

INSPECTION REPORT

RIDGEWAY PRIMARY SCHOOL

Ridgeway, Sheffield

LEA area: Derbyshire

Unique reference number: 112546

Headteacher: Mr H J Gott

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 16th – 18th October 2001

Inspection number: 193744

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Main Road Ridgeway Derbyshire
Postcode:	S12 3XR
Telephone number:	(0114) 248 6249
Fax number:	(0114) 251 3975
Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Powdrill
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15941	Mr C R Phillips	Registered inspector	Science Geography History Religious education	Characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management
9777	Mr D Heath	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
10611	Mr M James	Team inspector	Mathematics Information and communication technology Design and technology Music Physical education Special educational needs	Quality and range of opportunities for learning
18340	Mrs M E Phillips	Team inspector	English Art Foundation stage Equal opportunities	Teaching and learning

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 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?	8 - 9
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	9 - 11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	11 - 13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14
HOW WELL IS THE SCHOOL LED AND MANAGED?	14 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	22 - 38

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a smaller than average community school for boys and girls aged four to eleven. It draws about ten per cent of its pupils from the village of Ridgeway and the rest from nearby urban areas. The school has 140 pupils currently on roll, so is larger than when it was last inspected and is oversubscribed. It also now has two more classrooms. Although there are considerable variations between year groups, overall levels of attainment on entry are broadly in line with the average found nationally, with a significant minority of pupils who are above that level. Recent levels have been higher. Most children have had experience of pre-school education when they enter the school, and most are above average in their personal and social skills at that stage. The number of pupils entitled to free school meals (1 per cent) is well below the national average, as is the proportion of pupils currently identified as having special educational needs (4 per cent). No pupils have statements of special educational need and there are no pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a very effective school. It achieves high standards and provides very well for the needs of all pupils. It is well managed and the quality of teaching throughout the school is high. It provides very good value for money.

What the school does well

- Standards of attainment by the time pupils leave the school are very high.
- The quality of teaching is very good, so all pupils learn very well and make impressive progress.
- The pupils respond very well to the high expectations the school has for them; they show very good attitudes to all aspects of school life and their behaviour is excellent.
- Their personal development and the quality of relationships throughout the school are excellent.
- The school is well managed; the headteacher gives very good leadership and is supported very well by all staff, who work very well as a team.
- Provision for pupils with special educational needs is very good.
- The school has a strong partnership with parents.

What could be improved

- The school's accommodation restricts some aspects of the pupils' experience.
- Some aspects of the arrangements for assessing and tracking the progress of pupils.
- Some aspects of provision for outdoor play for children in the Foundation Stage.
- The role of the subject co-ordinators in monitoring classroom practice.
- The quality of handwriting and presentation in pupils' work in Key Stage 2.

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 inspected in March 1997, it was judged to have several significant strengths, many areas that were satisfactory, and a small number of weaknesses. Most of the key issues for action identified then have been tackled effectively. The school has continued to improve and the results achieved by pupils in the national tests at the ages of seven and 11 have risen significantly, overall, and are now well above the national average. The quality of teaching, particularly for younger pupils, has improved and there is now no unsatisfactory teaching. The school's

accommodation has improved because of the addition of extra classrooms, but its increasing popularity means that it still has problems of space and, for instance, older pupils are taught each afternoon in very large mixed age groups. The school is continuing to improve and, with the adjustments indicated in the present report, has good potential to continue to do so.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A*	A
mathematics	A*	A	A*	A
science	A	B	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

This is an impressive set of results, with results in English and mathematics being in the top five per cent nationally. Evidence from this inspection confirms high standards for the 11 year olds. Results in the national tests in 2001 for pupils at the age of seven were as high and reflected the same upward trend. The results indicate significant improvement on the levels at which pupils enter the school, as do the standards currently being achieved. Standards in information and communication technology (ICT) are in line with expectations when pupils are seven and 11. In religious education, they are in line with the level expected at seven and above that level by the time pupils leave the school. Standards by the end of the Foundation Stage are well above average. The school regularly exceeds the targets it has set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils show very good attitudes in all aspects of school life and are always keen to be involved.
Behaviour, in and out of classrooms	Excellent: pupils of all ages work and play very well together, both within and beyond the classroom.
Personal development and relationships	The pupils' personal development and the quality of relationships throughout the school are excellent.
Attendance	Attendance is very good. Lessons start promptly and no time is wasted.

The quality of relationships, the personal development of the pupils, their behaviour and their attitudes to all areas of school life are particular strengths of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 in all subjects, including English and mathematics, is very good, overall. The skills of literacy and numeracy are taught very well. Very good provision is made in each of the classes for the needs of all pupils, including those with special educational needs and the higher attainers. The teachers' classroom management is very good and they know their pupils very well. They have very good subject knowledge, overall, and high expectations, teach basic skills very well, and provide a very good range of interesting and often stimulating learning activities. The pupils respond very well to the experiences offered. They are encouraged to take responsibility for their own learning from an early age and thrive on this, becoming confident in their learning. Pupils of all attainment levels are keen to do well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum, which is broad, balanced and lively and a wide range of opportunities to enrich the pupils' learning greatly through visits and extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good, and they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' personal development, with excellent provision for their moral and social development. Throughout the school, they are encouraged to take responsibility, to be mature and to care.
How well the school cares for its pupils	The school cares very well for its pupils. Its arrangements for the identification and monitoring of the progress made by pupils are generally good, but some further development is necessary.

Parents believe the school is doing a very good job in encouraging their children to do well and to develop well personally and socially and that they are well informed about the work their children are doing and the progress they are making. The school offers a broad and stimulating range of learning experiences for all pupils, within and beyond the school, and in spite of the limitations of the accommodation. All pupils are known well and are very well cared for. They are treated with respect and respond very well to being valued.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is supported very well by all staff. There is room for further development in the role of the curriculum co-ordinators in monitoring and evaluating provision for their subjects.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and are committed to its continuing development. Although many are new to their responsibilities, they are becoming well acquainted with the needs of the school.
The school's evaluation of its performance	The headteacher, governors and staff review many aspects of the school's performance and look for ways to improve.
The strategic use of	All resources are used efficiently for the benefit of the pupils in the

resources	school. In spite of the limitations of the accommodation, the staff make creative and efficient use of all the space available.
-----------	---

The school has a clear educational direction and, under the leadership of the headteacher, is very effective. Appropriate priorities for development have been identified, but governors and all staff are not sufficiently involved in evaluating their success. The school is beginning to apply the principles of best value appropriately in the deployment of resources. The school is well staffed and has an appropriate range of educational resources for most subjects, with few gaps. In spite of the recent building extension, however, its accommodation still places significant restrictions on the quality of education it provides.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school encourages parents to play an active part in its life, handles complaints well and is approachable. • The school gives a clear understanding of what is taught and parents are well informed about their children's progress. • Their children enjoy going to school and are able to achieve a good standard of work. • The school encourages the children to get involved in more than just their daily lessons and almost all parents are satisfied with the homework given. • The school's values and attitudes have a positive effect on their children and it achieves high standards of behaviour. 	<p>A number of parents indicated concern about:</p> <ul style="list-style-type: none"> • Provision for homework • Provision for extra-curricular activities

