25344

Dates of inspection: 19-22 March 2001

Inspection number: 193282

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Lower Edge Road Elland West Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Malcolm Wragg
Date of previous inspection:	10 th February 1997

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25344	Mr J J Peacock	Registered inspector	Science Physical education	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
9952	Mrs L Brock	Lay inspector		Pupils' attitudes, values and personal development How does the school care for its pupils? How well does the school work in partnership with parents?
20463	Mr M Ward	Team inspector	Equal opportunities Special educational needs Mathematics Design and technology	
4350	Mr C Whittington	Team inspector	The Foundation Stage Information and communication technology Geography	How good are the curricular and other opportunities offered to pupils?
16408	Mr C Rhodes	Team inspector	English as an additional language History Religious education	How well the school is led and managed?
2200	Mr J Stirrup	Team inspector	English Art Music	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Earth Community Primary School caters for pupils from three to eleven years of age and is bigger than other primary schools. There are 340 pupils on roll, 174 boys and 166 girls and this is about the same as it was at the time of the previous inspection. The total number is made up with 43 children who attend the nursery on a part time basis. There are eleven classes, five for Key Stage 1 pupils and six for those at Key Stage 2, plus the nursery. Almost all pupils come from inside the school's normal zone, which is a predominantly an urban industrial area. The attainment of most children when they start in the nursery is below that expected nationally, but when they enter the reception class in September, it is broadly average.

There is only one pupil from a home where English is an additional language. At present, 14.5 per cent of pupils are eligible for free school meals which is broadly in line with the national average. The school has 17 per cent of pupils on its register for pupils with special educational needs, which is below average and there are 1.5 per cent of pupils with a statement of special educational needs, which is in line with the national average. Numbers of pupils with special educational needs have more than doubled since the previous inspection. These pupils are not distributed evenly between classes, with above average proportions of special needs pupils in some year. The mobility of pupils appears to be a significant factor for the school as last year, 21 pupils were admitted and 23 left during term time.

HOW GOOD THE SCHOOL IS

This is an effective school where the strengths far outweigh any weaknesses. The headteacher's leadership and management are key features and show a clear focus on school improvement. The school has just received a commendation from the Department for Education and Employment in recognition of the improvement in pupils' performance in the national end of key stage tests. Standards in English at Key Stage 1 and in mathematics and science at both key stages are above those expected nationally. Overall, standards in English by the end of Key Stage 2 are in line with national expectations. However, standards are lower than usual in writing at Key Stage 2 and in information and communication technology throughout. The quality of teaching is good or better in a high proportion of lessons and effectively meets the needs of individual pupils. As a result, pupils have a very good attitude to learning and behave very well in lessons. Most pupils are working at or near to their capacity. When all these factors are considered, along with the average levels of funding, the school is providing good value for money.

What the school does well

- The headteacher and key staff have a clear vision for the school.
- Children are given an excellent start in the nursery.
- The provision for pupils with special educational needs is very good and, as a result, they make good progress.
- Pupils' attitudes and behaviour are very good.
- Very good relationships exist between all staff and pupils.
- There is a high proportion of good, very good and excellent teaching.
- The provision for pupils' spiritual, moral, social and cultural development is a strength of the school.
- The level of care is high.

What could be improved

- Standards and the level of resources in information and communication technology.
- The range and opportunities for pupils at Key Stage 2 to write in order to raise standards.
- The curriculum provision, resources and facilities for children in the Foundation Stage in the reception classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was previously inspected in February 1997, five key issues were identified for improvement and all have been thoroughly addressed. Standards in music at Key Stage 2 are now in line with national expectations; pupils have more opportunities to work practically in mathematics and science; and the role of subject coordinators has been very effectively developed to include monitoring of standards and the evaluation of the quality of teaching. As a result, standards in the core subjects of English, mathematics and science are improving steadily. The school development plan is now carefully costed, but some of the criteria by which the success of each initiative can be measured could still be made clearer. More opportunities for parents to be kept informed about their children's progress have been provided but the format of the consultation meetings needs reviewing in the light of some parental comments in the questionnaires sent out prior to the inspection. The school has successfully implemented the National Literacy and Numeracy Strategies. The level of improvement, taking into account the standards achieved, and the better quality of teaching, has been good. The school is well on course to meet the targets set for English and mathematics. Furthermore, the school has the leadership, talented staff and commitment needed to continue to improve.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	E	E	E	well above average A above average B average C below average D well below average E
Mathematics	B	C	E	E	
Science	C	D	E	E	

The positive steps taken by the headteacher and his determination to improve standards in spite of the growing number of pupils with special educational needs and against a background of significant pupil mobility are having a marked effect on standards. These show much improvement over the well below average standards achieved in the national tests in 2000 shown above. Inspection evidence shows that by the end of Key Stage 2, overall standards in English are in line with national expectations and they are better than those normally seen in mathematics and science. Compared to similar schools, that is to say those with a similar proportion of pupils eligible for free school meals, standards in the year 2000 were also well below average in all subjects. An analysis of that particular year group shows that the performance was adversely affected by a higher than average proportion of boys and pupils with special educational needs and because almost 40 per cent of pupils joined the school at some time during the previous three years.

Targets for English and mathematics are carefully and realistically based on a detailed assessment of pupils' potential. The different proportion of pupils with special educational needs in each year group means that in some years they are higher than in others. Virtually all pupils achieve the individual targets set for them. Pupils with all types of special educational need achieve well. They make good progress in relation to their prior attainment due to the careful planning by their teachers and the very good support they receive from classroom assistants. The successful implementation of the National Literacy and Numeracy Strategies is having a significant effect on standards in English and mathematics. However, inspection evidence shows that standards in writing at Key Stage 2 are lower than those usually found nationally, mainly because of a lack of planned opportunities for pupils to write in a sufficiently wide range of contexts and styles. Standards in information and communication technology are below those normally expected and this is attributable to the poor resources available to pupils and staff. Standards in religious education are in line with the requirements of the locally

Agreed Syllabus. Attainment in all other subjects is in line with national expectations except in art, history and physical education where they are better than those normally seen.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Almost all parents say their children like school. They listen carefully to teachers and join in activities enthusiastically.
Behaviour, in and out of classrooms	Very good. There is a calm working atmosphere in lessons. Pupils behave very well at playtimes and in the dining area at lunchtime. All respond well to established routines.
Personal development and relationships	Very good. Pupils invariably get on well together and with staff. There are good opportunities for pupils to take responsibility, for example as monitors tidying the books in the library.
Attendance	Satisfactory. Pupils arrive punctually and lessons begin on time.

TEACHING AND LEARNING

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

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

The quality of teaching has improved a great deal since the previous inspection. Then, it was judged to be 'sound' in 91 per cent of lessons, with ten per cent being very good and nine per cent unsatisfactory. Just over half was good or better in 1997. No unsatisfactory teaching was seen in this inspection, and very good or excellent teaching occurred in 24 per cent of the lessons seen. Good or better teaching featured in 68 per cent of lessons and this shows a commendable consistency in quality and a big improvement on the previous inspection. The quality of teaching is having a positive impact on raising standards. The control and discipline in lessons and very effective use of support staff are the most successful features. In literacy and numeracy lessons, the quality of teaching is good overall and this is helping to raise standards in English. However, pupils' literacy skills are not well promoted at Key Stage 2, as pupils generally are not provided with a wide enough range of writing experiences. Information and communication technology is not taught well mainly because resources for the subject are poor. The quality of teaching for pupils with special educational needs is good. Teachers know their pupils well and match work to their needs, helping them to make good progress. Sufficient challenge is included in teachers' lesson planning to help more able pupils to reach their full potential. Homework is used in a satisfactory way to promote learning for all pupils. Pupils concentrate very well and work hard in lessons. As a result of the effective teaching, all pupils make good gains in their skills, knowledge and understanding. The quality of teaching for children in the Foundation Stage is good overall, giving children a firm base on which to build future learning. In the nursery, the quality of teaching is outstanding. All children under five in the nursery and reception classes appear happy and keen to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. It is broad and balanced and meets statutory requirements in all subjects except information and communication technology. Sex and drugs education is provided and the provision of extracurricular activities is good.
Provision for pupils with special educational needs	Very good. All pupils are set clear targets in their individual education plans and they are given full access to the curriculum.
Provision for pupils with English as an additional language	Good. All are well supported in lessons by classroom support assistants and have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. This is a strength of the school. However, the provision for pupils' cultural development is only satisfactory as opportunities for them to appreciate the customs and beliefs of other cultures are limited.
How well the school cares for its pupils	Good, with some very good features. Procedures for monitoring and improving attendance and promoting good behaviour are strengths. There are good procedures for child protection and ensuring pupils' welfare. Procedures for assessing pupils' attainment are good.

The school has recognised the need to establish more effective links with parents and is currently reviewing ways to further improve on the satisfactory partnership, which exists between home and school. Although there are good opportunities for junior age pupils to take part in activities outside normal lessons, infant age pupils have nothing provided for them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher offers good leadership, clearly focused on school improvement. Effective delegation allows key staff to play a vital role in the development of the school.
How well the governors fulfil their responsibilities	Satisfactory. All statutory duties in respect of special educational needs are fulfilled. However, some information, which should be included in the governors Annual Report is missing. Spending is well controlled and the best value is obtained for valuable school resources.
The school's evaluation of its performance	Good. The school's performance in all aspects is monitored carefully. Effective action is taken when areas for development are identified.
The strategic use of resources	Satisfactory. The governing body plans and uses its money well. Learning resources, with the exception of computers, are used well.

Staffing levels are satisfactory overall. The above average number of classroom support assistants is used effectively to help pupils of all abilities. The accommodation is immaculately clean and a credit to all the hard working cleaning staff. Resources are very good for physical education, and in the nursery. Overall, they are satisfactory, except for information and communication technology where they are poor.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Pupils like school• Behaviour is good• Teaching is good• Parents feel comfortable about approaching school• The school expects pupils to work hard• Pupils are helped to become more mature and responsible	<ul style="list-style-type: none">• The amount of homework• Information about children's progress• The school working more closely with parents• The range of activities for pupils outside lessons

Inspectors' judgements wholeheartedly agree with parents' positive views about the school and with some aspects that they would like to see improved. Information about pupils' progress needs improving. Some pupils' annual reports do not meet statutory requirements as progress in information and communication technology is not reported, and only one formal consultation meeting is available each academic year for parents to meet their child's teacher. However, we disagree with parents' views on homework, which is judged to be satisfactory in quality and the amount set, and over the range of activities for pupils outside lessons, which is good. The effectiveness of the school's links with parents, which is satisfactory at present, is an area already identified for development in the school management plan. Parents on the whole make a good contribution to children's learning at home and in school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Children enter the nursery with a wide range of abilities. However, levels of attainment on entry are generally below average in all areas except physical development, where they are in line with those normally seen. During their time in the Foundation Stage they make good progress overall and are well placed to meet, and in some cases exceed, the Early Learning Goals by the time they are ready to transfer to Key Stage 1.
- 2 Shortly after entry to the nursery, a series of early assessments are carried out, and children identified as having special educational needs are placed on the register for pupils with special educational needs. Most, but not all children who transfer into the reception class have attended the nursery on a part time basis and the excellent start they are provided with helps them to quickly settle into school routines in the reception classes.
- 3 Attainment on entry to the reception classes is broadly average. Curriculum planning for children under five is detailed and in line with requirements of the Early Learning Goals in the Foundation Stage. However, the very high quality of provision found in the nursery is not yet carried through the reception classes, mainly because the Foundation Stage curriculum here is not fully in place. In particular, the split class, containing children from the Foundation Stage and pupils from Year 1, makes planning for the Areas of Learning difficult. As a result, the progress of most children in the reception classes is satisfactory in language and literacy, mathematics, in their knowledge and understanding of the world and creative development. In their personal, social and emotional development, progress is good. For example, children listen well to all adults, they respond to instructions and sit and listen attentively to stories. They answer questions politely, do not call out and listen to other children's answers in literacy sessions. In their physical development, children's progress is good in the nursery as they have good opportunities to use large play apparatus and wheeled toys outdoors. However, children in the reception classes do not have the same opportunities, as access to an outdoor play area is restricted. This adversely affects the progress they make. By the end of the Foundation Stage, all children have made good progress in relation to their attainment on entry to the nursery.
- 4 Inspection findings show that by the end of Key Stage 1, pupils' attainment in English, mathematics and science is above the national average. This represents an improvement since the previous inspection in February 1997 when standards were found to be above average in English, but in line with national expectations in mathematics and science. This was mainly because few opportunities were planned for pupils in the practical aspects of mathematics and science. Since then, the proportion of pupils with special educational needs has increased and in some year groups, it is above the national average. The school has consistently tried to improve standards in reading, writing and mathematics since the previous inspection. The mobility of pupils in and out of school during term-time has been an added difficulty. In last years Year 6, for example, 40 per cent of pupils had joined the school within the previous three years. Results in the 2000 tests at the end of Key Stage 1, in comparison with all schools, show standards in reading were in line with national expectations, and above those normally seen in writing and mathematics. When the school's performance is compared to schools with pupils from similar backgrounds, pupils' results follow the same pattern, in line for reading and above in writing and mathematics. The results for science, based on teacher assessments, show 96 per cent achieving the expected Level 2 or above which is above the national average, but only six per cent achieving the higher Level 3, which is well below average. On inspection, pupils' attainment in science by the end of Key Stage 1 was judged to be above average.
- 5 The results of the last three years show that both boys and girls attained equally well in reading, writing, mathematics and science. The trend since 1996 shows results have been consistently maintained at above average levels in spite of the increasing number of pupils with special educational needs entering the school. In the school's own analysis, comparing the predicted National Curriculum Level using data from the assessments on entry to the school, pupils mostly do better than expected. The good start all children have in the Foundation Stage and

consistently good quality of teaching they experience throughout Key Stage 1 are mainly responsible for how well pupils achieve in relation to their prior attainment.