Parents have a high opinion of the school and the opportunities it provides for their children. The inspection team agrees with this very positive view. It believes that arrangements for homework are generally good and that the pupils experience a wide range of opportunities beyond the classroom.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2001 National Curriculum tests for 11 year olds in English, mathematics and science speak for themselves. The results in science were well above both the national average and that for schools of similar intake. In English and mathematics, they were even higher, putting them in the top five percent of schools nationally and well above the results obtained in similar schools. The proportion of pupils attaining the higher grade of Level 5 was well above the national average and the average for similar schools in all three subjects. In each of the subjects, all pupils achieved the national average of Level 4 or above. These results represent a continuing picture of significant improvement for pupils of this age since the school was last inspected. There is no evidence of any marked difference between the results of boys and girls. Inspection findings confirm that the present Year 6 pupils are at least maintaining the impressive levels achieved by their predecessors.
2. Results in the national tests in reading and writing for pupils who were seven in 2001 were well above both the national average and the average for schools of broadly similar intake. Results in mathematics were in the top five per cent nationally and were very high when compared with similar schools. The proportion attaining the higher grade of Level 3 was very high in mathematics and was well above the national figures in reading and writing. When compared with similar schools, the proportion of pupils at this level was very high in mathematics, well above average in writing and above average in reading. In the teacher assessments in science, the proportion of pupils attaining Level 2 was very high when compared with both national figures and those for similar schools. The proportion attaining Level 3 was well above the national average and above average for similar schools. All pupils achieved the national average of Level 2 in reading, mathematics and science and almost all did so in writing. This also confirms the marked upward trend in results since the time of the last inspection. The evidence of the present inspection indicates that current Year 2 pupils are likely to attain at a similarly high level.
3. When children enter the school at the age of four, their standards of attainment have normally been broadly in line with the national average, with a significant minority above that level and only a few below. The pupils' personal and social skills have been above average. Almost all have had experience of pre-school education. Recent intakes have shown some improvement on these levels and are more generally a little above average. By the time they leave the school at the age of eleven, inspection findings indicate that the number of pupils attaining the national standard is currently well above average and, often, very high in the core subjects of English, mathematics and science. This indicates that all pupils, including the higher attainers and those with special educational needs, make very good progress through the school, particularly in the Foundation Stage and in Key Stage 2.
4. Children in the Foundation Stage make very good progress and most of the current reception class are likely to be well above national expectations by the end of the year in terms of each of the goals for early learning.
5. In their English work, because all pupils are taught throughout the school to think about what they are doing and to explain their thinking, by the time they are in Year 6 they are able, for example, to explore very well the meaning of what they read and to examine text carefully, showing a high level of skill as they discuss their findings. The quality of their creative writing is also very good. This reflects the overall standards of literacy that are developed very well across all curriculum areas throughout the school. The same sort of approach to mathematics, with pupils being encouraged at all points to think about and explain what they are doing, means that their numeracy skills also develop very well as they progress through the school. They then become confident and proficient in all aspects of mathematics and can also use and apply their skills in other areas of the curriculum, such as their science investigations. In science, standards are also very high, with pupils showing very good knowledge of the various aspects of the subject. Their understanding of scientific method is very good and, by the end of their time

in school, most pupils are very capable young scientists. Targets that indicate continuing improvement have been set for English and mathematics, but teachers expect that these will again be exceeded, indicating that the school could set more challenging targets for itself..

6. Standards of attainment in information and communication technology are presently in line with national expectations by the time pupils are seven and 11. In religious education, standards by the time pupils are seven are in line with the level expected by the locally agreed syllabus and, by the time they are eleven, the pupils are above that level, overall. In art and design and music, standards by the end of both key stages are above the levels expected. Standards in geography and history are in line with those expected for seven-year-olds and above the level expected by the time pupils leave the school. In design and technology and physical education, standards by the end of both key stages are in line with the level expected. Standards in art and design and in geography have shown significant improvement since the previous inspection.
7. Pupils with special educational needs make very good progress in relation to the targets set for them, as well as very good progress, overall. They are provided with good levels of support, their targets are regularly evaluated and reviewed and new targets are set appropriately to aid progress, when necessary.

Pupils' attitudes, values and personal development

8. Throughout the school, pupils have very positive attitudes towards their lessons. They are interested in what they do, are highly motivated and concentrate particularly well. The youngest children are enthusiastic and well-motivated, and stay interested in their work for good periods of time. They work co-operatively in groups to improve their skills. Pupils throughout the school carry out their tasks with enthusiasm and enjoyment. They want to do well and produce good results. They take pride in their work, although this does not always show itself in the way work is presented by older pupils and are very keen to please. All those parents who responded to the pre-inspection questionnaire agreed that their children like attending school. A very good example of pupils' attitudes was seen in the Thursday morning assembly, when several pupils talked to the whole school about their personal hobbies. All pupils listened with great interest and they were keen to ask questions to enhance their knowledge about subjects such as swimming, painting and the self-assembly of robots. These attitudes are a strength of the school and they make a major contribution to the standard of education achieved.
9. The standard of behaviour during the school day is excellent and there have been no exclusions at the school. Parents agree that the standard of behaviour is good. There were no incidents of bullying or oppressive behaviour witnessed during the inspection, but there were many occasions when pupils were seen to be helping each other. Relationships between pupils and between pupils and all the school staff are of a very high standard. The younger children clearly enjoy the support they receive from older pupils in the playground and pupils throughout the school show a remarkably mature and sensible approach to all they do. Pupils with special educational needs pay close attention to adults and they persevere with their tasks. They are very well behaved, and get on well with other pupils.
10. Attendance is higher than the national average and there is no unauthorised absence. As they progress through the school, pupils enjoy taking responsibility and show a very mature attitude to all aspects of school life, helping to contribute to an orderly and harmonious community.
11. Since the last inspection, the high standards previously noted have been maintained. The school has improved the door bell system so that it does not disturb lessons as much.

HOW WELL ARE PUPILS TAUGHT?

12. The overall quality of teaching and learning is very good. Of the lessons observed during the inspection, 40 per cent were very good, almost all of the remainder were good and none was unsatisfactory. In the core areas of English, mathematics and science throughout the school, the teaching is very good, overall. In most other subjects, there are examples of very good teaching and overall standards are good. In the Foundation Stage, the standard of teaching is

consistently very good. The teaching and support team work well together and provide learning opportunities that are of high quality for all pupils. All of the teachers bring particular strengths to their work, so that the pupils participate in an interesting and varied range of experiences as they go through the school. There has been significant improvement in the quality of teaching since the previous inspection, when much teaching was judged to be unsatisfactory. This improvement is evident throughout the school, but particularly so in the reception class and in Years 1 and 2.

13. The quality of planning for subjects is good and often very good and takes account of the range of capabilities in each class. The standard of planning is at the heart of the high quality teaching, because all teachers know what they want the pupils to learn. They have high expectations and communicate these clearly to the pupils. All teachers have the skills, classroom organisation and management to deliver lessons that motivate and engage and enable all pupils to work hard at all times. They understand how children learn and are able to teach effectively in steps that pupils can manage, so that the pupils acquire the required skills and knowledge and their interest is retained. The teachers are determined that pupils will do well and all adults work well with the pupils, monitoring their progress well during lessons.
14. Teachers throughout the school show very good knowledge and understanding of the various subjects. Their subject knowledge in English, science and mathematics is particularly good. Teaching in the areas of using and applying mathematics and mental work is strong. In science, the use of investigative and experimental work is strong. In English, the teaching of the basic skills of grammar, punctuation and spelling and an appreciation of literature are strengths. In each of these subjects, the teachers encourage the learning of the necessary vocabulary. Teaching in groups formed according to age has been introduced for the older pupils each morning, so all year groups are now taught separately for literacy and numeracy and this has a positive impact on teaching and learning in both mathematics and English. The literacy and numeracy strategies have been introduced very well.
15. As a staff team, the teachers share considerable subject expertise and experience. When teachers plan, they all look at the specific learning that is intended, share this with the pupils and review progress at the end of lessons. In all lessons, the teachers' organisation is very good, and they engage the pupils' interest fully, providing high expectations for work and behaviour for all. The teachers always provide clear explanations of the tasks required of the pupils and work well at developing the vocabulary needed in all subjects. Pupils of all levels of attainment, including those with special educational needs and the higher attaining pupils, are challenged well by the work provided. There is an effective pace to most lessons and teachers are confident and motivate the pupils well. They use a range of perceptive questioning skills and generally reinforce learning well when they review work with the pupils. They know and manage their pupils very well. The teachers work hard generally to ensure that pupils develop good working habits and the pupils respond well, although this is not always evident in the quality of handwriting and the standards of presentation expected in Years 3 to 6. The pupils generally show attention to detail and complete their work diligently. They are always keen to learn. By the time they leave the school, all have a clear understanding of what they are learning and almost all can talk about it in a mature way.
16. In the best lessons, such as several in the Foundation Stage, some literacy, numeracy and science lessons and lessons in other subjects, pupils are challenged to put maximum effort into their work. There is a brisk pace and learning is questioned, stimulated and checked, using a wide variety of planned strategies. The teachers know when to intervene and their questioning is particularly effective in clarifying learning for the pupils and in assessing what is necessary for them to learn further. The teachers' high expectations both for standards and behaviour ensure complete attention and are reflected in the pupils' attitudes. The pupils' responses are handled very well. Sometimes, short, timed tasks are used, the regular completion of which provides pupils with a sense of achievement.
17. Throughout the school, a good range of approaches to classroom organisation is used. Class and individual working are more predominant, but group work is also used well. From their entry to the reception class, the children have opportunities to show initiative and a mature approach to learning is developed. They work with a partner or in a group and respond well to

opportunities to organise resources for their work. Work is marked regularly, often with the pupil, and marking usually indicates how improvement can be made.

18. The teaching for pupils with special educational needs is very good and ensures that pupils have work that is well matched to their needs, they make very good progress and their self-esteem is high. Individual education plans are of good quality and have clear targets which are shared with pupils and reviewed regularly with parents. Teaching is particularly well focused on improving literacy and numeracy skills. In a very good literacy lesson, where a teacher supported a small group of pupils, an atmosphere of confidence was created and the teacher used a range of activities skilfully to consolidate knowledge. The teacher used time effectively, expectations were high and the pupils were successful. By the end of the lesson, pupils showed improving confidence in building up words with the identified sounds and proceeded to read more fluently.
19. Homework is set regularly and most parents are satisfied with the provision. All pupils take home reading books on a regular basis and have spellings and mathematical tables to learn. Pupils are also given further work to do in English and mathematics, undertake research and other tasks linked with their work and now receive appropriate feedback about the work they have completed. The concerns expressed by a significant number of parents were now not found to be substantiated by the inspection team.

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

20. The quality and range of opportunities for learning provided by the school are very good for children in the Foundation Stage and in both key stages. Significant improvements have been made since the time of the previous inspection. All statutory requirements are met.
21. The Foundation Stage curriculum provides a balanced introduction to the various areas of learning and a breadth of experience to encourage the children's individual development. It is lively and stimulating and is based on the first-hand experiences of the children, wherever possible. The planning and assessment structures ensure that a wide range of high quality experiences leads to effective progress for all pupils. The provision made for the differing abilities of children is very good and the Foundation team use the generally adequate resources and accommodation very well. In one small part of its outdoor provision, the school is unable to provide adequately for full continuity and progression in the children's learning.
22. The curriculum in both key stages is broad and balanced and very good provision is made for all subjects. At the time of the last inspection, there were considerable weaknesses in the curriculum, such as a lack of detailed planning, few schemes of work, limited opportunities for pupils to undertake investigative and experimental work and an overall lack of adequate coverage in subjects such as geography, art and religious education. Aspects of the curriculum provided for children who were under five were inappropriate to their needs. All of these issues have been addressed very successfully. The provision for many subjects now goes well beyond that expected and a rich curriculum is provided for the pupils. The provision for English, mathematics and science is particularly extensive and stimulating, as it is, for example, in art and design and music, and this is contributing significantly to the standards being achieved in these subjects. Information and communication technology (ICT) is used successfully to enhance the learning in a number of subjects, such as mathematics and history and the school has plans to extend its use further in all other subjects. The length of the school day is adequate and the time allocations for individual subjects are satisfactory.
23. Appropriate and relevant policies and schemes of work are now in place for all subjects and they contain detailed and extensive information to ensure full coverage of these subjects. The plans ensure a steady and progressive development of each subject through the school. The school has adopted the national strategies for literacy and numeracy very successfully. Numeracy has been very effectively implemented, with an appropriate use of mental activities in lessons and a ready use of mathematics in other subjects of the curriculum, such as science and design and technology. The success of this implementation has helped to produce the high standards now being achieved. In literacy, many opportunities are provided for pupils to develop

their reading and writing skills, both within English itself and across the range of curriculum subjects, such as history and geography. This has helped the school to maintain the standard of work in English at a high level.

24. The teachers produce an extensive range of good quality curriculum planning that helps to ensure the steady and effective development of pupils' knowledge and skills as they move through the school. Planning makes very suitable provision for the various needs of pupils, particularly higher attainers in the core subjects of English, mathematics and science. The school makes very good provision for all pupils to have equal access to the whole curriculum, with the staff making sure that all pupils are involved, as far as possible, in a full range of activities. In making suitable efforts to include pupils in all appropriate activities, the school gives them the opportunity to achieve as much as they can. Good provision is also made for pupils' personal, social and health education, with aspects of sex education and drugs education being fully covered within lessons when appropriate.
25. The provision for pupils with special educational needs is very good. Clear procedures are in place and they follow closely the Code of Practice on the identification and assessment of pupils. Individual education plans are provided for pupils who are at Stage 2 and beyond on the school's special needs register and they are of good quality. These plans are reviewed each term. Great care is taken to ensure that the work provided for pupils is closely suited to their needs. Pupils are fully involved in all appropriate activities.
26. The school provides a good range of extra-curricular activities, including football, hockey and running, for pupils in Years 3 to 6. The 'Wednesday Club', with its wide variety of computer, sporting and art and craft activities, is particularly well supported, both by teachers and pupils. The school welcomes many visitors, including the police, members of the medical profession, representatives of different faiths and local clergy, as well as drama and music groups. A wide range of educational visits is arranged to places such as a Sheffield mosque, Eyam, Chatsworth and various art galleries and museums and a residential trip is arranged for pupils in Years 5 and 6. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
27. The school has very good links with the local community. It is very much part of that community and, for instance, makes regular use of the area around the school for subjects such as history and geography. The school is involved fully with village activities, such as the carnival and the 'Village in Bloom' initiative. Local residents are invited regularly to events in the school. Good links have been established with other schools. The school has close sporting ties with other local primary schools, as well as cordial relationships with nearby nurseries and playgroups. Links with the neighbouring comprehensive school are also well developed, with, for instance, curriculum areas being discussed regularly by staff and visits being made by staff from the comprehensive school. These close ties help pupils, particularly when they move from one school to another.
28. The school makes excellent provision for the pupils' moral and social development and very good provision for their spiritual and cultural development. Overall, provision for their personal development is very good. Significant improvements have been made in all aspects, since the time of the previous inspection.
29. The school makes very good provision for pupils' spiritual development. Assemblies are well planned and very thoughtfully delivered, with pupils often making a considerable contribution themselves. They meet fully the statutory requirements about collective worship. Pupils are helped to gain knowledge and insight into their own and other people's values and beliefs and, in particular, they are encouraged to respect and value the opinions of others. Moments of quietness are provided for pupils to reflect on what they have heard and to consider how they should respond. Many opportunities for pupils' spiritual development are also encountered in the subjects of the curriculum, as when pupils are provided with interesting and thought provoking experiences in science, art and design and music.
30. Provision for moral development is excellent. The headteacher and staff, as well as providing good role models themselves, regularly remind pupils of the correct forms of behaviour and

give reasons for them. Discussions often take place in lessons and rules of conduct are emphasised when necessary. Expectations of pupils are high and they are regularly praised and rewarded for maintaining the exemplary standards. They are encouraged to develop a clear understanding of right and wrong and to treat staff, visitors and other pupils with courtesy and respect. Pupils also have a high degree of self-discipline and they show great concern should any of them not maintain the expected standards.

31. The school makes excellent provision for the pupils' social development. Pupils are encouraged to form excellent relationships with each other, their teachers and other adults. As they progress through the school, pupils are encouraged to work collaboratively, to take turns and to share resources, as when taking part in experimental work in science, or in working together on computers. Older pupils are particularly caring of younger ones and they relate well to them during lunch-times and break times, or whenever a need should arise. Very good opportunities are provided for pupils to take on responsibilities within their classrooms and they carry them out very effectively. Older pupils carry out their particular tasks, such as arranging the hall for assemblies and assisting at lunch-time, with great care and efficiency. The social development of pupils is further enhanced by the quality of the school's community links, the extra-curricular activities and their involvement in fund-raising.
32. Provision for pupils' cultural development is very good. They are taught about aspects of British culture in subjects such as English, art and design, history and music, with much use being made of the local area of Ridgeway. A very appropriate emphasis is laid on their knowledge and understanding of other cultures during assemblies and during lessons in subjects such as geography and religious education. The school now makes very suitable provision for making pupils aware of the multi-cultural society in which they live, by considering different forms of worship, ritual and life-style and inviting visitors to the school from the different faith communities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school has very good procedures for the support, welfare and guidance of its pupils and all pupils are well cared for. All staff know their pupils well, meeting their individual needs and this makes an important contribution to the educational standards achieved. Class teachers and other staff provide strong informal support during the daily routines, such as registration, meal and playtimes. The school's ethos of care and understanding creates successfully an environment that contributes to the personal development of pupils of all abilities, by teaching them to respect other people's feelings and to care for each other.
34. Procedures for promoting and monitoring attendance work very well. Since the last inspection, the school has improved its attendance monitoring system so that statistics are easily available. The school is very effective in making learning interesting and, consequently, the pupils enjoy coming to school and attendance levels are above average. Parents and the school staff combine well to make sure that there is no unauthorised absence. Almost all pupils arrive at school in good time for the start of lessons.
35. The school's behaviour policy is implemented consistently and very well by all teachers and school staff. The policy is endorsed by parents and the school appreciates their support. The policy is based on a strategy of merits, with very few sanctions, resulting in a friendly environment that is a pleasure to visit. The school receives regular compliments on the good behaviour of pupils when they are on educational visits.
36. Procedures for child protection are all in good order. Health and Safety procedures are satisfactory and pupils work in a safe environment.
37. Many assessments are made of the pupils' progress in each class, beginning with the initial records made on entry to the school. The records kept in the Foundation Stage are very good, because the adults monitor closely the progress being made by all children and ensure that the evidence covers the many ways they learn. In the rest of the school, many useful records are kept of aspects of the pupils' learning, particularly in the core areas of English, mathematics and science and in ICT. Some of these are individual to class teachers and do not get passed on,