- 6 In English, work seen during the inspection shows that, by the end of Key Stage 1, the standards pupils attain are above the national average in reading, writing and speaking and listening. Overall, standards in English are above average. Pupils' linguistic skills are generally above average as they are provided with regular opportunities to express themselves in class discussions. Consequently, pupils make good progress in their speaking and listening skills. Reading is taught well, allowing pupils to develop their technical skills well and to read with understanding. Pupils are provided with plenty of opportunities to write in most subjects. In the literacy sessions they are provided with a good range of opportunities such as re-telling stories and writing letters or poems. In mathematics, standards of work show attainment to be above average and most pupils appear to enjoy counting and using 'big numbers'. Much work of a practical nature is undertaken in science, answering a previous criticism. Standards are above average. Pupils generally attain standards which are in line with those normally expected in design and technology, geography and music. In art, history and physical education pupils' attainment is above national expectations, mainly because of the clear guidance available and the very good use teachers make of it when planning their lessons. In information and communication technology, standards are below those expected, and this is wholly due to the shortage of modern computers and suitable programs to use on them. Standards in religious education are in line with the requirements of the locally agreed syllabus at Key Stage 1.
- 7 The good progress pupils make after entering the reception class, and the standards they attain by the end of Key Stage 1, are a reflection of how well they are taught and their very good attitudes towards their learning. Almost all parents who returned the questionnaire believe that the school expects children to work hard and achieve their best. The previous inspection team reported pupils felt safe, secure and valued and this had a positive effect on pupils learning. This is still the case, with very good relationships between staff and pupils. This has a major effect on the way pupils learn. The inspection team recognised the strong impact that the excellent provision in the nursery is having on pupils' attainment. The school staff are deeply committed to improving standards and are succeeding.
- 8 Pupils make satisfactory progress in the Key Stage 2 classes. Inspection findings show that in the current Year 6 class, attainment in English overall is in line with national expectations. Standards in speaking and listening and reading are generally above those normally seen but in the important area of writing they are below national expectations for pupils of this age. In mathematics and science standards are above those normally seen. Standards in mathematics and science have improved since the previous inspection but in English, they are not as good. The results of National Curriculum tests for Key Stage 2 pupils in 2000 showed that attainment was well below average in English, mathematics and science. When these results are compared with those of pupils from similar backgrounds, they are well below average in all three subjects. The headteacher and staff analysed the disappointing results very carefully. Factors affecting pupils' performance in 2000 were quickly identified. The year group had a larger than average number of pupils with special educational needs, and a high proportion of boys who followed the national trend and did not do as well as the girls. In addition, almost 40 per cent of pupils joined the school at some time in Key Stage 2. However, school assessment information shows that all reached or bettered the levels expected of them. The successful implementation of the National Literacy and Numeracy Strategies is having a positive effect on standards.
- 9 There is no obvious trend of improvement for the past three years with results in each subject going above or below national averages. However, in spite of the increasing number of pupils with special educational needs, the school is keeping pace with the national trend of improving results. In recognition of this, the school was commended just before the inspection by the Department for Education and Employment for its overall improvement in standards in the national end of key stage assessments. Inspection evidence confirms that standards for the current Year 6 pupils are in line with expectations for English, and above average in mathematics and science. In other subjects at Key Stage 2, standards of attainment follow a similar pattern to that found at the end of Key Stage 1, being above those normally seen in art, history and physical education, and in line for all others except information and communication technology where standards were found to be below national expectations. The lack of modern

computers, no Internet connection available for pupils and few planned opportunities to use computer programs in all subjects are the main reasons for this. The school is effective, as the vast majority of pupils make satisfactory progress overall, from when they enter the reception class with levels of attainment which are broadly in line with the national average.

- 10 The consistently good quality of teaching is an important factor in the progress most pupils make. The successful implementation of the National Literacy and Numeracy Strategies has undoubtedly helped to raise standards in English and mathematics at Key Stage 2. Well chosen texts and the teachers' skill in drawing pupils' attention to important differences in style, structure and content improve pupils' reading skills and widens their vocabulary. The partnership between home and school in reading is strong, particularly with Key Stage 1 pupils, and this also contributes effectively to the above average attainment and good progress pupils make in reading. Lower attaining pupils benefit from the additional support they receive in the classroom from their teachers and the skilled classroom support assistants. Inspection evidence shows that pupils have good opportunities to develop their reading skills with parents playing a key role by showing interest and listening to reading most nights. However, teachers in general provide too few opportunities for pupils to write in a wide range of styles or contexts. It is the firm view of the inspection team that this is holding back improvements in standards in writing at Key Stage 2. Standards are below the level expected at present with pupils making unsatisfactory progress in this aspect of English.
- 11 Standards of attainment in science are improving as pupils have more opportunities to investigate and conduct experiments independently. The two science coordinators manage the subject in a satisfactory way, giving much advice and support to all teachers. All teachers show confidence when teaching science and are guided effectively by the good programme of work. Both boys and girls both enjoy the practical approach and work hard in lessons to complete their work. As a result, there is no difference in the performance of girls and boys.
- 12 Overall, the achievement of pupils is satisfactory by the time they are ready to leave in Year 6. High expectations of teachers, very good discipline and control in most lessons, and careful lesson planning result in effective learning in a large proportion of lessons. Pupils' learning is further enhanced by their very positive attitudes, very good behaviour and very good relationships with one another and their teachers. This creates for all pupils, a good atmosphere in which to learn. Targets for English and mathematics are not being routinely increased for the next two years as they are realistically based on a detailed assessment of pupils' potential in each year group. Pupils with all types of special educational need achieve well. They make similar progress to others in their class due to the careful planning by class teachers, and the support of the classroom assistants. In most classes those with recognised behavioural difficulties achieve particularly well due to teachers' high expectations of behaviour and participation, and good discipline. Any pupils for whom English is an additional language are supported well and this enables them to take part in lessons fully. As a result, their acquisition of English is rapid and they are able to make satisfactory progress in line with all pupils.
- 13 Over the years there have been few gifted pupils, but the school does make special provision for any identified by planning additional work in lessons. The good quality of teaching affords all pupils every chance to reach their full potential. All pupils, whatever their ability, are fully included in all aspects of school life with teachers ensuring equality of opportunity for all.

Pupils' attitudes, values and personal development

- 14 Pupils' attitudes to the school are very good, and reflect the care and concern shown by all adults in the school. Their attitudes to learning are consistently good across all age groups and this confirms the views reported at the time of the last inspection. They respond enthusiastically when lessons are well planned and stimulating. Pupils concentrate well and work hard. They are pleased to show their work to visitors, as seen in a Year 5 history lesson, when pupils reflected on what life was like in a Tudor town. This positive attitude and interest enables the pupils to make good progress and justifies the view expressed by parents in the responses to the questionnaire that their children like coming to school. Parents and children interviewed during the inspection strongly confirm this view.

- 15 Pupils are courteous to visitors and show respect for the property of others. The premises and equipment the school provides are treated with respect. There is no litter, graffiti or vandalism. Movement around the school as lessons begin and end is orderly and demonstrates the children's awareness of the need to consider others who are still working. Throughout the school pupils' very good behaviour contributes positively to their learning and development of their social skills. For example, in a Year 1 lesson on Greek dancing, pupils gained confidence as the lesson progressed and the dancing flowed as they moved smoothly through the learning steps. There is no evidence in class or at play of oppressive behaviour or other forms of harassment and there have been no exclusions in the year prior to the inspection.
- 16 Pupils clearly enjoy working cooperatively in the friendly atmosphere the school presents. The relationships formed between classmates and between pupils and teachers are very good. The same rapport extends between pupils and the classroom support staff and parent helpers. Nursery children have a carefully planned phased induction and the staff soon gain their trust, giving pupils confidence to join in the activities on offer. Children in the nursery were seen washing clothes using artefacts from bygone days, they were keen and eager to participate and showed their finished articles with pride. Another group created a shopping list well for "Mother Hubbard's" empty cupboard! All behave very well, sharing activities and approaching their work conscientiously. Pupils with special educational needs are fully involved in class and in play activities outside. Older pupils have a caring attitude and concern for younger ones as seen in the paired reading sessions. Pupils show consideration for the feelings and well being of others. During a wet playtime, they shared a range of games and activities in a friendly, sociable atmosphere.
- 17 Pupils show a good level of acceptance of personal responsibilities when volunteering for classroom tasks such as classroom helpers. Children in the foundation years quickly learn to accept responsibility. Effective strategies for older pupils include the litter patrol, posts of responsibility such as House Captains and duties in the library. Pupils effectively contribute to charity appeals, which effectively improves their understanding of the needs of others. Participation in sporting events and visits out of school encourage teamwork and a sense of responsibility in pupils. Forty pupils of differing ages gave an impressive demonstration of their skills during the after school Gym Club. A small group of pupils show a mature attitude to creating figures from wire in the Art Club. Year 6 pupils debated well a current issue in the news, and learned about the democratic voting procedure. Most parents are positive about the attitudes, values and personal development of pupils and inspection findings endorse their view.
- 18 Attendance is satisfactory and at the national average. Unauthorised absence is below the national average. Most pupils are punctual with few persistent latecomers and so lessons invariably begin on time.
- 19 The school lives up to its maxim that the time spent at the school should be a period of achievement and enjoyment.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 20 In the previous inspection, the quality of teaching was judged to be at least sound in 91 per cent of lessons, with ten per cent very good, and nine per cent being unsatisfactory. Just over half of the teaching was found to be good or very good in 1997. The quality of teaching in the school has improved a great deal since then, and is judged by this inspection team to be good, overall. The effectiveness of teachers' planning, the very good control and discipline in lessons and very effective use of classroom support assistants mean that the basic skills are taught well. There is a strong determination by all staff to raise standards.
- 21 During this inspection, there was little difference in the quality of teaching between the Key Stages 1 and 2. However, in the Foundation Stage, the quality of teaching was of a much higher standard in the nursery than in the reception classes. In all the lessons seen in the nursery, the quality of teaching provided by the temporary teacher was either very good or excellent. In the reception classes, it was good overall. This was in part due to the fact that some Year 1 pupils were included with reception children, making planning difficult, and the development of the

Foundation Stage has been disrupted by the recent departure of the nursery teacher. Overall, the quality of teaching was satisfactory or better in all the lessons seen, and it was very good or excellent in 24 per cent. Examples of good, very good and excellent teaching were seen in 68 per cent of lessons, which shows a remarkable increase in the proportion of high quality lessons since the previous inspection. The quality of teaching is a strength of the school.

- 22 Detailed lesson planning, with clear learning objectives and lessons delivered at a good pace were common features of the good teaching. However, at Key Stage 2, some teachers do not make the learning objectives clear to pupils, or check at the end of lessons that all have been covered. The effectiveness of teaching methods is therefore satisfactory rather than good as it is at Key Stage 1. Expectations of pupils, particularly over the neatness and presentation of work are also better at Key Stage 1, as much work seen in the scrutiny from Key Stage 2 pupils was untidy. The very good relationship with pupils meant that the discipline and control in many of the lessons seen at both key stages was of a high standard. This was particularly noticeable in physical education lessons where pupils' excitement was well controlled. In lessons where teaching was judged to be very good or excellent, the teachers' enthusiasm, and very good subject knowledge, made learning exciting with an element of fun for all. In a Year 2 science lesson on changing materials, for example, pupils thoroughly enjoyed smelling and tasting the heated food materials, particularly the chocolate. Pupils of all abilities were given suitably challenging tasks and strict time targets to complete them. A strong feature of most other lessons is the effective way teachers question pupils to recap on previous knowledge or to encourage pupils to explain their own ideas. Praise is used well throughout, to motivate or reward pupils' good effort. This raises their self-esteem very successfully, giving all a strong sense of responsibility. Criticism raised in the previous inspection over the provision of different work for pupils of differing abilities has been largely remedied.
- 23 The quality of teaching in the literacy hours and during numeracy sessions was satisfactory overall at both key stages. All teachers use the skills that pupils have learned in these sessions effectively when teaching other subjects. In a science lesson in Year 6, for example, pupils wrote questions about the Solar System for younger pupils to answer, using very large numbers competently when quoting distances. However, pupils are rarely provided with the opportunity to use computer skills as part of their work in all subjects. This is mainly due to the unsatisfactory provision of computers in school and lack of programs for teachers to use. The scrutiny of pupils' work, for example, showed little evidence of pupils' work produced by using computers.
- 24 The quality of teaching in most subjects accounts for the generally good progress most pupils make. In the core subjects of English, mathematics and science it is good. It is also good in history and physical education, and as a direct consequence, standards in these two subjects are above national expectations at both key stages. Teaching is satisfactory in all other subjects except art, where there was insufficient evidence to make a reliable judgement.
- 25 All teachers work hard to establish a good working atmosphere and promote effective learning. Teachers have developed clear strategies to maintain good behaviour and ensure that pupils keep working. As a result, noise levels are usually low and most pupils concentrate well on the tasks set for them. Pupils behave very well in lessons and have a very good attitude towards their learning. As a result, there is a productive working atmosphere in classes at Key Stage 1, with all pupils making good progress compared to their prior attainment by end of Year 2. In many of the Key Stage 2 classes however, the quality of pupils' work is satisfactory, rather than good. Pupils generally work well independently of their teachers in pairs or small groups. In a Year 5 science lesson, for example, pupils examined plants carefully with a partner to decide whether they were sick or healthy. However the presentation of some pupils' work shows that little care has been taken with it.
- 26 Teachers use assessment well to guide their planning and this helps them to plan work which gives adequate challenge to pupils of all abilities. All pupils' work is marked thoroughly but few teachers add helpful comments to give further guidance to pupils on how to further improve. There were no gifted pupils identified to the inspection team, but it was noted that provision was in place to meet the needs of these pupils. Lessons invariably build effectively on pupils' previous knowledge. Teachers are well prepared for their lessons with resources readily available for pupils. In most lessons, the wide variety of resources gives pupils good

opportunities to use their initiative and choose suitable materials to use in their studies. In year 1, for example, pupils are provided with a good selection of junk materials to make robots and Year 5 pupils use the same type of materials to make musical instruments. The very good range of artefacts, illustrating Japanese willow patterns, stimulated pupils effectively in Year 2 to produce their own designs. Pupils respond positively to all their lessons, sustaining good levels of concentration. As a result, effective learning occurs in most lessons.