and there is not a consistent system throughout the school that records the specific progress made by individual pupils within subjects and tracks their progress fully. The pupils' performance in tests throughout the year is monitored carefully. The school sets useful targets for year groups of pupils in terms of the National Curriculum level expected and uses the information gained very well, but detailed and specific targets for individual pupils are not used regularly. Portfolios of work are to be developed in all subjects in order to judge performance and the teachers are already confident in assessing levels of attainment in the core areas. In all subjects, planned activities are assessed regularly and pupils achieving higher or lower than the level expected are noted. The teachers know their pupils well. During most lessons, there is evidence of informal assessment taking place and being used well to move pupils on in their learning. The teachers are skilled at using the information they gain to inform their future work with the pupils. However, in the foundation subjects, procedures are not yet developed to record progress in these subjects fully and there has been insufficient progress on this since the last inspection. The pupils themselves are generally aware of their performance, because of the feedback the teachers provide during lessons and in the marking of work.

38. Pupils with special educational needs are regularly assessed and a wide variety of information is recorded to help identify pupils' current attainment. The information gained is also used effectively to provide suitable new work for the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has maintained the very good links with parents identified in the previous report, which is evident in the strong support at the pre-inspection meeting and by the substantial majority of positive responses in the parental survey. Several parents took the trouble to write to the registered inspector and all the letters received were very supportive of the school.
40. Parents are kept well informed by regular newsletters, the annual governors' report and the school prospectus. The school has also set up an attractive website to provide information for parents and pupils. Parents are invited into school twice a year to discuss their children's progress. The annual pupils' reports give good details in each subject about topics covered and individual levels achieved.
41. A number of parents expressed their dissatisfaction at the level of extra-curricular activities provided by the school, but the inspection team found that the activities available were adequate and better than most primary schools.
42. Several parents help in school on a regular basis and, when appropriate, the school is able to use their skill or knowledge to add to the lesson being taught. Parents generally support their children's learning well at home. The Friends of Ridgeway are successful in organising social and fund raising events that provide valuable additional resources for the school.
43. Parents of pupils with special educational needs are kept well informed of the reviews of their children's individual education plans, so that they are fully aware of the provision being made for them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The school has a clear sense of educational direction and is well managed. The headteacher provides very good leadership and is very well supported by all staff, teaching and non-teaching. All of the co-ordinators have clear ideas about the continuing development of their subject or other area of responsibility. The co-ordinators support their colleagues well. They play an appropriate part in the school's planning processes and their role has clearly developed since the last inspection. They and the headteacher undertake useful monitoring of teachers' planning. As part of the arrangements for performance management, the headteacher monitors teaching, but subject co-ordinators do not at present monitor classroom practice or undertake regular reviews of pupils' work. The headteacher, with the support of the school's link adviser, monitors the school's performance against national and other statistics.

45. All members of the governing body are firmly committed to the support and development of the school. Although, at the time of the inspection, many were new to their responsibilities, they are generally well informed about the relevant aspects of school life. They are becoming better informed about the standards being achieved by the school and the progress made by pupils than was the case at the time of the last inspection. They discharge their duties through a system of informal committees. Full meetings of the governing body are properly minuted, but it is inappropriate that meetings of committees are not recorded formally. Responsibility for monitoring and supporting the provision for pupils with special educational needs, literacy, numeracy and information and communication technology has been allocated appropriately to individual governors, each of whom provides a useful link with developments in these areas. Links with subjects have been identified for all governors, but few have yet had the opportunity to liaise with the subject co-ordinators. Most governors, including the chair of governors, have regular contact with the daily life of the school. Statutory requirements for the National Curriculum, the locally agreed syllabus for religious education and other aspects of school life are met.
46. The quality of financial planning is good. The school manages its budget efficiently and spending is related clearly to the raising of educational standards. Careful records of expenditure are maintained and a recent audit indicated that procedures are satisfactory, although the audit report has not yet been received. The governors and headteacher monitor the school's financial position carefully and are well supported by the school secretary. They are aware of the need to ensure best value and to evaluate the cost-effectiveness of spending decisions. All specific grants given to the school, including those for the support and training of teachers, are identified appropriately and good use is made of the various elements of special funding the school has attracted.
47. The school development plan is a practical document which is focused appropriately on the raising of standards. It provides reasonable detail about the priorities agreed. Most items are costed, but the success criteria identified are not always sufficiently specific. It is proving effective in helping the school to meet its targets. The plan deals in detail with the present year and also includes outline plans for subsequent years. Responsibility for the approval of the plan lies clearly with the governing body, but governors and staff are not sufficiently involved in monitoring its progress and its subsequent evaluation. The teachers are consulted appropriately during the preparation of the plan, but governors have made limited input at this stage.
48. The management by the special educational needs co-ordinator of the provision for pupils with special educational needs is very good. Pupils are identified through a variety of procedures and placed on the special needs register. Pupils at Stage 2 and beyond are provided with individual education plans, which set clear targets for improvement. These plans are reviewed each term, with new targets being set if appropriate. The special needs co-ordinator keeps extensive records and the progress made by the pupils is carefully checked. The governor appointed to monitor the school's provision for pupils with special educational needs, carries out this responsibility effectively.
49. The school is well staffed with suitably qualified teachers to teach the subjects of the National Curriculum and religious education effectively and to meet the needs of all pupils. The teachers have a good balance of expertise and experience. The school's arrangements for the teaching of pupils in year groups for all literacy and numeracy lessons place a considerable strain on its budget, but are clearly effective. The school has no difficulty in recruiting teachers. Good use is made of visiting specialists in music and physical education. The qualifications and experience of the support staff are very well matched to the demands of the curriculum. The partnership between teachers and classroom support staff is having a positive impact on the learning of pupils and is contributing to the continuing improvement in standards. The administration of the school runs smoothly and unobtrusively and all the adults involved in the life of the school work very well together as a supportive team for the pupils. This is typified by the role of the mid-day supervisors, who show great enjoyment of the games they organise for younger pupils each lunch-time. Correspondence is dealt with promptly, although the school finds it frustrating to have to supply very similar information to various bodies at different times. Systems and practices are effective in ensuring that the school's day-to-day life is well-ordered,

providing a calm and pleasant atmosphere in which pupils can learn. Relationships between the staff and the pupils are excellent.