- 27 The quality of teaching and learning for children under the age of five in the Foundation Stage is good overall. In the nursery the high quality relationships, plus the variety of activities, result in good progress towards the Early Learning Goals in all six areas of learning in the Foundation Stage curriculum in the nursery. Children enjoy the challenging tasks they are given and have very good attitudes to their learning. A particularly strong feature of the teaching in the nursery is the level of independence given to children. This lifts their self-esteem, helping them to make an excellent start in school and to develop a positive attitude towards schoolwork. This very high quality of teaching is not yet carried through the reception classes, mainly because provision for the Foundation Stage curriculum here is not fully in place. In particular, the split class, containing children from the Foundation Stage and pupils from Year 1, makes planning for the Areas of Learning difficult. Teaching is nevertheless satisfactory overall, with some examples of good and very good teaching. Support for children with special educational needs is very good in each of the six areas of learning throughout the Foundation Stage.
- 28 The quality of teaching of pupils with special educational needs is good throughout the school. Individual education plans have clearly set out targets for pupils and teachers use this information to match work to their pupils' individual needs, helping them to make good progress. Very effective classroom support assistants are used efficiently to direct group activities. For example, they ensure that all pupils are included and supported in physical education lessons. Those pupils identified as requiring additional support in literacy are taught very effectively by part time teachers. The high expectations of behaviour of all pupils and very good classroom management skills mean that pupils with special educational needs learn effectively in a supportive and orderly environment.
- 29 A small number of parents, in their responses to the questionnaire sent out prior to the inspection, were unhappy with the amount of homework their children were expected to do. At the meeting for parents, some said pupils were given too much homework, and others felt that the tasks set were not well matched to pupils' capabilities. Inspection findings do not support these parents' views. The school's policy statement gives clear guidance to teachers and parents on homework. Inspectors judge that teachers make satisfactory use of homework and the amount and quality usefully supports pupils' learning.

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

- 30 Both the overall quality and range of opportunities, and the breadth, balance and relevance of the whole curriculum offered to the pupils are good overall at the Foundation Stage, and excellent in the nursery. They are good at Key Stage 1 and satisfactory at Key Stage 2. The curriculum for Key Stage 2 is restricted and often undemanding when pupils are not provided with opportunities that cover all areas of the National Curriculum. The Foundation Stage curriculum is not yet developed fully for all children in the reception classes, and there is a lack of suitable resources for outdoor play, which limits opportunities for learning. There is a member of staff with specific curricular responsibilities within the governing body who provides a useful link. There are effective policies and programmes of work for all subjects. Statutory requirements such as sex and drugs education are met.
- 31 Following the previous inspection, the key issue associated with the curriculum was to 'plan for, and offer, more opportunities for pupils to be involved in investigative work in science and mathematics.' This key issue has been met.
- 32 The school fails to meet all statutory requirements, specifically in information and communication technology, where some areas are not covered due to insufficient resources. The school is

aware of this, and finance for the necessary resources is expected before publication of this report. The school takes good account of the National Strategies for Literacy and Numeracy. Good use is made of resources within the community. Provision for pupils' spiritual, moral and social development is very good, and that for cultural development is satisfactory. All pupils work happily together and they understand the difference between right and wrong.

- 33 Provision for pupils with special educational needs is very good at all key stages. Pupils are supported very effectively by a variety of adults, sometimes within the classroom and sometimes, when appropriate, by withdrawal. A strength, particularly in Year 5, is the way adults raise the self-esteem of these pupils. The national Code of Practice for all schools is followed closely, ensuring that the needs of all pupils with special educational needs are met.
- 34 The National Literacy Strategy has been implemented in a satisfactory way. The planning for literacy sessions is specific, lessons are purposeful and the pupils' progress is often good. The numeracy strategy is implemented effectively across the school and this has a direct influence on rising standards in mathematics.
- 35 There are a good number of extra-curricular activities provided which enrich the pupils' learning and a good number of pupils and teachers are involved in these. During the inspection, pupils were observed taking part in football and netball training, an art club and choir. However, there are none for pupils from Key Stage 1.
- 36 Pupils' equality of access and opportunity within the curriculum is good, with the exception of provision for information and communication technology. Provision for personal, social and health education is good.
- 37 The school has a very good ethos in which all pupils are seen as individuals and are positively valued. This is very much reflected in the very good provision for spiritual development. The school fulfils all requirements for a daily act of collective worship. Examination of themes explored in assemblies over the past year shows that pupils are given the opportunity to consider the celebrations and festivals of a number of world religions and consider how the shared philosophies and practices of these religions impact upon their daily lives. Pupils also consider a range of moral issues, with a common link of caring for each other and working together. All classes are regularly provided with the opportunity to take school assemblies. This was observed during the period of the inspection with pupils from the mixed reception/Year 1 class putting together a sensitive and spiritually uplifting assembly on the theme of Mothers' Day.
- 38 The school has an active policy for promoting a spiritual dimension in all areas of the curriculum, with programmes of work for all subjects identifying opportunities for pupils' spiritual development. A sense of awe and wonder was observed in a number of lessons, with particularly good examples being seen in English and art and design. Pupils were spellbound, for example when the Year 2 teacher unwrapped plates to illustrate a Japanese willow pattern. The teacher's dramatic and entertaining storytelling kept everyone's full attention throughout.
- 39 A strong sense of morality underpins the aims of the school, with pupils having a clear sense of right and wrong. Pupils are well aware of the responsibility they have for their own actions, and show a concern for the well being of others. This is reflected in the Code of Conduct put together by individual classes in the school, and promoted through the house system. Whilst the school has an appropriate sanctions system for responding to unacceptable behaviour the emphasis is very much one of promoting good behaviour rather than penalising bad. Opportunities are provided both within assemblies and personal, social and health education (PSHE) lessons for pupils to explore a range of moral and contemporary issues such as competition and cheating.
- 40 Pupils develop very good social skills as they progress through the school. All members of the school, including non-teaching staff and visitors, provide good role models for pupils. Pupils recognise the high expectations made of them in terms of their behaviour and respond accordingly. Pupils move around the school in an orderly manner, display good social skills in the dining area, and treat the school environment with respect. Pupils are very polite and courteous when meeting and talking to visitors to the school. Opportunities are provided in

PHSE lessons for pupils to develop an understanding of their role and responsibility both within the school and the wider community. Pupils willingly contribute to the running of the school when provided with the opportunity to do so. Pupils concern for the well-being others is reflected in their regular fundraising for both local and national charities

- 41 Pupils are able to work both independently and collaboratively, and enjoy the opportunity to work in an interactive manner. When they do so they listen to and respect the ideas and values of others, and are prepared to modify their own opinions, to reflect the needs of the group. Pupils develop good team building skills in a number of subjects, particularly in physical education, while the residential holidays for pupils in Years 5 and 6 provide pupils with the opportunity to develop problem-solving skills, and reinforces the need to work together and support each other in their efforts.
- 42 Overall, the school makes satisfactory provision for pupils' cultural development, with opportunities in music and art for pupils to consider the importance of art and music in our daily lives. In history, pupils come to an understanding of the changing nature of society, both within Great Britain and societies in the past and in other countries. However, there are limited opportunities for pupils to develop an understanding of their literary inheritance in English through the study of pre-twentieth poetry, stories and plays. In religious education lessons and special assemblies, pupils develop a satisfactory understanding of world religions. Whilst pupils come to a clear understanding of the cultural background to these religions there are limited opportunities for pupils to develop an informed understanding of the multi-cultural society they now live in.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 43 The school is a happy and caring community and the overall care of pupils is good. The supportive atmosphere is underpinned by the promotion of good behaviour and self discipline in pupils. The school provides a welcoming and encouraging atmosphere and pupils confirm that they feel safe and secure. Much time, effort, patience and commitment is expended by members of staff in talking to pupils who experience problems of any kind, especially when they find it difficult to adhere to the school's code of conduct. Pupils with special educational needs receive good support. Children in the Foundation Stage are well cared for; good relationships with their teachers ensure that they are well supported.
- 44 The school provides a safe environment. There is a detailed health and safety policy which lists the responsibilities of all members of the school community. The headteacher and the caretaker are vigilant in checking for hazards daily. In addition to the annual risk assessment conducted by the health and safety coordinator, the local education authority conducts its own. Any issues raised are prioritised and dealt with as finance permits. The caretaker and his staff keep the school exceptionally clean. Regular, documented fire drills are held and safe practices are reinforced daily to children. There are a generous number of adults fully qualified to administer first aid. Welfare staff provide good levels of care at lunchtime.
- 45 The procedures for promoting and monitoring discipline and behaviour are very good, and have shown an improvement since the last inspection. Adults in the school promote good behaviour and are consistent in their praise for work well done. Weekly awards are given for outstanding effort and attainment, and class rules are known to all. Parental involvement is sought at an early stage if any problems arise. Personal, social and health education is taught each week. The programme of activities is currently being developed to include aspects of citizenship. Sex education and drugs education are a feature of the programme with additional support from the school nurse for older pupils. The school has a 'Healthy Week' once each year.
- 46 The quality of procedures for monitoring and assessing pupils' academic performance has improved significantly since the previous inspection, especially in the analysis of data. There is now a more coherent approach to assessment throughout the school.
- 47 The school is valuably using a range of commercial and national test data and class assessments to identify higher and lower achievement by pupils in English, mathematics, and

science. Using the information, pupils throughout Key Stage 2 are taught in groups with those of similar ability for literacy and numeracy and provided with work which is sufficiently challenging tasks. This was very evident in the Year 6 higher attaining group, where pupils were undertaking tasks that fully stretched their knowledge as they investigated how to find the circumference and area of circles.

- 48 Teachers also use the information to predict National Curriculum levels of achievement for pupils, and to make decisions about where it will target extra support to raise achievement in literacy and in numeracy. The school fully recognises the need to track the performance of and set targets for individual pupils, so that they can be involved in their own learning. Tracking of pupils is well established, but target setting is still in the early stages of development. Pupils with special educational needs are quickly identified. They are set appropriate targets in their detailed individual educational plans. Previously it was noted that there were portfolios containing samples of pupils' work in English, mathematics and science. These have been fully assessed with regard to pupils' level of attainment and serve to help teachers in their assessment of all pupils completed work.
- 49 Subject coordinators and the headteacher are effectively monitoring assessment and test results. Previously, test results were not analysed. Effective assessment procedures are in place for literacy, numeracy and science. Recently, a good quality assessment booklet has been introduced to cover the other areas of the curriculum and teachers are beginning to use the information to guide their future planning in all subjects.
- 50 The procedures for promoting and monitoring attendance are very good and these help the school to keep in line with the national averages for attendance. There are rigorous monitoring procedures in place, and good support from the education welfare service. Records are neat and in good order. Child protection procedures are good. The designated teacher has received training for her role and she shares her expertise with staff. There is a statement to parents in the prospectus regarding the procedures, which the school follows.
- 51 The school understands the importance of early identification of special educational needs and a policy clearly describes the agreed procedures should a teacher become concerned. The quality of the individual education plans is good and the school is able to identify the optimum rate of learning that each pupil can sustain. Extra support from outside agencies is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 52 The school has a satisfactory relationship with parents. Most fully appreciate the efforts the school is making to help their children to become mature and responsible. Parents are encouraged to take an active interest in the school, and several offer classroom support.
- 53 The information which parents receive is satisfactory, overall. There is a regular school newsletter, written in friendly terms, in which the headteacher often has cause to thank parents for their support. Parents of nursery and reception children appreciate the amount of information they receive before their children enter school. The school prospectus is informative and contains all relevant information. The school sends parents information on the curriculum to be taught each half term. Annual reports to parents on children's progress give information on attainment in subjects and also set targets for future development. There are some perceptive comments from class teachers on personal and social development, which show that teachers know their pupils well. However, the reports do not contain the required section on pupils' attainment in information and communication technology. There are also some items required by statute missing from the annual report of the governing body to parents, the facilities at the school for disabled pupils being one example.
- 54 There are three opportunities for parents to visit the school each year. Two are informal open evenings, but only one offers parents the opportunity to formally consult teachers about their child's progress. As noted at the time of the previous inspection, some parents would like more regular information on the progress that their children are making and would appreciate an additional formal consultation rather than the present format. The questionnaire also revealed

that some parents would not feel comfortable approaching the school with questions or complaints but others at the meeting for parents disagreed with this. The school is currently looking at new ways to communicate with parents on a more regular basis.