50. The school has good arrangements for meeting the professional development needs of all staff. The training undertaken is clearly focused on supporting the priorities of the school development plan and improving the quality of teaching and provision. For example, the school has made effective use of training opportunities to prepare staff for the national initiatives in literacy and numeracy, providing the foundation upon which standards in these areas have improved significantly. There are good arrangements for the induction of new staff, a newly-qualified teacher is well supported and the scheme for performance management is in place.
51. The school makes efficient use of the resources available to it. The school's accommodation has been improved significantly by the addition of two attractive, new classrooms and the establishment of an ICT suite. Its accommodation is still very limited, however, and the school's high standards are achieved in spite of the space it has available, the limitations of which provide extra demands for all staff. For instance, the large numbers of pupils in the two mixed age classes in the afternoons make it difficult for pupils to have a full range of practical experiences in subjects such as art and design and technology, the lack of proper library facilities inhibits pupils' access to this facility and makes it more difficult for them to engage in research activities and the hall continues to present obstacles to the safe conduct of physical activities. There is limited provision for outdoor play for pupils in the reception class and they do not have direct access to this. The same pupils do not have toilet facilities nearby, necessitating a lengthy trip away from lessons. The use of the new ICT suite as a class base is inappropriate, even for the small Year 2 class that currently occupies it, since it limits the organisation of the room as a normal classroom and these young pupils have to vacate it regularly to allow other classes to use the computers. This also affects the reception class, who have a long session in the hall each week while Year 2 occupy their room. The use of classrooms for the eating of meals at lunch-time is inappropriate. The cramped office facilities place extra demands on the efficient running of the school. Pupils and staff cope remarkably with these limitations, and, for instance, the speed and efficiency with which the hall is transformed into two classrooms each day is impressive. Similarly, although the hall continues to be the main thoroughfare of a busy school, the pupils in these two classes seldom allow themselves to be distracted by the frequent comings and goings. There are attractive displays throughout the school, which enhance the quality of the learning environment.
52. Overall, the provision of learning resources is satisfactory and in subjects such as literacy and numeracy is good. The reception class is generally well resourced, although it is short of some large construction materials for outdoor play. The provision of the new ICT suite and the availability of a computer in each class have meant that provision of ICT hardware is now very good and good software resources are being developed. The lack of proper library space makes it difficult for pupils to have proper access to this resource and some of the books in it are in poor condition. Resources for most subjects are at least satisfactory in both quality and quantity, although several areas have identified development needs. Good use is made of loan services. Very good use is made of visits and of visitors and of the school's immediate environment to extend the pupils' learning and enrich their experience. Resources to support the work with pupils with special needs are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to raise standards further, the governors, headteacher and staff should:

- (1) in partnership with the local education authority, undertake a detailed review of the school's accommodation needs (see paragraphs 21, 51, 52, 72, 79, 85, 108);
- (2) ensure that the records of individual progress kept by teachers are sufficiently specific in English, mathematics, science and ICT and become part of a whole school record passed on at the end of the year and continue the development of assessment and recording for all other subjects (paragraphs 37, 69, 72, 77, 82, 90, 94, 97, 105, 109, 112);
- (3) ensure that the provision for outdoor play for children in the Foundation Stage is in line with national recommendations (paragraphs 21, 55, 61, 62);
- (4) continue to develop the role of the subject co-ordinators to ensure that they monitor the quality of teaching and learning in their subjects (paragraphs 44, 72, 77, 86, 90, 105, 109); and
- (5) establish a consistent whole-school approach to handwriting and the presentation of pupils' work (paragraphs 8, 15, 64, 70, 76, 79, 96).

The school is already aware of these needs, several of which appear in its development plan, and is working towards their resolution.

Other issues which should be considered by the school for possible inclusion in the action plan:

- the continuing development of the role of the governing body, to ensure, for instance, that all meetings are recorded appropriately and that governors are directly involved in the formation, monitoring and evaluation of the school's development plan (paragraphs 45, 47).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	15	21	1	-	-	-
Percentage	-	40	57	3	-	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents nearly three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	140
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	4.5
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	8	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	8	8	8
	Total	22	21	22
Percentage of pupils at NC level 2 or above	School	100 (94)	95 (94)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	8	8	8
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	100 (82)	100 (100)	100 (59)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage of pupils at NC level 4 or above	School	100 (93)	100 (93)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	8	8	8
	Total	19	19	19
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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	3
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	137
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.0
Number of pupils per qualified teacher	20.0
Average class size	28.0

Education support staff: YR – Y6

Total number of education support staff	1.2
Total aggregate hours worked per week	35

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/01
	£
Total income	256184
Total expenditure	248513
Expenditure per pupil	1827
Balance brought forward from previous year	-5334
Balance carried forward to next year	2337

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	4.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	140
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	63	30	4	0	1
Behaviour in the school is good.	70	30	0	0	0
My child gets the right amount of work to do at home.	29	50	14	0	3
The teaching is good.	79	19	0	0	1
I am kept well informed about how my child is getting on.	40	47	3	0	3
I would feel comfortable about approaching the school with questions or a problem.	77	20	0	0	0
The school expects my child to work hard and achieve his or her best.	86	11	1	0	0
The school works closely with parents.	60	27	4	0	3
The school is well led and managed.	80	17	0	0	0
The school is helping my child become mature and responsible.	64	33	0	0	1
The school provides an interesting range of activities outside lessons.	31	34	20	4	4

Where any line does not total 100% it indicates that a proportion of parents were unable to respond to that question.

Other issues raised by parents

Issues raised in discussion or through the questionnaire related to the questions above. The only areas of significant concern noted from the responses of parents were about homework and extra-curricular activities. The inspection team supports the very positive opinion of the school expressed by parents. It also believes that arrangements for homework are generally good and that the pupils experience a wide range of opportunities beyond the classroom.

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

54. Since the time of the last inspection, the Foundation Stage has become a strong feature of the school. The organisation of all learning opportunities and the teaching and learning which take place are of a consistently very high quality. The curriculum is lively and stimulating and there is a joy in teaching and a delight in learning. There have been substantial improvements in the planning and provision and in teaching and learning since the previous inspection. The assessment of learning is much better, as is accommodation.
55. Almost all children entering the reception class have experience of pre-school education. The important transition from home to school is made effectively, although the needs of the children could be more manageably assessed with a phased entry within the early days, rather than in the present arrangement where all children begin school full time on the first day. The school makes very good provision for children in the Foundation Stage in one reception class, with one teacher and a full-time teaching assistant. This is an excellent team. They emphasise the development of communication, language, literacy and other skills, with the constant use of first-hand experiences. There is a rich environment for learning for all pupils, including those with special educational needs and the higher attaining pupils, because of the challenging opportunities, stimulating activities and commitment shown by the staff team and the parents who provide valuable support. This is reflected in high quality teaching and learning in all areas of the curriculum. Relationships between children and adults are excellent and the attitudes of the children are always very good. The planning is thorough, detailed and very high quality for all areas of learning. Procedures to assess learning and the use teachers make of these assessments, are of equally high quality, beginning from the earliest assessment when children first enter school. The close assessment of what the children learn and the monitoring of their progress is a key to the impressive steps they make. The co-ordination of this stage is very good. The reception classroom is newly built, and adjoins the Year 1 classroom. It is bright and cheerful and, although not over large, provides adequate space which is extremely well used by the staff. However, there is no direct access to the outdoor area, which is very small, and this limits aspects of the physical development of the pupils outdoors. This is the only part of the provision that is less than very good. Resources are generally good and always accessible, with some gaps in outdoor provision.
56. The levels of attainment of the children entering the reception class are assessed within their early days at school and indicate that most of the current class have slightly above average levels of attainment in communication, language and literacy (CLL) and in mathematics. A significant number are clearly above average in these areas and a very small number are below average. This is variable, although the pattern appears to be one of improving attainment. The children's personal and social skills are above those expected on entry. Other areas are a little above the level expected. By the end of the Foundation Stage, after very good progress in all areas, their personal and social skills well exceed the goals for early learning. In all other areas of development most exceed the goals and in CLL and mathematics a substantial minority are above that level.

Personal and social development

57. By the end of the Foundation Stage, it is likely that the personal and social development of most children will be well above the level expected, aided by the very good work done by the school. All of the staff establish excellent relationships with the children and, at an early stage in the year, secure and trusting relationships are already built up between the children, their parents and the foundation team. The children move around the class confidently and increasingly independently, sometimes at an activity of their choice, within a selected structure, such as in the home play area, where they make invitations. At other times, they work with an adult in a small group. Their interest and concentration are sustained for lengthy periods. They work well in groups, share equipment and take turns, for instance in discussions, or when passing round special items in a circle. Activities are interesting, relevant and matched well to the children's

needs and, because they are delivered in an enthusiastic way, the children are instantly motivated, show enthusiasm and are able to be successful. Digger the dog is used imaginatively and successfully to encourage good listening skills and caring attitudes. The children's natural curiosity is developed well, as, for instance, when touching the special christening robe, or the sparkling dress. They show wonder and develop empathy as they reflect on the wearing of the robe in the past and touch the sparkles.

58. The children's behaviour and attitudes are excellent. Expectations are clear, high, consistent and appropriate and the children soon develop an understanding of right and wrong and show respect to adults and other children. The staff provide excellent role models, so relationships between adults and children and between the children themselves are excellent. This leads to the creation of a happy and secure atmosphere of trust, where the staff have good knowledge of the children and the way they learn and in which learning is enjoyed and praise is used well. Teaching, learning and provision in this area of learning are very good, because of the quality experiences provided sensitively by the adults, in a well organised classroom and an atmosphere of security and trust.

Communication, language and literacy (CLL)

59. When the children start school, the skills of most are about average or a little above, with a substantial minority higher than that. The classroom environment emphasises literacy skills. Imaginative play is considered important and is very well developed. For instance, the children's language skills are extended when putting on party hats and decorating the house for a party. Invitations and birthday cards are well written by all pupils. The children listen carefully, because of the high expectations and interestingly delivered lessons. Many effective strategies are used and there is much visual and oral reinforcement to activities, with resources used well. By the end of the Foundation Stage, most children are likely to be above the level expected and a significant number well above. Each makes very good, secure progress. Almost all are likely to respond in sentences or small phrases, listen and follow instructions well and most have made a very good beginning in reading. Most are likely to know key words and some phonics and to write a few short sentences independently and neatly. A few will be able to write in an interesting way and at greater length. When, after looking at a large class book, they were asked what they wished they might do, there were some imaginative responses such as 'I wish I could fly', or 'do cartwheels'. The children wrote imaginatively about being in a dark forest and the work was presented beautifully with their illustrations of elephants, cats and dogs. They were encouraged to write 'Wanted' posters to find the missing Gingerbread Man. A substantial minority are able to write several sentences, using the structure of a sentence maker. One or two write sentences of their own independently. All of the children use well formed letters, often well spaced, when writing and most can already communicate with their writing and write their name neatly. All know some initial sounds and match similar sound cards in their 'Hunt the Partner' game. The children handle books carefully and respond to them with interest. Most can already read a story in their own words, using the pictures and recognising some familiar words and sounds they have learned. A few read books accurately and easily, using some phonic strategies. There is an adequate supply of books for children to read and share and these are taken home regularly. Parents support their children's learning well at home and send artefacts in to school for use in lessons. The provision made for the children to develop their communication, language and literacy skills is very good and staff think this is crucially important. The classroom environment is well organised, with many opportunities to develop skills through stimulating, first-hand experiences in CLL that use opportunities in all areas of learning to the full. The quality of teaching and learning is very good. The team provide excellent role models in the use of language. Basic skills are taught and consolidated extremely well and the national strategy for literacy is used very well. The teaching team make thorough assessments of learning during and at the end of lessons in order to plan future work.

Mathematics

60. When the children start school, their attainment currently is a little above average, with some whose attainment is better than that. Most children can now recognise and count numbers to six, and some above that and most show an understanding of 'one more', when making plates of playdough buns. A few work in a group with an adult, with sets from nought to two, but most

make sets independently, which are one more than three, four or five. Most can use words like 'big', 'small', and 'bigger' to discuss the way number or shape works. Their progress is very good, because the teacher has a clear knowledge and understanding of how children learn. She provides interesting practical games and activities that develop their skills, in small steps, while supported in groups by an adult. Almost all are likely to exceed the early learning goals for mathematics before the end of the Foundation Stage. Most should be able to count to twenty and back and understand how to add and subtract in simple problems, using some words to describe number and shape. But a few will find it difficult to use their knowledge to solve simple problems and 'more than' and 'less' will be difficult. The words needed are being developed and reinforced constantly. Mathematics is developed from the practical experiences of the children and there are many interesting and motivating opportunities to encourage the children to be involved. For instance, on arriving at school one day they discover photographs of each of them, hung in order by their sitting area, so they practise their counting and ordering eagerly, by matching the number cards on the photos. Learning is broken down into manageable portions, with resources such as push/pull beads and cards used well, to reinforce the concepts visually and number rhymes for oral understanding. For instance, the computer program 'Sparkles' is used to show 'one more than' when the rabbits appear each time. The children make a picture showing the colour of their eyes, by sticking carefully detailed drawings on to the appropriate part of the graph. Teaching is very well planned, is matched carefully to the children's needs and uses interesting methods to motivate the children, for whom the teacher has high expectations. Its strengths are in the precise and clear delivery of teaching points and in the clear assessment of what has been learned and what each child needs in order to make progress. Because of this the children develop confidence and make substantial progress.

Knowledge and understanding of the world

61. When the children enter the school, most have an average knowledge and understanding of the world around them, with a substantial minority displaying good knowledge. By the end of their time in reception, they are clearly above the level expected. Opportunities are planned very well so that their curiosity is developed by the careful use of interactive displays of objects such as an autumn display, including soft, cuddly animals, hard fir cones and branches and logs. They are encouraged to use their senses and observe carefully to notice similarities and differences and to ask 'how?' and 'why?' questions and so develop their investigative skills. They explore and select from a range of vegetables when first trying out their printing techniques with paint. They develop skills about place by, for instance, their colour walk in and around school, identifying and recording natural and man-made objects. They explore the passage of time and develop the vocabulary to use as they compare 'younger', 'older' and 'oldest' in putting photographs of themselves in age order. They understand about the past and show wonder, as they pass round and value a christening dress and shawl, part of a child's collection of special things. Their designing and making skills are developed well and assessed carefully when making face masks in small groups. The children use cutting and joining skills, choose their own materials, handling the scissors with generally good skills, as they add imaginative and individual styles of hair. They begin to see the possibilities of technology when introduced to mouse control and there are regular opportunities to use the computer to reinforce skills in language and mathematics activities. Construction apparatus is varied for purpose, size and type to develop problem-solving skills and those of invention and imagination. Regular experiences of sand and water are well structured and use the full potential of these activities. Opportunities are planned well to develop imaginative small world play outside in underwater habitats or activities with minibeasts or dinosaurs in sculpture sand. Teaching and learning are very good. The progress children make is equally high, because the high quality of the planning and organisation ensures that all children participate fully in stimulating activities that develop specific skills and adults help to develop their vocabulary. The accommodation and resources are used creatively, although the development of regular outdoor play is difficult because of the constraints of the accommodation.

Physical development

62. Most children are on course to exceed the expected goals in physical development by the end of the Foundation Stage. The children make very good progress, overall. They move with

confidence in the hall, showing good awareness of space and of other pupils. They travel at different speeds, moving backwards, forwards and sideways successfully and show good co-ordination when carrying out balances. They show good control. The teacher identified good performance during the lesson and the team of adults provided further guidance and encouragement on how to improve. The children enjoy opportunities to clap and move to different rhythms. Cutting and sticking activities are provided regularly and the children work carefully in small groups to develop their physical skills well with small apparatus. Tools such as scissors, pencils and different sizes of painting brushes are chosen and handled increasingly well. The teachers make careful provision of commercial construction kits, jigsaws and threading activities to increase confidence and precision in their use. Adequate resources are used well and provision for physical development is satisfactory, overall. The hall, though large enough, does not provide a space uninterrupted by the necessary comings and goings of the school, although good use is made of the available space for physical activities. There is no direct access to the small designated outside area and no shade available. This makes continuity in learning difficult. There is insufficient space or time for the children to explore, try out and refine their movements with large equipment outside, in order that the children experience the freedom of large-scale movement with crawling, climbing and wheeled activities. The teaching and learning observed during the inspection were good.

Creative development

63. Attainment in creative skills is above that expected at the end of the Foundation Stage and the children make very good progress in expressing their feelings and ideas through a range of experiences in art, craft, music and imaginative play. A wide range of role play opportunities is planned excellently to stimulate learning and develop skills in all areas. For instance, a sound studio is planned and the children were very involved in their party play, writing invitations, decorating birthday cards and sharing out presents. In art, the children respond to ideas very well. They explore and practise in a range of art media and in two- and three-dimensional forms. They have very good planned opportunities to show imagination and independence, as, for instance, when making and decorating their own imaginative wooden spoon puppet and using it for puppet shows. The children complete impressive pastel pictures of caterpillars and snails, some of which are very detailed and show close observation and good knowledge of colour. The teaching allows time for looking, listening and acquiring the necessary language and art skills. Skilfully taught lessons develop the children's skills in, and their appreciation of, music: for instance, when the children follow a sound story and listen carefully for sounds of autumn made by a range of ordinary objects. They enjoy singing 'Good Morning Mr Hedgehog' tunefully and show developing rhythm as they show happy and sad faces to match the story. They describe the sound of card being shaken as, 'water, when the ducks are swimming' or, 'like my tummy rumbling'. Provision for creative development and the quality of both teaching and learning are very good, characterised by skilful and imaginative teaching and high expectations.