- 55 The impact of parental involvement on the work of the school is good. Most parents listen to children read at home, complete the reading record, and help with homework. Parents of children new to the school are offered very helpful induction meetings. Parents are invited to the review meetings of their children with special educational needs. There is a rota of regular parent helpers in school and many more parents will help out on special occasions like concerts, visits out of school and sporting occasions. The Parent Teachers' Association draws the whole school community together through its social and fund raising activities. It generates large sums of money each year and these are used for the benefit of children. Recent purchases have included a computer, a projector, books and the refurbishment of the library. The school has organised meetings on the standards agenda and on numeracy and 60 parents attended the meetings. There is almost 100 per cent attendance at parents' meetings. Most parents have willingly signed the home/school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 56 The overall standard of leadership and management is good, and the positive impact this has on the daily life of the school has been maintained since the previous inspection. The headteacher has a very clear picture of what he wants the school to achieve and embodies this in everything he does. He is very well known by the pupils, who respect the high standards he sets. Staff and governors share his high ideals and work hard with him to achieve them. The school's aims and values are strongly reflected in its work and can be seen in pupils' positive attitudes and very good behaviour.
- 57 The effective delegation of responsibility to senior staff is a strong feature. The senior management team is very experienced and provides an effective forum in which the school's current successes can be evaluated and its future planned. Individual staff, the deputy headteacher and special educational needs coordinator, for example, carry out their responsibilities very efficiently and effectively. The newly formed Foundation Stage for nursery and reception aged children is currently managed as part of Key Stage 1. This is not appropriate, and the headteacher and senior staff are aware that this is an area for future management re-organisation. Development was disrupted with the recent departure of the nursery teacher. Teaching and non-teaching staff feel part of the 'school team' and value the guidance and support they receive from senior colleagues.
- 58 The governing body carries out its statutory duties effectively and works hard to support the school. Minutes of the governing body's meetings indicate that it conducts its business efficiently, giving prominence to standards and targets, and delegates detailed budget discussion to the finance sub-committee. The statutory requirements for the special educational needs Code of Practice and for the Act of Collective Worship are met in full. Some of the required information relating to arrangements for pupils with disabilities has not been included in the most recent Annual Report to Parents. The Chair has a clear understanding of the school's strengths and weaknesses through regular monthly meetings with the headteacher. Governors have a sound understanding through the headteacher's report, presentations by members of staff, and visits to the school when their work or family commitments permit. Individual governors are linked to and have responsibility for curriculum areas such as literacy, numeracy and special educational needs.
- 59 The effective monitoring and evaluation of teaching is a growing strength of the school, and an improvement since the previous inspection. There is a very good system through which the English and mathematics coordinators have worked with the guidance of the local authority's literacy and numeracy consultants to plan and carry out class based evaluations of standards and teaching. All subject coordinators have looked at the written work in each class, and further classroom observations are planned for the summer and autumn terms. The results are already giving staff opportunities to spread good practice and to support colleagues in any area of insecurity. Although the headteacher has a regular programme for looking at pupils' books, this

does not include regularly monitoring and evaluating basic teaching skills in classrooms, and makes it harder for him to have a personal overview of actual standards of teaching in all subjects. A limited amount of monitoring took place with the introduction of the National Literacy and Numeracy Strategies, and with the introduction of performance management procedures, more is planned.

- 60 The budget has been carefully directed to the school's main educational priorities. The school development plan is well organised with clear links to the school's aims. However, not enough progress has been made since the previous inspection in writing specific success criteria so that senior staff and governors can see precisely how effective the school is in meeting its targets. The school recognises that this aspect of management needs to be strengthened. Specific costs, for relief teachers to cover absence, for example, are not usually identified as actual budgets, which makes detailed financial planning and control much harder. However, the medium and long-term plans produced by the Grounds and Buildings Committee are models of good practice. The school has taken appropriate action to meet its targets for English and science, and good action to meet them in mathematics.
- 61 The school administrator and her deputy run the school office very efficiently. They carry out their responsibilities cheerfully and calmly, and give a positive first impression of the school to visitors. Good use is made of new technology in the office, but computers are not fully used in classrooms. Government grants are used effectively and correctly. The special educational needs coordinator is meticulous in making sure that funds are applied to the best effect. Overall financial control is good. Local authority finance officers supply good quality up to date information for the headteacher and governors to use as the basis for financial planning. There has been no audit since the previous inspection. The school buys its resources at the most competitive prices and pays careful attention to quality. It continues to provide good value for money.
- 62 The school is well staffed and concerns in the previous inspection report about teaching competence in music and science have been addressed successfully. Arrangements for performance management have been introduced sensitively and are securely in place. Teaching assistants work closely with their link teachers and make a valuable contribution to pupils' learning. The range and quality of teaching resources is satisfactory overall, and they are used effectively throughout the school. Resources are good in science and religious education, and particularly good in physical education and in the nursery. They are poor in information and communication technology because the school does not currently have the range of hardware needed to deliver the full information and communication technology curriculum, or to use information and communication technology skills effectively in other subjects. This is a very different position to that noted in the previous report, and reflects the considerable changes and heightened expectations for the subject. The school has not yet received its grant for the National Grid for Learning.
- 63 The building is relatively spacious and, unusually for a school of this size, the hall does not have to be used for midday meals. Good use is made of the mobile classrooms. The school is kept meticulously clean by the building supervisor, cleaner in charge, and her staff. Classrooms and corridors provide a stimulating learning environment because they contain many interesting and colourful displays of pupils' work. The non-fiction library is centrally located for most classes but is too small for lessons in library skills. There is no specific outdoor area in which reception aged children can develop their physical and social skills, other than sharing the one designated for nursery children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has many strengths and enjoys a good reputation in the area. In order to build upon the strengths and to improve the overall quality of provision and raise standards further, the school should;

- (1) raise standards in information and communication technology by ensuring that all areas of the curriculum are covered effectively and improve the level of resources for the subject.
(Paragraphs 6, 9, 23, 36, 61, 62, 106, 112, 114, 143-149, 166)
- (2) provide pupils at Key Stage 2 with a wider range of opportunities to write.
(Paragraphs 8, 10, 84, 90, 91)
- (3) extend the rich environment and curriculum found in the nursery to provide equality of opportunity for all children throughout the Foundation Stage.
(Paragraphs 3, 21, 27, 30, 57, 63, 64-81)

The following less important weakness, not included as a key issue for action, should also be considered by the school;

Ensure that statutory requirements are met in the information given to parents.

(Paragraphs 53, 54, 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	18	44	30	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	297
Number of full-time pupils known to be eligible for free school meals	0	50

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	1	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	21	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	27
	Girls	20	20	20
	Total	45	47	47
Percentage of pupils at NC level 2 or above	School	94(89)	98(91)	98(98)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	26	26
	Girls	20	20	20
	Total	45	46	46
Percentage of pupils at NC level 2 or above	School	94(91)	96(98)	96(93)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	19	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	18
	Girls	16	15	17
	Total	30	31	35
Percentage of pupils at NC level 4 or above	School	64(65)	66(71)	74(74)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	17
	Girls	16	17	16
	Total	32	34	33
Percentage of pupils at NC level 4 or above	School	68(49)	72(60)	70(72)
	National	70(68)	72(69)	80(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	8
Bangladeshi	0
Chinese	0
White	301
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.8
Number of pupils per qualified teacher	26.2
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	152

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	2
Total aggregate hours worked per week	62

Number of pupils per FTE adult	7.3
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FTE means full-time equivalent.

Financial information

Financial year	99-2000
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	£
Total income	568,266
Total expenditure	570,933
Expenditure per pupil	1,710
Balance brought forward from previous year	17,372
Balance carried forward to next year	14,705

Results of the survey of parents and carers

Questionnaire return rate

27 per cent

Number of questionnaires sent out

349

Number of questionnaires returned

95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	2	1	0
My child is making good progress in school.	49	35	11	1	4
Behaviour in the school is good.	39	49	5	1	5
My child gets the right amount of work to do at home.	36	43	7	4	9
The teaching is good.	43	44	6	2	4
I am kept well informed about how my child is getting on.	32	32	24	13	0
I would feel comfortable about approaching the school with questions or a problem.	57	32	5	5	1
The school expects my child to work hard and achieve his or her best.	57	36	2	1	4
The school works closely with parents.	28	35	20	12	5
The school is well led and managed.	38	43	6	4	8
The school is helping my child become mature and responsible.	45	47	5	1	1
The school provides an interesting range of activities outside lessons.	24	31	17	6	22

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

- 64 Children enter the nursery with a wide range of abilities. However, levels of attainment on entry are generally below average in all areas except physical development, which is in line with expectations. During their time in the Foundation Stage they make good progress overall and are well placed to meet, and in some cases exceed, the Early Learning Goals by the time they are ready to transfer to Key Stage 1. This reflects the judgements made during the previous inspection. The quality of education, particularly teaching, provided by the nursery is outstanding and gives the children an excellent start to their school life. This very high quality is not yet carried through the reception classes, mainly because provision for the Foundation Stage curriculum here is not fully in place. In particular, the split class, containing children from the Foundation Stage and pupils from Year 1, makes planning for the Areas of Learning difficult. The departure of the nursery teacher to another post last year was another factor, which had an adverse effect on developments in this new key stage. There is no secure outside play area for the reception classes, which limits learning opportunities for these children. The school recognises these problems and plans to create a Foundation Stage Department to address these shortcomings.
- 65 The quality of teaching is good overall in the Foundation Stage. The variety of carefully planned activities in the nursery, and the very well targeted questioning helps to ensure high quality learning. Here, all areas of learning are covered well. Ongoing assessment is used very effectively, and all staff are involved in this, as they are with the planning. Careful record keeping helps to ensure that every child succeeds. Although both teachers in the reception classes are totally committed to the Foundation Stage, planning and assessment are not as strong here, making it difficult to cover all the Foundation Stage areas of learning effectively. There is a mixed class of Foundation Stage children and pupils from Key Stage 1; the environment for learning in these classes is not as stimulating as it is in the nursery. There is no full time adult support for each reception class. Relationships are very good in both nursery and reception classes, with the children keen to contribute to their learning. The priority of care is very effective in developing confidence and guaranteeing progress. Children with special educational needs make very good progress, with good, high quality support.

Personal, social and emotional development

- 66 Many children enter the nursery with immature skills in their personal, social and emotional development. The high quality, skilful teaching by all adults ensures that the children develop these necessary skills well. By the time they leave the nursery, children work and play happily together, cooperating, taking turns and sharing as appropriate. Resources within the nursery are used very effectively to promote personal and social skills, and many children are becoming independent and responsible through the well-structured tasks provided. Children in the nursery are given responsibilities: for example, music is played towards the end of each session while children take responsibility for clearing away all materials and equipment. All are given the opportunity to choose their own resources, which are clearly labelled and accessible. This is developed further in the reception classes.
- 67 Specific lessons in the reception classes encourage speaking, listening skills, and encourage the children to think about caring for each other. For example, in one lesson linked to the role-play area they thought about caring for pets. In all classes, children play and work happily, whether alone or with others.

Communications, language and literacy

- 68 Speaking and listening skills on entry to the nursery are generally below the average for children of this age. Many have little knowledge of books. In both the nursery and reception class, children enjoy listening to stories and respond enthusiastically to them. High expectations from all staff ensure that children respond well and most show understanding through their questions and comments. Many children gain confidence and are willing to 'have a go' with tasks which

are very well planned for their abilities. By the time children are ready to enter Key Stage 1, their speaking and listening skills are at least in line with the national average.

- 69 Children develop a good knowledge of books and how they 'work', recognising that print carries meaning and wanting to tell the stories themselves, often referring to the pictures. However, some of the early reading books in the reception classes are old and unstimulating. Throughout the Foundation Stage, children are given many opportunities to practice 'writing' through letters, postcards in the reception Post Office, stories and lists (of items needed for shopping or a picnic, for example). In the reception classes most children recognise words, some read stories with accuracy and most learn to write sentences. In all classes there are specific areas such as a vet's or a post office, where children are encouraged to develop writing.
- 70 Elements of the literacy framework are used well in the reception class, where phonics and letter formation are taught effectively. By the end of the Foundation Stage, most children reach, and some exceed, the expectations of the Early Learning Goals for communications, language and literacy.
- 71 The standard of teaching is excellent in the nursery and at least sound in the reception classes. Questioning skills are particularly good in the nursery, where no opportunity to encourage learning is missed.