ENGLISH

64. The results of the most recent National Curriculum tests showed that the pupils, by the age of seven, achieved standards in reading and writing that were well above the national average. By the age of eleven, they achieved standards in English that were very high and in the top five per cent nationally. There were no significant differences between boys and girls at either age. These results and the equally high standards seen in the school during the inspection show a vast improvement on those of the previous inspection. The progress made by pupils, including those with special educational needs, throughout the school is very good. The proportion of pupils achieving higher grades in the tests and the matching quality of work seen in school, is also very high. The pupils are introduced to a much wider range of literature and discuss more complex narrative structures than previously. Standards of punctuation are much improved. Those of handwriting and general presentation, though improved for children up to the age of seven, are still often lacking when this is not the main focus of an English lesson. The quality of teaching has improved. The subject guidance, which follows the National Literacy Strategy, is much improved, but there is insufficiently clear guidance for handwriting.
65. From the time they enter school with skills a little above those to be found nationally, most pupils in each class quickly gain confidence in speaking in front of small and large groups of

children, and with adults. They listen attentively and with eagerness, are ready to contribute their own thoughts and feelings in lessons and there are clear expectations that this will be so. Very good opportunities are provided each week to develop speaking and listening skills in the pupils' own assembly. Individuals or groups of pupils talk about a hobby or interest. They speak with clarity and confidence, and are questioned perceptively by the rest of the pupils. These occasions are very well structured and led by the headteacher. Many Year 2 pupils already understand the main points in discussions and most Year 6 pupils speak confidently and use a precise vocabulary when, for instance, discussing a Shakespearean text. By the time they are seven, most pupils show standards clearly above those found nationally and some well above that. By the time they are eleven, a majority of pupils develop their ideas in a range of contexts by perceptive questioning and standards are well above average.

66. Most of the pupils in each class read with fluency, accuracy and expression. All enjoy a satisfactory range of books and have the opportunity to choose literature of their own, in addition to using a useful structure set by the school. They enjoy reading a range of non-fiction texts and poetry, but have insufficient opportunity to develop their research skills, because of the limited accessibility of the library. Standards in reading are well above the level expected at the end of both key stages. Most of the pupils in Year 2 are fluent and confident, with books well matched to their needs, and already use their phonic skills to help with their reading. They understand what they read. A few read well silently. By the time pupils are seven, it is clear that they read with expression and understanding. The pupils in Year 6 are generally accurate and fluent in their reading and are well motivated. Most can already select essential points when discussing a book and use the text to provide reasons for their comments. They identify the key features in books and many have developed or are developing inference and deduction skills. By the time pupils are eleven, it is likely that they will be even more confident than they already are in coping with demanding texts. It is clear that there is much very good teaching of reading, individually and in groups and as a class during literacy lessons. However, the recording of the progress made at these times is variable and continuity would be improved by the use of a consistent recording system in the school.
67. By the time they are seven, a substantial majority are well above the standards expected nationally in writing. At the time of the inspection, the pupils were in line to reach a similar standard, but with a few pupils needing to make substantial gains in learning to reach this level. Most are using the strategies taught for building up words when they read, in order to help them with their writing. Most recognised and used 'oi' and 'oy' sounding words accurately in their work. About half had lively and interesting writing. Letters were shaped well and consistent in size, and a few were beginning to join writing, with others to do so soon. Punctuation is usually accurate and developing well and the spelling of most is accurate for many increasingly complex words, with key word knowledge and phonics used successfully for some. In Year 1, some pupils already use full writing and accurate spelling when they write 'Time for Bed' stories, where one writes, 'I count up to one hundred and cuddle my teddy.' Most write small stories in sentences, which are well spelt and written neatly.
68. By the time they are eleven, boys and girls, including those with special educational needs, show levels in writing that are very high. They enjoy the challenge of writing biographies, for instance about David Beckham or Steve Powdrill, and explain their point of view well, beginning letters of protest to a newspaper about fox-hunting, with the words 'I strongly feel'. When sending letters from the Crimea, some write as Private Jackson or Nurse Rebecca and sustain interest by a lively and precise use of words. Their use of sentence structure is shown as they describe 'fighting in a trench, more like a small ditch.' Most Year 6 pupils, in studying a Shakespearean text, can explain its meaning. For instance, one discussing bravery says, 'The ability to prove himself. The moment when everyone is proud of him, not just as a soldier, but as a man.' They are all writing in a mature and fluent style, with accurate punctuation and spelling and with growing understanding of the use of present and past participles. Year 5 pupils understand the use of the imperative to write instructions for playing a Noughts and Crosses game or a recipe for 'Jamaican Spiced Chicken'. They list the resources they need and then use bullet points or short phrases in consecutive order for the instructions, using the imperative. Year 3 pupils are all showing a good awareness of how verbs change to show the past tense and use dictionaries well. Extra support in Years 3 and 4 enables small groups of

pupils to consolidate work on, for instance, word digraphs and to practise and speed up their reading of two-syllable words.

69. The quality of teaching and learning is very good, overall. All lessons seen during the inspection were judged to be at least good and a majority were very good. The planning and organisation for lessons are very good in each class. All of the teachers are specific about what they are going to teach and have the knowledge and understanding to teach the basic skills required very well. Pupils in Year 2, for instance, learn phonic skills with understanding. The lessons always have a good and, often, very swift pace and the children are well motivated, so they apply themselves to their written work or their reading from the minute the lessons start. The sharing of objectives with pupils at the beginning and their review at the end of lessons help pupils to understand how they are learning and provide very good motivation. The teachers use perceptive questioning, so the pupils concentrate and make maximum effort and pupils of all attainment levels learn very well. All of the teachers manage the pupils very well indeed and have very good relationships with them. This establishes a positive atmosphere, so that, from the earliest days in school, they are prepared to tackle things without being frightened to make mistakes. This shows in the confident way they offer contributions to class discussions. All of the teachers check the understanding of their pupils during lessons and tell them how they are getting on, so they are able to move on quickly and accurately in their work. They assess what is learned at the end of the lesson to help with future work. Each half term, the teachers assess elements of English, such as phonic work and use this information to help them plan. However, it is more difficult to assess an individual's progress in reading or writing, overall, because no record of progress is kept as they go through the school, other than when they complete each level of work, or when test results are completed at seven and 11 and at other times. A continuous record of progress would also help teachers plan matched and challenging work more easily at the beginning of the year. Useful homework is provided systematically in each class and is monitored well.
70. The response the pupils made to their work, in each lesson observed during the inspection, was consistently very high. They showed themselves to be keen, confident workers who are highly motivated and concentrate well. Older pupils showed increasingly mature attitudes and worked very well independently and their work in lessons observed was well presented and neatly written. However, the sample of previous work showed that pupils in Years 3 to 6 did not always put maximum effort into their handwriting or the presentation of their written work. There are high expectations from teachers for all other elements of pupils' work, but, in this respect, a higher standard is not expected.
71. Literacy is developed well in other subjects, such as science in Years 5 and 6, where pupils research world habitats from a variety of texts. These pupils are also beginning extended studies on aspects of life in Britain since 1948 for their work in history. Pupils in Years 3 and 4 write thoughtfully of their feelings about worship and candlelight. Design and technology processes are recorded systematically and this is a useful way for pupils to develop these skills. Art evaluations and writing on appreciation show developing critical awareness and empathy. Computers are used appropriately for research activities and the word processing of work.
72. The co-ordinator is developing the subject very well and has a clear and detailed action plan, but there has been no opportunity for her to monitor teaching and learning. There is no timetable for the use of the library and its location in the hall and main thoroughfare of this small and busy school is not ideal. The co-ordinator has written plans to re-organise and develop its use, so that children can use their information skills more regularly and the younger children access the books more easily. Book stock is mainly adequate, although some books are a little worn and should be replaced. The school has identified the shortage of non-fiction books for younger junior pupils. There is much very good assessment of where children have reached in their learning. This stems from the understanding that all staff have of their pupils' needs. The teachers keep many separate records of skills achieved in writing and monitor their progress closely. Teachers also keep some useful reading records. However, these are often individual to the teacher and progress in different aspects could sometimes be extended further with the aid of a consistent, whole-school system for the recording of the progress pupils make, as they go from class to class, particularly in reading and writing.