Mathematical development

- 72 Children have little knowledge of number when they enter the nursery. By the time they transfer to Key Stage 1, most have attained the Early Learning Goals for mathematical development. Again, well-planned activities in the nursery and reception classes ensure good quality learning. Children are encouraged to count upwards and backwards, giving them confidence with numbers. The 'number of the week', number rhymes and songs are used effectively to reinforce this. Children recognise the relationship between a figure and the number of objects referred to. They develop an understanding of size and position, using words such as 'smaller'/'larger', 'more'/'less' and 'tall'/'taller'. In the reception classes, 'washing lines' are used effectively to sequence time and numbers. Children in all classes learn to sort and classify, in the nursery, for example, they sorted a range of shoes by both size and colour.
- 73 The home corner in the nursery is the 'The Three Bears' House'. Here mathematical understanding is developed effectively through the different sizes of bears, chairs, bowls and beds.
- 74 Teaching is excellent in the nursery, where ongoing well focused activities ensure learning. It is satisfactory in the reception classes, where the lack of additional adult support means that numeracy is generally timetabled for a specific time each day so that the teacher and children can be supported during the session.

Knowledge and understanding of the world

- 75 Although some children enter the nursery with a wide range of general knowledge, others have very little. In both the nursery and reception classes, numerous activities foster learning in this area. A 'garden centre' and 'flower shop' in the nursery, together with planting seeds in all areas, helps the children become aware of growth. There are caterpillars, frog spawn and goldfish in the nursery, while one of the reception classes has looked at hatching chicks. Computers are used effectively in the nursery and reception classes, whether to 'Dress Teddy' or to listen to stories.
- 76 In the nursery, children select resources on their own, and use them with care. There are fewer opportunities provided for this in the reception class.
- 77 The overall quality of teaching throughout the Foundation Stage is good. A range of carefully planned activities means that the children are introduced to a wide variety of experiences, which widen their understanding.

Physical development

- 78 Children in the nursery soon develop an awareness of the needs of others and the space around them. Although there is little space indoors, the outside area is used very effectively and children climb and balance with confidence. They play outside on bikes and other toys, running, jumping and learning to consider others. Their physical development is good. The reception classes do not have a secure outdoor play area and there are no large construction toys or wheeled vehicles available, and this limits further development. One reception class has a half hour period timetabled each week when the children use the outside play area belonging to the nursery. This is inadequate.
- 79 Materials are readily available in all classes for children to cut and paste and these activities, again, develop their skills and confidence as they explain what they are doing.

Creative development

- 80 Many children have experienced little to develop their creative skills or imagination prior to starting the nursery. Throughout the Foundation Stage, they make significant progress through the variety of stimulating areas provided. The nursery in particular, is a rich, stimulating environment. In the nursery, opportunities are provided for children to take part in a wide range of creative activities, including playing outside in a boat, having a picnic and hanging out the washing. In a reception class a music session combined the words of a poem with sounds from musical instruments. Here, children create clay pots, produce three-dimensional pictures, and make models. In all classes, children sing with great enthusiasm.
- 81 The coordinator for the Foundation Stage, although only a temporary member of staff, is developing useful materials for recording children's progress, many based on some excellent published curriculum guidance. She has written an Action Plan for the nursery and another for the Foundation Stage as a whole. Support and guidance is given to the reception teachers, and all plan topics together. However, there is too great a difference between provision within the nursery and that for the reception classes.

ENGLISH

- 82 In the 2000 end of Key Stage 1 national assessments, standards in reading were average, both in comparison to national averages and in comparison to schools with a similar intake. Pupils make good progress in their written work and achieve above average standards by the end of Key Stage 1. This was also reflected in the 2000 national end of key stage assessments. The large majority of pupils make good progress in reading at Key Stage 1, achieving above average standards. This was also found to be the case in the previous inspection.
- 83 Standards of attainment for pupils aged eleven, as reflected in the 2000 national end of key stage assessments, were well below average, both in comparison to national averages and schools with a similar intake. This appears to be a deterioration in standards achieved at the time of the previous inspection. This, however, must be set in context of the high mobility rate in Year 6 in 2000, the higher proportion of boys, as boys do not normally attain as highly as girls and an above average number of pupils with special educational needs in the year group. Attainment has fluctuated at the end of both key stages over the past few years and this is mainly due to the increasing number of pupils with special educational needs.
- 84 The scrutiny of work and lesson observations carried out during the period of the inspection indicate that pupils in the current Year 6 are on line to achieve standards in line with national averages in all areas except writing. Opportunities to write in a variety of styles, such as story telling, writing letters or poems, are limited. Progress in English is satisfactory overall throughout Key Stage 2.

- 85 Many pupils display satisfactory oral skills when they enter the reception classes and go on to make good progress as they move through Key Stage 1. Regular opportunities are provided for pupils to improve their speaking and listening skills. Teachers use good open-ended questions to promote pupils' oral skills, and provide regular opportunities for pupils to engage in class discussions about their work. Pupils are good listeners, with many pupils being able to respond to teachers' questions in clear, well-constructed sentences. A particular good example of pupils' oral skills could be seen in a mixed reception/Year 1 assembly on the theme of Mothers' Day, with pupils confidently speaking out loud and projecting their voices as they spoke about what their mothers meant to them.
- 86 Pupils continue to make good progress in their speaking and listening skills as they move through Key Stage 2, and become good speakers by the end of the key stage. Good discipline, and self discipline in lessons, ensure that pupils listen politely to what their teachers are saying, and are keen to respond to their questions. Regular opportunities are provided for pupils to work in pairs and in small groups in order to discuss their work. When they do so, pupils listen to and respect the opinions of others, and voice their own opinions in a mature manner for their age. Whilst educational drama and role-play is actively promoted by a number of members of staff, it is inconsistent in its use and remains an area for development. Regular opportunities are provided for pupils to take part in school productions.
- 87 Reading is well taught at Key Stage 1, and as a result, pupils make good progress. Teachers spend an appropriate amount of time on key words and the promotion of phonic skills before pupils put these skills into practice through the schools' own levelled reading scheme. A very good example of this was observed in a Year 1 lesson with pupils reading a play script of Jack and the Beanstalk. During this lesson all the pupils read in a confident and fluent manner and with good express and intonation. A number of the more able readers in the class were able to read in a dramatic manner and used a range of voices for the different characters in the play. This added considerably to their enjoyment of the play. Guided reading activities are well used by teachers with the majority of pupils developing not only their technical reading skills, but also their ability to read for understanding. Those pupils with identified reading problems receive good support from both teachers and classroom assistants. By the time they are seven the large majority of pupils have a reading age in line with their chronological age and often above. Pupils' progress in reading is helped by the good support given by parents through the home-school reading scheme.
- 88 The large majority of pupils continue to make good progress in their reading skills as they progress through Key Stage 2, and become good readers by the end of the key stage. Many pupils display advanced reading skills, and are able to talk in a confident manner about the characters, story lines and issues in the books they read. Pupils are able to use factual books in an effective manner to find information. Pupils have good reading habits with a number of them being members of local libraries. The focus for the majority of reading activities at Key Stage 2 in classrooms is the reading of stories, with limited opportunities for pupils to read factual and media materials. There are also limited opportunities for pupils to explore pre-twentieth century poetry, stories and plays. The school operates a good "paired reading" system with pupils in the upper school supporting pupils in the lower school in their reading.
- 89 Standards in writing by the end of Key Stage 1 are above those normally expected. Appropriate emphasis is spent on the development of handwriting skills, with the majority of pupils writing at a level appropriate to their age. By the end of the key stage pupils are able to use a good range of punctuation skills, and have knowledge of commonly spelled words. Pupils are able to write confidently about events in their daily lives, and use writing-frames to re-tell the stories read to them in class. Pupils engage in instructional writing, "How to make a Jelly" and occasionally write their own poetry within a common framework. A number of more able pupils can produce some imaginative creative essays with such titles as "The Sad Little Fir Tree" and "The Forest of my Imagination".
- 90 Pupils make unsatisfactory progress overall in their writing skills throughout Key Stage 2. A detailed scrutiny of written work indicates that there is an over emphasis on the development of basic English skills, which could otherwise be taught within a more challenging and imaginative framework. There is an over reliance on a number of commercial schemes, which focus on the

development of comprehension skills. Although these provide pupils with those skills relevant to the national end of key stage assessment tasks, much of the work requires only brief responses and does little to challenge more able pupils. Limited opportunities are provided for pupils to work in a truly extended way. Though pupils regularly plan their work, drafting skills are used in an inconsistent manner, with the result that opportunities are lost to use this valuable skill to support the less able and to extend and challenge the more able. Although pupils regularly practice their handwriting throughout Key Stage 2, this does not always impact on pupils' everyday written work, with pupils often producing poorly presented work.

- 91 The writing curriculum offered to pupils at Key Stage 2 does not provide them with the opportunity to write in different styles and for different purposes. Most written work is of literary nature with few opportunities for pupils to write in a factual manner and to make a personal response to a particular issue. Little use is made of computers in pupils' written tasks.
- 92 While oral and reading skills are actively promoted in other subjects of the curriculum, much of pupils written work is brief, with limited opportunities for pupils to write at length.
- 93 Pupils at both key stages respond to their work in a positively and work with interest and enthusiasm. Pupils have good self discipline and work in sustained concentration. This makes a positive contribution to their learning. Pupils with special educational needs make good progress in the subject relative to the targets identified in their individual education plans.
- 94 Overall, the quality of teaching at both key stages is good. Teachers have responded well to the demands of the National Literacy Strategy, though teachers at Key Stage 2 sometimes use it in an inflexible way. Lessons are always well planned though learning objectives are not always shared with pupils. Teachers use good open-ended questioning skills to extend pupils knowledge and understanding and to assess their understanding. Activities are generally matched to meet the needs and abilities of groups of pupils, and lessons are well paced and active. Good use is made of time and resources, and classroom assistants provide good support. The last part of the literacy hour is used in an effective manner to share and celebrate what has been learned. Teachers and classroom assistants also make a positive contribution to additional literacy support, booster classes and the homework club. Where teaching is very good and better, teachers display personal enthusiasm for the work in hand, have high expectations of pupils immaterial of their ability, and provide them with a challenging range of individual and group activities. All this produces a well paced and active lesson where pupils work willingly and hard to meet the demands made upon them by the teacher.
- 95 Management of the subject is satisfactory. The subject is led by a well informed coordinator, who is aware of a number of the areas for development identified in this report. There is an effective policy for the subject, with the National Literacy Strategy being modified to produce a satisfactory programme of work for each year group in the subject. The school uses a good range of assessment procedures to support pupils in their learning and to target areas for improvement. Resources for English are satisfactory with a good range of books available for pupils to use in the literacy hour. Although the library is small, it has an adequate number of good quality books and it is used well by pupils.

MATHEMATICS

- 96 The school has achieved a good level of improvement since the previous inspection. The key issue of improving attainment by developing pupils' practical skills in mathematics has been addressed. The quality of teaching remains good, but there is no unsatisfactory teaching at Key Stage 2, as was previously observed. This has been a key factor in the improvement in pupils' learning and level of attainment. Assessment procedures have been improved to a point where they are beginning to effectively support planning and meet the needs of pupils. Leadership of the subject has improved, as has the quality and quantity of resources to support learning. The National Numeracy Strategy is now used successfully as an appropriate resource to support teaching.

- 97 By the end of both key stages, pupils attain standards, which are above those expected nationally in mathematics. Pupils with special educational needs make good progress in relation to their prior attainment. The end of key stage national tests and assessments at the end of Key Stage 1 in 2000 show a similar picture, with pupils attaining at above average levels when their results are compared with all schools and with those with pupils from similar backgrounds. However, the 2000 national test results show a different picture for those pupils who were in Year 6 in 2000. They achieved a standard that was well below the national average. When their results are compared to those in similar schools, they are well below average. Two major factors were responsible for this. Nearly 40 per cent of the pupils joined or left the school between Year 2 and Year 6 and the proportion with special educational needs was above average. Alongside this, several pupils were very near to achieving Level 4 in the national tests, missing out by one mark in some cases. The school is determined that this will not happen again. Consequently, extra teaching support has been introduced to help those pupils that are attaining at a level that is close to the average. 'Setting', where pupils of a similar ability are taught together, has been established throughout Key Stage 2. Alongside this a group of pupils attaining at the highest level receive further support once a week.
- 98 Standards are improving by the end of Key Stage 1. From 1997 to 1999 they mirrored the national average but last year saw a dramatic increase in the proportion of pupils reaching the standards expected in the national tests. In Year 6, since 1996, standards have shown a fluctuating picture, with a decline from 1998 through to 2000. This is in part because of the steadily increasing proportion of pupils entering the school with special educational needs. Currently this decline has been reversed and the steady improvement by the end of Key Stage 2 has resulted in the school being commended by the Department for Education and Employment for the improving standards in all the national tests, including those for mathematics. The trend in the school's average National Curriculum points score for all subjects has been broadly in line with the national trend from 1996 onwards.
- 99 Test results in 2000 show a difference in the performance of boys and girls. However, in class tasks there are no marked differences. Pupils with special educational needs are supported very well and make good progress. Those pupils achieving at a higher level are set appropriate tasks at Key Stage 2. At Key Stage 1, the tasks set for these pupils are appropriate but in a few lessons they do not fully challenge pupils or extend their knowledge, understanding, and skills.
- 100 By the end of Key Stage 1, pupils are developing their own strategies for problem solving. This was extremely well illustrated where pupils in Year 2 were recording how many five pence coins that made amounts up to £1. Pupils of all attainment levels are competent in counting and recognising numbers. This was clearly evident in all the Key Stage 1 classes, where pupils were successfully carrying out mental calculations at the start of each lesson. These activities ranged from the counting of numbers in 5's to 100 in Year 1, to successfully adding 10, 20 etc. to numbers up to 1000 in Year 2. Pupils can add and subtract confidently and can identify halves and quarters. They can name, and know some of the properties of 2D and 3D shapes. A scrutiny of their work shows that they have been successful in using measuring instruments. Further to this, pupils in Year 2 have begun to record data in graph form, as seen in the display about birthdays and favourite pancake toppings. Pupils have made successful attempts at recording this information using the computer.
- 101 By the end of Key Stage 2, there is clear evidence to show that pupils are developing their own strategies for solving problems. This was very well illustrated in the support group for higher attaining pupils in Year 6, where pupils were very successfully investigating how to find the formula for calculating the circumference and the area of a circle. A majority of pupils, approximately three out of four, can use all four operations of computation, with confidence. This was well exemplified in the mental calculation sessions at the beginning of lessons. There was a clear range from Year 3, where pupils were recalling odd and even numbers, through to the Year 6 upper set, where pupils were doubling and halving numbers using their 4, 8 and 10 times tables and looking for relationships. All pupils are developing their knowledge and skills in the study of shapes, measures, and data handling at an appropriate level. This was well illustrated with the pupils in the top set of Years 5 and 6 where they were successfully recalling how to represent data in graph form. They then used this knowledge and understanding to show data collected on favourite authors, shoe sizes etc., in a variety of forms.

- 102 From a scrutiny of the pupils' work from Year 1 through to Year 6, there is clear evidence of a gradual progression in the teaching of all the elements of the National Curriculum within the framework of the National Numeracy Strategy. Prominently displayed in every classroom there is a board showing the mathematics objective, the terminology to be used that week, and a number of the week. These boards have a significant impact on the development of not only mathematics but also the literacy skills of the pupils.
- 103 The quality of teaching and learning throughout the school is good. In the lessons seen in Years 1 and 2, the quality of teaching was satisfactory in one lesson, very good in another, and good in the other two. In Years 3 to 6 the teaching varies from satisfactory to excellent. Two lessons were satisfactory in quality, two were good, three were very good, and one was excellent. The pace of learning is well supported by the schools policy to cover all areas of study in the National Numeracy Strategy, with the correct amounts of time afforded to each area. There is adjustment to the tasks according to pupils' level of attainment. However, invariably tasks, although discussed well by the pupils, are very similar in content at Key Stage 1, and do not have sufficient challenge for those pupils with higher levels of attainment. At Key Stage 2, demands made on pupils are appropriate, with pupils attempting tasks related to their level of attainment. Consequently the majority of pupils at both key stages are progressing well in lessons. Over time, pupils' level of achievement is very good at Key Stage 1, considering the low level of attainment with which they enter the school. At Key Stage 2, it is satisfactory as they maintain the above average level of attainment acquired at Key Stage 1.
- 104 In the excellent and very good lessons observed, pupils are encouraged to solve problems in their own way, they use practical apparatus and the tasks make them think hard. This was very evident in the excellent lesson in Year 3 where pupils were investigating fractions. In the least successful lessons, pupils were not set tasks that were challenging and appropriate, and the pace of the lesson was slow.
- 105 The teachers are familiar and secure with the National Numeracy Strategy, which they apply effectively. The three part lesson structure is soundly established. Planning is good at Key Stage 2, but at Key Stage 1 it is only satisfactory due to the lessons being too lengthy. The use of clear questions at the end of the sessions, to assess what pupils have understood, is a strong feature of the teaching. Identifying what is to be learnt in a lesson is clearly defined in the planning and is shared with the pupils at the beginning of the lesson. The teachers use a good range of mathematical vocabulary and, as a result, pupils are able to explain their work using the correct terminology. The oral and mental sessions are usually delivered with enthusiasm, pupils learn quickly, and show good mental agility. The main teaching activities involve the pupils practicing their skills, and in this part of the lesson, teachers manage pupils and resources efficiently. This was evident in a lesson on fractions in Year 3, where the teacher used a cake to demonstrate dividing a whole into fractions. The slices of cake also provided a reward for the pupils at the end of the lesson. Pupils really enjoy their lessons showing a high level of interest and enjoyment, and this has a significant impact on the development of their learning.
- 106 In all areas of the school, information and communication technology is not being used effectively throughout the school to develop pupils' mathematical skills and understanding. Teachers are not yet providing sufficient opportunities for pupils to use computer programs to support learning. Primarily this is due to a lack of resources, due in turn to a lack of central funding. As already mentioned, there is evidence of limited computer use in Year 2, but this is not consistent throughout the school. Mathematics is used in other areas of the curriculum in a satisfactory way. This is an area for development that is recognised by the two coordinators.
- 107 National test data is very well analysed. Pupils undertake non-statutory tests yearly, alongside regular tests in lessons. Teachers adjust their planning in light of these results. Using this information, the school is tracking pupils' progress from year to year. All this information is also used to establish setting in each year group throughout Key Stage 2. This is a flexible arrangement related to the successes of the pupils. Assessment is used appropriately to set tasks for a majority of pupils, with due regard to their level of attainment. Also the school is beginning to use this information to set individual targets for pupils. Homework is beginning to support learning by extending pupils' skills.

- 108 Management of the subject is good overall. The joint coordination, with a teacher from both key stages, has been a significant factor in developing the subject and raising standards. Despite the turnover rate of pupils, standards are rising, especially at Key Stage 2. Primarily this has been due to the effective introduction of the National Numeracy Strategy and the improvement in teaching. The coordinators regularly monitor the teaching of their colleagues, the quality of their planning, and scrutinise the standard of pupils' work. Using this information they produce an audit of the subject, which leads to an action plan for future developments. This plan is then assimilated into the school improvement plan, so that staff training and resources can be carefully targeted towards the right areas. Resources for the subject are satisfactory with the exception of computer programs, which are limited in quantity and quality.

SCIENCE

- 109 Standards in science by the end of both key stages are above those expected nationally. Pupils make good progress at Key Stage 1, considering their attainment on entry into the reception classes, and satisfactory progress throughout Key Stage 2. The good emphasis on practical work, where pupils conduct investigations or experiments for themselves, shows that teachers have responded well to the criticisms about this in the previous report. The very good discipline in lessons and the very good use of resources and support staff have also been instrumental in raising standards which were in line with the national average previously.
- 110 The Year 2000 end of Key Stage 1 teacher assessments in science showed that the percentage attaining the expected Level 2 or above was above the national average, but the percentage attaining the higher Level 3 was well below the national average. When pupils' performance is compared to that of schools in similar circumstances, their results are above the average for those achieving Level 2 or above and well below average for the higher Level 3. Inspection evidence shows that standards have improved, with the large majority of pupils in Year 2 on course to achieve Level 2 and over a third the higher Level 3 which is above the national average.
- 111 In the end of Key Stage 2 tests and assessments in 2000, overall standards were well below the national average and, when compared to similar schools, pupils' performance was well below average. The percentage of pupils achieving at the expected Level 4 was seven per cent lower than the national figure but 32 per cent compared to 34 per cent nationally achieved at the higher Level 5. The weak performance by boys, who significantly outnumbered the girls in the year group, the high mobility of pupils, and above average number of pupils with special educational needs, were the main reasons for the well below average performance last year. Inspection evidence shows that standards by the end of the key stage have improved significantly, with boys and girls doing equally well in the subject. The practical approach in many lessons and good level of resources means that pupils are developing sound investigational skills and a secure understanding of scientific knowledge. Most appear to enjoy their science lessons. All pupils behave very well and show much interest and a high level of concentration in their work. Pupils with special educational needs are provided with good support and they too make good progress.
- 112 By the end of Key Stage 1, pupils carry out simple investigations. In a Year 2 class, for example, pupils predicted what would happen to food such as eggs, chocolate, cheese, bread, butter or cream when it was heated, and recorded their observations of the changes carefully. Some took great delight in tasting the chocolate when it had cooled! Most successfully complete an electrical circuit and in their work on magnets, can describe what happens when magnets come into contact with objects made from a range of materials. They know, for example, that metal is attracted to magnets and that plastic and wood are not. In Year 1, pupils could name the parts of a flower and all showed a good knowledge of plants as they set up an experiment to see if seeds need water to grow or described the difference between an artificial and real flower. All pupils are learning how to make predictions, classify and record the results of experiments using simple sentences. However, there was little evidence of computers being used in science lessons to record information in tables or produce graphs showing their results. Work completed

earlier in the year indicates that overall, pupils in Year 2 have a good understanding of sound, light and the conditions needed for seeds to grow successfully.

- 113 Pupils make satisfactory progress at Key Stage 2, maintaining the above average standards achieved at the end of Key Stage 1. Teachers provide pupils with good opportunities to work together in groups when conducting scientific investigations. In a lesson observed in Year 4 on the best growing conditions for plants, for example, pupils understood the importance of recording information carefully as they observed, measured and recorded growth. Pupils in all classes know how to carry out scientific tests by controlling all variable elements carefully such as the amount of water given to each plant. Pupils in Year 5 showed a good understanding of germination and the function of different parts of plants. All could use technical vocabulary well when comparing sick and healthy plants, for example. In Year 6, pupils showed an advanced knowledge of the solar system as they devised questions for pupils in Year 5 to answer when watching a video. Work completed previously indicates that, by the end of the key stage, pupils know that plants disperse seeds in different ways; they understand the properties of a range of different materials; and, classify living and non-living things according to a specific criteria. They name and locate the internal organs of the body and remember many facts about the human eye, ears, heart and brain. All know the importance of a healthy diet and how environmental factors affect the habitat of creatures such as frogs, fish, desert rats and worms. All appreciate the dangers of electricity, and can build an electrical circuit, incorporating a switch.
- 114 Pupils are developing good skills in scientific enquiry as much emphasis is placed on actually conducting experiments or investigations for themselves. All are regularly required to present and evaluate evidence. A scrutiny of completed work shows pupils have collected the gas produced when vinegar and bicarbonate soda were mixed, tested the strength of magnets and separated mixtures of different substances. The school is not yet connected to the Internet and there are few computer programs for pupils to use in science lessons. As a result, limited use is made of computers for science. There was very little evidence, for example, of pupils using the class computer to record the results of investigations or produce graphical representations of their results.
- 115 Overall, the quality of teaching is good at both key stages. This is much improved as there were some weaknesses identified in teachers' knowledge in the previous inspection. In two lessons, one in Year 2 on heating foods and the other in Year 6 on the solar system, the quality of teaching was very good. In these lessons, the teachers very effectively revised pupils' previous knowledge using skilled questioning which challenged pupils, conducted the lesson at a good pace throughout and used support staff or resources effectively. In most of the lessons observed, the quality of learning was good because pupils were given clear explanations and opportunities to take a full and productive part in lessons. In Year 2, for example, when pupils predicted the effect of heat on various substances, then examined them closely after they had been heated.
- 116 All lessons are well planned, with detailed activities designed to challenge all groups. Teachers and classroom support assistants provide pupils with special educational needs with good support and this enables them to make the same level of progress as others. At both key stages, lesson planning takes full account assessment information on pupils' prior knowledge and this means all pupils, including those of higher ability are provided with sufficient challenge. As a result, virtually all pupils are achieving their full potential in science. Teachers carefully mark pupils' work but not all include, as a matter of routine, helpful comments on how pupils can further improve the quality of their work. The use of homework is satisfactory overall. It usually involves pupils in finishing assignments from science lessons. In Year 5, for example, pupils were going to examine the state of health of plants at home.
- 117 The management of science is satisfactory, overall. The school has successfully incorporated the latest Qualifications and Curriculum Authority guidelines to support its programmes of work for science, and to guide teachers' lesson planning. Much better procedures are now in place to monitor standards and teaching. The headteacher carefully monitors all teachers' planning, and the two science coordinators monitor standards, analysing the results of national end of key stage tests, and pupils' completed work each term. However, the role of coordinators in monitoring the effectiveness of teaching during lessons is unsatisfactory as no time is planned

for this at present. Assessment procedures are satisfactory. They provide adequate information about pupils' progress and it is used in a satisfactory way to guide teachers' planning. There is a strong commitment to improve and the coordinators have already identified areas such as a more active role in the monitoring of teaching, a review of resources and developing opportunities for pupils to use computers more in lessons for improvement. Good use is made of the school grounds to study insects, minibests and plants. Resources, with the exception of computer programs, provide good support for teaching and learning. They are well organised, readily accessible and of a good quality and quantity. The subject meets the requirements of the National Curriculum.

ART AND DESIGN

- 118 It was only possible to observe three lessons during the period of the inspection. These lessons, plus a scrutiny of a significant amount of art work around the school, and photographic evidence, all indicate that pupils at both key stages make good progress in the subject and achieve standards above those normally expected of pupils of a similar age. This is an improvement on the previous report when pupils achieved good standards at the end of Key Stage 1 and satisfactory standards at the end of Key Stage 2. Pupils with special educational needs and any pupils who are experiencing difficulty with English an additional language make good progress in the subject.
- 119 In Year 1, pupils made good progress in their printing skills as they transferred an original drawing of a flower onto a polystyrene tile, and used this tile to print a picture for a Mothers' Day card. The good progress made in this lesson was enhanced by the pupils' ability to clearly focus on the skills to be learned in the lesson, skills they had never used before, and the sensible way in which pupils treated all tools and materials. In Year 2, one observed a real sense of awe and wonder, as the teacher slowly unwrapped a number of artefacts, pots and plates in the style of Japanese willow pattern. The pupils' interest in the objects was further enhanced as in a dramatic and entertaining manner the teacher told the story associated with the willow pattern design. All this provided for a highly motivating environment in which pupils worked willingly and hard to create a paper plate in the same style. Pupils were given the opportunity to work in a range of media, pencil, pastels, oil pencils and paint. Pupils received good individual support from both the teacher and the classroom assistant and took real pride in their finished efforts.
- 120 By the end of the key stage, pupils are given the opportunity to explore and experiment in a range of media in different art forms. They paint in a range of styles and produce some imaginative collages using different materials. They engage in some interesting textile activities including sewing and iron-on patterns using fabric crayons. Pupils also engage in ceramic work and produce some attractive tiles with leaf imprints. Pupils also produce some imaginative three-dimensional work with some imaginative robots on display in the school. Pupils are introduced to the work of a number of painters and use this as a stimulus for their own work. They produce some imaginative abstract patterns based on the work of Charles Rennie Mackintosh and create some very attractive landscapes based on Monet's garden at Giverny.
- 121 Good curricular links were observed with pupils engaging in a range of activities linked to their history work on the Tudors. They produced some very colourful masks using material soaked in plaster of Paris, used calligraphy pens in order to re-create Elizabethan script and considered Elizabethan panelling as a stimulus for their own patterns. All showed much interest in the Elizabethan skill of transferring pictures and patterns onto walls through 'pouncing', the pin-pricking of outlines onto another surface. The good progress made in this lesson owed much to the teacher's personal enthusiasm and her willingness to let pupils take control of their own learning. Pupils were engaged in four different activities within the single lesson and all worked conscientiously, showing much interest in their work.
- 122 Pupils make good progress in their artwork at Key Stage 2. By the end of the key stage, they are provided with a wide range of art activities which respond to all elements of the National Curriculum. Pupils once more consider an imaginative range of paintings from such artists as Van Gogh, Seurat and Picasso and produce paintings in their style. Pupils continue to create some imaginative collages, and on occasions produce computer generated art. Pupils explore

art from other cultures and traditions, including Islamic, Aztec and Aboriginal art, and use this as a stimulus for their own work with pupils in Years 3 and 4 producing some very attractive mosaic masks and pictures of Aztec gods. Pupils in Year 6 experiment with tie dyeing and use their finish results to cover cushions. Good links exist with other areas of the curriculum, in particular with history, with the focus always being on using historical pictures and artefacts as a stimulus for artwork and the development of skills, rather than simply supporting the subject.

- 123 In the limited numbers of lessons observed pupils approached their work in a positive and committed manner. They listened quietly to teachers' instructions and demonstrations, and worked with interest and enthusiasm.
- 124 It is not possible to make a secure judgement on the quality of teaching in each of the two key stages on the basis of the limited number of lessons observed. Lessons however were well organised, managed and resourced. Good use was made of time with teachers ensuring that pupils stayed on task and focused on the skills to be learned and developed. Classroom assistants were used in an effective manner to support pupils in their learning, and the final part of lessons was used well to share and celebrate the work produced by pupils.
- 125 Subject management is satisfactory, overall. The well informed coordinator has put together a very good portfolio of work to help teachers in their assessment of the subject, and to show exemplars of good practice. There is a policy for the subject and an effective programme of work for each year group. The school provides a well attended art club for interested pupils.
- 126 The subject makes a valuable addition to pupils' cultural development, with the good quality work on display around the classrooms, corridors and halls contributing to the welcoming and attractive atmosphere of the school.

DESIGN AND TECHNOLOGY

- 127 Standards are in line with national expectations by the end of both key stages. Previously it was reported that they were above at Key Stage 1 and average at Key Stage 2. Since the previous report, the school reduced the time available for the subject slightly as the national Literacy and Numeracy Strategies were introduced. Consequently, the school has done well to maintain standards. Only one lesson was observed during the week of inspection, but a scrutiny of work, photographs and displays of pupils' models, show that all pupils, including those with special educational needs, make satisfactory progress in developing their understanding and skills, from Year 1 through to Year 6.
- 128 An issue raised previously was the lack of quality and craft in pupils' work. Once more, the displays of completed work show that this issue has been addressed. Pupils are now using an extensive range of skills in their work. Very good sewing skills are evident in the construction of glove and finger puppets in Year 1, through to good weaving skills being used in Year 6. Designing and making techniques are developed well. This was exemplified in the construction of very good quality robots using junk materials in Year 1 and a playground area using wood, string and junk materials in Year 2. The development of these skills can be seen in the more accurate construction of musical instruments, using similar materials in Year 5. Displays also show a very clear development in joining and assembling skills. Alongside this, there is further evidence that pupils are beginning to evaluate their work.
- 129 Overall, taking into account teachers' planning, and the quality of pupils' finished work, the quality of teaching is satisfactory. The teacher's knowledge and understanding of the subject is secure, with lessons well planned and organised with appropriate challenges for the pupils. All these features were observed in the only lesson seen. Pupils were well motivated, concentration was good and all worked hard to improve their designing and making skills. They all worked conscientiously, for example, on their 'gingerbread man' puppets. The quality of the displays throughout the school indicate a similar level of teaching throughout the school, and a high level of enjoyment and application on the part of the pupils.

- 130 The management of the subject is effective. A recently introduced programme of work, firmly based on the latest National Curriculum guidelines, has re-established the significance of the subject in the curriculum. Although time is still limited, the curriculum is effectively developing pupils' designing, evaluating and making skills. Good links are made with other subjects. A good example of this was the gingerbread man puppets, which are related to pupils' literacy work in the Year 1 class, and the musical instruments designed and toy cars made as part of their science work in Year 5 and Year 2. Currently, only a limited amount of monitoring of colleagues teaching takes place in the summer term. The coordinator recognises this as an area for development. The school is adequately stocked with resources, including a good range of construction kits to support learning. Developments in the curriculum, the improvement in planning, and an increase in teachers' confidence have been due to her good efforts. Her hard work and dedication has had an impact on the maintaining of standards and the satisfactory progress of pupils.

GEOGRAPHY

- 131 Standards of attainment in geography are in line with the national average at both key stages. This matches judgements made at the time of the previous inspection. However, the curriculum is covered more effectively at Key Stage 1, while at Key Stage 2 there is an over emphasis on rivers, which are studied in all year groups. Some aspects of the subject, such as comparative studies of other countries, are not taught until the summer term.
- 132 In Year 1 pupils study the locality around the school. They begin work on maps through plans, and this is continued into Year 2, where pupils also study weather and weather symbols. They develop their understanding of geography through looking at stories about Katie Morag, a fictitious little girl who lives in Scotland. In Year 3, pupils begin studies of rivers; they continue their study of weather and look at 'What's in the News?' River studies are continued in Year 4, widening this to include pollution and the effect of rivers on their locality. Year 5 sees an introduction to Europe, a local study of Calderdale, and rivers, particularly the River Esk at Whitby. Topic work at Year 6 includes country studies, such as Japan and Turkey and a full study of a local area from a residential stay in the Lake District.
- 133 A number of displays around the school contribute to the standards reached. These include work in Year 2 on Katie Morag and the Isle of Struay, with comparisons made with the local study. The water cycle is illustrated in Year 3, the area of Calderdale in the Year 5/6 class and rivers of the world in Year 6.
- 134 Pupils' attitudes and behaviour are invariably good. During the lessons seen they were interested and attentive, they are keen and enjoy the subject. This contributes directly to the quality of learning.
- 135 The standard of teaching overall is generally satisfactory, with some good teaching seen. There is a brisk pace and the variety of activities keeps pupils interested and motivated. Management of the subject is good. The effective coordinator has developed a thorough programme of work covering each topic. Some staff do not base their planning on this sufficiently to ensure that all areas of the curriculum are covered effectively. The coordinator regularly monitors planning, teaching and work done, and her work has a beneficial effect on standards. Resources are good. Educational visits are made within the local area and include day visits and a week's residential to Whitby for Year 5 pupils, and one to Cumbria for those in Year 6.

HISTORY

- 136 By the end of both key stages, most pupils are attaining higher standards than those normally seen. Pupils are enthusiastic and knowledgeable. Overall, progress since the previous inspection has been good. Standards have been maintained at a high level despite a reduction in the time available for teaching history as the school implemented the National Literacy and Numeracy Strategies. All pupils, including those with special educational needs, make good progress, especially in the lessons where the tasks are set at different levels of challenge.

- 137 By the end of Key Stage 1, pupils have a genuine feel for history. They can plot key historical events, such as their own births, and those of Jesus, Guy Fawkes, and their grandparents, accurately on a time line. They have a comprehensive knowledge of Ancient Egypt, and talk enthusiastically about their visit to the Bagshaw Museum when explaining hieroglyphic writing and describing how a mummy was 'created'. They use words such as 'artefact' correctly and talked about the discovery of Tutankhamen's tomb in considerable detail.
- 138 By the end of Key Stage 2, pupils have had well planned opportunities to study a range of historic periods, and to develop their skills as historians. Current work on the Tudors is of high quality, and reflects the teacher's enthusiasm and understanding of the importance of teaching history skills. Work is presented in an imaginative way and prompts the pupils' intellectual curiosity and creativity. The 'Essential Guides' to aspects of Tudor London are colourful and well researched. They bring learning to life. Good links have been made to art. Pupils have created good quality portraits based on close observation of photographs of the sixteenth century originals, using oil paints and the Tudor technique of 'pouncing' effectively. The previous term's work on the Romans was equally thorough.
- 139 Teaching was observed in Years 3 to 6. The overall standard of teaching is good, and one lesson was very good. The quality of teaching is good because teachers have a very good factual knowledge, the ability to pass on their own enthusiasm to pupils, and to make learning enjoyable as well as challenging. Many give pupils opportunities to reflect on what they are learning, as was illustrated very effectively when Year 3/4 listened to a recording of an air raid siren and talked thoughtfully about what it might have felt like to live through the Blitz in World War Two. Classes are very well managed and pupils get on with their work quickly. Tasks are well organised and great care is taken in the well taught lessons to ensure that the work challenges pupils of different ability. It is very rare to see inattentive pupils. The standard of presentation in several classes is not high enough. Marking in some classes is limited to ticks or single word comments, which makes it harder for pupils to know how, or what, to improve.
- 140 The overall quality of learning is also good. Pupils enjoy history lessons and are keen to gain new knowledge. Year 3, for example, had a lively discussion about life in Anglo-Saxon Britain. They have a good technical vocabulary and use words such as 'self-sufficient' farmers and 'freeman' correctly. Pupils also learn very effectively when the teacher explains exactly what they will have learned by the end of the lesson, and uses the final part of the session to check their understanding. Good use is made of videos to give pupils examples of the use of primary sources. Pupils in the mixed age Year 4 and 5 class learned how historians find out about the medieval streets in York by looking at today's buildings. A scrutiny of work shows that computers have been used in Year 4 so that pupils can practice their Aztec writing skills and in Year 6 to store data about the Tudors, but their use is not extensive. Good use is made of pupils' literacy skills in several lessons, including note taking while watching a video about the Vikings.
- 141 Pupils do not make as much progress as they could when the written tasks that follow the taught part of the lesson do not stretch them or give them opportunities for personal research. Several books contain identical work, although the pupils are of very different ability, because it has been copied unaltered from a textbook or the board. This limits the opportunities for pupils to make good progress, especially those capable of higher attainment. In the well taught lessons, tasks are imaginative and carefully matched to pupils' skills and understanding. Good examples were seen in Year 6, for example, when pupils presented facts about Tudor England as if being interviewed for a TV news programme. The work was lively, well researched, challenging, and informative to those who had followed different lines of enquiry.
- 142 Overall, the management of history is good. The coordinator has a clear view of the future development of the subject and works hard to support her colleagues and raise standards. Assessing standards and strengths in the subject is particularly effective, and there is a clear vision for areas for future development involving regular analysis of pupils completed work and a detailed analysis of teachers' planning. She has written a succinct and helpful policy that reflects all the changes resulting from recent government advice, and is developing a useful and practical portfolio of pupils' past work and achievements. The programme of work for each year

group is planned carefully to take account of mixed aged classes. Resources for most aspects of the subject are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 143 Standards of attainment in information and communication technology are below the national average at both key stages. This is because the subject does not meet all statutory requirements due to a lack of the resources needed to cover all areas of the National Curriculum, particularly at Key Stage 2. The previous inspection found information and communication technology to be satisfactory. However, the curriculum has changed since then and now more resources are needed. The school recognises this and plans for ordering the extra equipment are under way.
- 144 In Year 1, pupils 'dress teddy', using the mouse to move items of clothing around the screen. In other classes, they word process, design posters and create graphs illustrating the effects of physical activity on heartbeats. There is a thriving computer club which is planning a school website for when they are connected to the Internet.
- 145 Word processing is used to communicate information, copying and editing stories, but a lack of computers means that this is insufficient to develop satisfactory standards. Pupils have a sound knowledge of fonts and are able to cut and paste. Computers are used effectively to produce a variety of pictures and designs. A programmable toy is used to teach pupils how to give clear instructions and to introduce an understanding of direction. In some classes, pupils access information from CD-ROMs, to find the answer to a simple enquiry. However, the school is not linked to the Internet and pupils who wish to research from this must do so, where possible, from home. During the inspection, computers in each classroom were switched on daily, but for much of the time they were unused.
- 146 There were only a few displays around the school showing the use of information and communication technology. These were mainly word processed labels, used for a variety of purposes. A program has been used to chart favourite pizza-toppings in Year 2, and the pupils in Year 6 have produced very good curriculum vitae for themselves. Digital photographs are increasingly used to record work done and standards achieved, particularly in the Foundation Stage. There are examples of information and communication technology used within other subjects. During a Year 4/5 history lesson, pupils were introduced to a relevant program, but lack of resources meant that the whole class were crowded round a single screen.
- 147 The quality of teaching and pupils' learning is satisfactory in those areas that are covered, but overall both aspects are unsatisfactory once again, due to the lack of resources. Pupils are keen and interested in the subject and this has a positive effect on their learning. They generally cooperate well when working in pairs and take turns, concentrating and persevering on the tasks set. However, teachers do not plan sufficient opportunities for pupils to use computers effectively in most subjects.
- 148 Where information and communication technology is taught as a specific subject, the quality of teaching is good. Clear, careful instructions are given, usually to whole-class groups. Learning objectives are carefully defined and the class are interested and motivated. The subject is very well integrated into the topics covered during lessons, and is used well across the curriculum.
- 149 The coordinator is totally committed to the subject and is very enthusiastic. He supports teachers well, building their confidence and advising on suitable tasks. He and his 'shadow' coordinator have drawn up a suitable development plan, which sets out the priorities necessary to ensure higher standards. As well as lacking essential equipment to cover all areas of the curriculum, the overall number of computers within the school is unsatisfactory. Reports to parents do not contain a section on information and communication technology, which is a legal requirement.

MUSIC

- 150 It was only possible to observe two music lessons during the period of the inspection, both at Key Stage 2. These observations, plus teachers' planning, discussions with pupils, and observations during key stage assemblies and choir practices all indicate that pupils make satisfactory progress in music and achieve standards in line with expectations for their age. Pupils with special educational needs make good progress in the subject.
- 151 Teachers' planning at Key Stage 1 indicates that pupils are given the opportunity to learn a number of songs, develop an understanding of beat, rhythm, dynamics etc. and apply these skills to their singing. Pupils are introduced to a number of untuned percussion instruments, know them by name and learn to use them to accompany themselves in their singing. In a Key Stage 1 assembly, pupils sang a number of songs by heart and were able to clap to the beat of the music.
- 152 Pupils in Year 3 display a good knowledge of formal musical notation relative to their age. They can recognise notes on a page of music and know their musical value. Pupils use these skills in an effective manner as in pairs they note down and compose their own rhythmic patterns. Pupils display very good self-discipline, with many pupils content to work out their rhythmic patterns on paper before moving on to put their ideas into practice by playing their compositions on chime bars. The good progress in this lesson was enhanced by the teacher's good questioning skills, which extended both the pupils' knowledge and understanding of musical notation, and assessed their understanding of the work to be carried out. Progress was also helped by the teachers' good demonstration of the type of rhythmic pattern to be created.
- 153 There are good links between music and other areas of the curriculum. This was observed in another Year 3 lesson, with pupils learning and practicing a number of songs from the Second World War to support their work in history. Pupils sang with real enthusiasm. Good links likewise exist between music and English as pupils in Years 3 and 4 worked on both their own and commercially produced musical raps, and accompanied themselves on a number of untuned percussion instruments. The teacher enhanced pupils' knowledge about music as she referred to the cultural nature and origin of rap music.
- 154 Pupils really enjoy their musical activities, and work with interest, enthusiasm and enjoyment. They sing with enthusiasm in assemblies, and know a number of popular hymns by heart. Pupils in the well-attended school choir sing in a tuneful manner and focus on good breath control, intonation and articulation. Pupils are given the opportunity to sing a number of challenging songs, some from popular West End musicals, and sing them with real sensitivity.
- 155 Whilst not seeing themselves as subject specialist, teachers plan their lessons well, and provide pupils with the opportunity to respond to both elements of the music curriculum, listening and appraising and composing and performing. The school is ably supported for one day a week by a member of the local music service, who not only teaches pupils directly, but also supports teachers in the development of their music teaching skills. Overall, the quality of teaching is satisfactory throughout the school. The school offers specialist teaching in piano, keyboards, violin, guitar, flute and brass instruments as well as providing a recorder group for all interested pupils. All pupils are also provided with the opportunity to join in carol services and regularly take part in school productions.
- 156 The subject is led by an enthusiastic coordinator, who has put together an effective policy for the subject and a good programme of work. With its emphasis on the listening to and appraising of a range of music by well-known composers the subject makes a valuable contribution to pupils' cultural development.

PHYSICAL EDUCATION

- 157 Standards in physical education by the end of both key stages are above those found in most schools, and all pupils make good progress. This is largely because there is a detailed policy, which gives very good curriculum guidance to all teachers for gymnastics, games, dance, athletics and swimming. As a direct consequence, the quality of teaching in virtually all the lessons seen during the inspection was either good or very good. The lack of confidence in the subject by some teachers, noted in the previous inspection was not apparent during this inspection. Resources have successfully been built up to a very good level for all aspects of the subject by the enthusiastic and extremely conscientious coordinator and pupils at Key Stage 2 have good opportunities to take part in extracurricular sporting activities. As a result, pupils of all ages do well in the subject.
- 158 The provision for swimming is good. All pupils at Key Stage 2 have a weekly session during one term each year at a nearby indoor pool. Those who are unable to meet the required standards are given additional swimming lessons. Overall, standards in swimming are good. The school reports that by the time pupils are ready to leave at the end of the key stage, almost all pupils achieve the required standards in the National Curriculum for swimming.
- 159 By the end of Key Stage 1, all pupils know the importance of warming up before exercise and the effect of exercise on their heart and muscles. Pupils are confident in their movement and demonstrate a satisfactory level of control and coordination in gymnastics when performing rolls or balancing using apparatus. They follow instructions well and take good care of their own safety and that of others when, for example, lifting out or putting away large items such as benches. In a Year 1 dance lesson, for example, pupils are clearly enthusiastic and enjoy performing a Greek Folk dance in a circle, working hard to follow one another and master the steps. In warm-up games, both boys and girls are keen to compete and demonstrate a willingness to work hard. In gymnastic sessions, pupils in Year 2 hold different balance positions using two, three, or more points of contact and work hard to develop short sequences incorporating a roll and balance. They readily evaluate the performance of one another and keep practising to improve their performance. All pupils, including those with special educational needs, demonstrate skills that are generally better than those normally seen for pupils of their age.
- 160 At Key Stage 2, pupils continue to make good progress in their gymnastic and games skills. All behave very well in lessons, listening to their teachers' instructions carefully and responding immediately when their attention is needed. In a mixed Year 5 and 6 class gymnastics lesson, for example, pupils willingly demonstrate a sequence of controlled movements on the large mats on the floor. They vary the speed well, including rapid movements as part of their sequence to add variety. In games, Year 4 pupils work hard to practice and improve their passing skills using large balls. All pass a ball accurately and work well in groups to improve their skill. By the end of the key stage, Year 6 pupils demonstrate a consistently good level of control and fluency of movement when performing a sequence of controlled movements. Most successfully hold a handstand or headstand before rolling out to a final balance position. The involvement of many in the school gym club is apparent from the quality of their movement and ability to hold their balance. Pupils with special educational needs do equally as well as other pupils in lessons. All are supported exceptionally well by classroom support assistants, including any pupils who may have difficulty in understanding the teachers instruction because English is not their first language.
- 161 Overall, the quality of teaching is good, with almost half of the lessons seen being very good. Teachers' knowledge for all aspects of the subject is good and they plan lessons carefully so that the basic skills are covered well. Very good use is made of support staff and resources. The organisation of lessons and plentiful resources provides pupils with a good range of opportunities to develop physical skills working either individually or in groups. Health and safety issues are fully complied with. During a Key Stage 1 lesson, for example, pupils were provided with appropriate skills training to help them to lift heavy equipment properly and appropriate clothing and footwear are worn by all pupils and their teachers for physical education lessons. This shows that the comments in the previous report about suitable clothing have been noted and acted upon. Teachers have high expectations of pupils and discipline and control in all the

lessons seen was good. None of the noise between activities, reported in the previous inspection, occurred this time. In the best lessons, where the quality of teaching was very good, the teachers motivated pupils well, set challenging tasks and maintained a good pace throughout. All teachers used time in lessons productively, unlike previously. Pupils in these lessons responded to the teachers' obvious enthusiasm and effective use of praise by giving 100 per cent effort.

- 162 Subject management is good. The latest Curriculum 2000 guidelines have been successfully incorporated into the very good policy statement to give clear guidance for teaching all aspects of the curriculum. Teachers' planning is carefully monitored by the headteacher each half term and the role of the coordinator has been sufficiently developed to include full involvement in the monitoring of planning, standards and the quality of teaching. Moreover, good opportunities are provided for the enthusiastic and knowledgeable coordinator to support any colleagues in their teaching or planning. The coordinator's role in monitoring and evaluating the subject's performance is therefore good. The assessment of pupils' progress is currently satisfactory. Assessment opportunities are identified in teachers' medium term planning and consequently, teachers are able to reliably use any assessment information to guide their future planning. All statutory requirements for physical education are met, and there is a very strong commitment to improve any areas of weakness. The spacious playground and large field provide a good resource for physical education activities when the weather is suitable. Resources have been steadily improved year on year and are now very good for all aspects of the subject. They are stored tidily and are readily accessible to pupils. Effective use is made of new technology as teachers often use a digital camera or video camera to record pupils' performance during lessons and illustrate teaching points to them afterwards.
- 163 The provision of extra-curricular sporting activities is good at Key Stage 2, with boys and girls regularly taking part in football and netball training, gym club and competitive matches against nearby schools. The school has an impressive array of trophies on display in the entrance hall and a photographic display in the corridor records past sporting successes by the pupils. However, provision is unsatisfactory for younger pupils at Key Stage 1 as there is no lunchtime or after-school sessions organised for them.

RELIGIOUS EDUCATION

- 164 By the end of both key stages, pupils are attaining standards that are in line with the expectations of the locally Agreed Syllabus. All the strengths identified in the previous report have been maintained. The new Agreed Syllabus has been implemented very successfully. All pupils, including those with special educational needs, make satisfactory progress. Strong links are made with the school's provision for pupils' spiritual, moral, social and cultural development. The school is successful in achieving its aim to be a place of consideration, tolerance and respect.
- 165 By the end of Key Stage 1, pupils have a sound understanding of the major events in the life of Jesus, especially those celebrated at Christmas and Easter. They know several stories from the Old Testament, including David and Goliath, Noah and Joseph. Higher attaining pupils can remember the stories in considerable detail. Pupils have a sound understanding of a second world faith through their study of Judaism. By the end of Key Stage 2, pupils have an appropriate understanding of Christianity and recognise its close links with Judaism. They have studied a number of world faiths in depth, Buddhism and Islam in Year 5 for example, and are familiar with the signs and symbols that identify them.
- 166 The overall quality of teaching and learning is satisfactory. Pupils are well managed in lessons. Teachers are effective in explaining and talking about religious topics. Some of the work is very challenging. Year 5, for example, have thought about the nature of the Trinity. Teachers have a good understanding of the subject material. Artefacts are treated with respect and well displayed. The quality of the taught part of the lesson is not always followed through in the written tasks. Pupils' books contain many examples of identical written text rather than their own work. This makes it very much harder for teachers and parents to know how well the pupils are doing, for pupils to improve, and for higher attaining children to follow up individual lines of

enquiry. There was no evidence of pupils using information and communication technology. Learning is good in the lessons where pupils are encouraged to be reflective. This was seen on several occasions during the inspection when younger pupils thought about their mothers in preparation for Mothering Sunday, and when Year 4 considered why Mother Theresa was a good leader.

- 167 A number of faiths are represented within the school. Teachers make sure that all are treated with respect. A good example was seen when a teacher described how she had enabled a Moslem pupil to have an opportunity to talk quietly about her faith before a class visit to the Mosque. Appropriate visits are paid to several places of worship within the area, including the parish church.
- 168 Management of the subject is satisfactory overall. The coordinator is only in school for one day a week and also has responsibility for another subject. However, teachers are provided with adequate support by the active and enthusiastic coordinator who has a very good understanding of the subject. Aspects of religious education is evident in all aspects of school life, including assemblies. There is a good range of resources and artefacts representing all the major world faiths and beliefs available to effectively support pupils learning. Teachers' planning is closely scrutinised and there is a useful portfolio containing examples of pupils' achievements at various levels, which helps all teachers to assess pupils' work more accurately. All statutory requirements for religious education are met.