MATHEMATICS

73. Standards by the time pupils are seven are well above the national average and, by the time they are 11, they are very high. Pupils are making very good progress. In the national tests in 2001, the school's results were very high at the end of both key stages. The current standards for the younger pupils do not represent a fall in standards, but are the result of the normal variations that can occur with different groups of pupils, especially when the year groups are small. At the time of the school's previous inspection, standards were reported to have been broadly in line with the national average at the end of Key Stage 1 and above average at the end of Key Stage 2. Clearly, very significant improvements have taken place since that time.
74. By the age of seven, pupils carry out successfully a range of practical and problem-solving activities and they try confidently to discover their own ways to find solutions. They are confident in handling numbers and, for example, find readily a variety of ways of producing the same answer. Pupils have a clear understanding of addition, including carrying figures and subtraction. They know the multiplication facts relating to 2, 3, 5 and 10, and most can undertake a range of multiplication and division exercises accordingly. They have a clear understanding of place value to four figures and they recognise odd and even numbers. They identify halves and quarters successfully and most can find a fraction of a whole number. Pupils carry out addition and subtraction of money confidently, in the context of shopping bills. They can identify correctly right angles, two- and three-dimensional shapes and reflective symmetry, and they have a good understanding of time on the quarter hour. In measuring activities, pupils are able to use both standard and non-standard units of measure with confidence. They collect data successfully, such as information about pupils' favourite fruit and they represent their findings carefully in bar graphs.
75. By the time they leave the school, pupils develop their own strategies for solving problems successfully. They identify the information they need readily and draw their own conclusions from their work. Pupils undertake work in addition and subtraction confidently, as well as in a range of multiplication and division forms. They have a clear knowledge of place value to seven figures and many can add and subtract negative numbers. Pupils are confident in repeating their tables and in recalling quickly individual multiplication and division facts to 10x10. Pupils have been introduced to decimals to two and three places and they use them confidently in all four operations of number, as well as in the context of measurement and money. Most pupils have a clear understanding of fractions, identify equivalent fractions readily and reduce a fraction to its lowest terms. Pupils use and interpret co-ordinates in the first quadrant and higher attaining pupils produce work confidently, involving all four quadrants. They tell the time successfully, both in analogue and digital display. Most pupils name a range of angles, including acute, obtuse and reflex angles and they use protractors successfully to measure angles to the nearest degree. Pupils are able to identify and calculate perimeters and areas of regular and compound shapes, using an appropriate formula when required. They compare two simple distributions readily, identifying confidently, for example, the range and median. Pupils collect data on a variety of issues, such as the petrol used and the stops made, on a school outing and they produce a range of graphs successfully to display their findings. Most pupils understand the concept of probability and they use the appropriate terminology confidently to describe their observations.
76. The quality of teaching and learning is very good, overall. This is a significant improvement since the previous report. Lessons are planned carefully, based on the pattern of the National Numeracy framework. In particular, teachers make very careful allowance for the provision of practical and problem-solving activities. They also take care to ensure that all pupils receive work that is suited to their particular needs. All teachers make good use of mental activities at the beginning of lessons. They are also aware of the need to continue to extend pupils' mathematical vocabulary and are careful to address this issue during lessons. Teachers have very good subject knowledge, provide clear instruction and give much well directed support throughout. Lessons are brisk in pace, expectations are very high and higher attaining pupils are especially challenged, with the result that all pupils make very good progress in their overall mathematical ability. Pupils clearly enjoy the work, the mental activities in particular. They settle to their written and practical tasks with interest and enthusiasm, work well with other pupils when required, know what they are expected to do and make great efforts to accomplish their tasks.

Pupils are always very well behaved and this enables them to concentrate well and make extensive progress. Teachers hold very useful plenary sessions, to check pupils' understanding and celebrate some of the work done. Whilst most pupils take great care with the appearance of their work, a significant minority are less careful. Teachers mark pupils' work promptly, but, although some teachers provide regular comments of advice or praise, others do not carry out the practice consistently.

77. The school utilises the National Numeracy document as its scheme of work, with the staff making appropriate additions where they believe they are needed. Teachers use the scheme well to produce good quality planning and this is an area of considerable improvement. The strategy itself has been implemented very effectively and high standards have been achieved and maintained. The subject co-ordinator is enthusiastic and knowledgeable. She monitors carefully work being undertaken in the school, but, although she occasionally supports her colleagues in their classrooms, this still does not happen regularly. She has, however, played an important role in achieving and maintaining the school's high standards. Assessment has improved since the time of the last inspection and is now good. It is being used effectively to identify pupils' current attainment and to set suitable work. Good use is made of this information to set challenging activities for higher attaining pupils, in particular. Less effective use is currently being made of this information, however, to provide a clear picture of how individual pupils are progressing in the development of specific mathematical skills as they move through the school. Many pupils find mathematics an exciting subject and the excitement generated, when identifying solutions to problems, helps develop pupils' spiritual awareness. Mathematics is used appropriately in other subjects, such as science and design and technology and good use is made of information and communication technology, to develop pupils' mathematical skills further.

SCIENCE

78. Results in the National Curriculum tests for pupils aged 11 in 2001 were well above the national average, overall, as were the numbers of pupils gaining the higher grade of Level 5. The teachers' assessments of the number of pupils aged seven attaining Level 2 in 2001 were very high when compared with national figures and the number of pupils gaining Level 3 was well above average. Although results at the end of Key Stage 1 had dipped the previous year, this year's results confirm the significant upward trend at the end of both key stages over recent years. The picture presented by these impressive results is confirmed by the present inspection. Since the previous inspection, when standards were judged to be in line with the average for pupils aged seven and above average by the time pupils left the school, there has been significant improvement in the standards achieved, particularly for the younger pupils.
79. By the time they leave the school, pupils of all attainment levels, including those with special educational needs and the higher attainers, make very good progress. It is clear that they have a very good understanding of the various elements of the science curriculum and, in spite of the lack of space in classrooms, make particularly good progress in the investigative element of the subject. The attainment of older pupils was typified by a lesson in which pupils in Years 5 and 6 continued their exploration into differing world habitats and of ways in which animals adapt to them. Working in groups, they were completely engrossed in the task, showing good research skills as they sought information from a variety of textual sources, very good awareness of the appropriate vocabulary and substantial knowledge they had already gained and were able to draw on for this activity. Younger pupils are encouraged to explore the world around them and to ask questions about how it is made and how it affects them. Pupils in Year 2, for instance, were encouraged to ask questions about the effectiveness of handwashing for personal hygiene. They showed a lively interest in the demonstration and offered confident observations for the teacher to record initially. Pupils throughout the school enjoy the investigative and practical aspects of the subject, cooperate very well with each other, sharing ideas and resources and are very well motivated. Pupils in Years 3 and 4, for instance, continuing their study into the negative effects some foods have on teeth, made sensible and realistic predictions about the likely outcomes of their investigation, showing very good knowledge of the appropriate vocabulary and recording their observations with care. Most already showed a good understanding of how to conduct a scientific investigation and ensure that their testing is fair. The quality of the pupils' language skills as they go through the school means that they enjoy

discussing their findings with others and drawing conclusions based on the evidence they have gathered. They are able to describe precisely what they have observed, to write in detail about what they are learning and to present their findings. The oldest pupils, for example, although not always sufficiently careful in their written recording, showed very capable oral skills in the presentation of the information they had gathered.

80. The quality of teaching and learning is very good throughout the school. It is based firmly on scientific investigation, to which the pupils respond very well and through which they learn very effectively. Above all, the teachers make science exciting. They plan interesting and relevant learning activities, in which the objectives are always clear and are shared with the pupils. There is a good match between the activities provided and the various levels of ability within each class. The teachers' subject knowledge is good and often very good. All make very good use of questioning to challenge the pupils to think. They usually check their pupils' existing understanding before moving further into a topic and make good use of summary sessions to reinforce learning. In the best lessons, such as the investigation into teeth for Years 3 and 4, learning is very well structured and all pupils are challenged to learn at an appropriate level. As a result, the pupils are totally absorbed in the completion of their work and make clear gains in their learning. This happens particularly where the teachers have sufficient confidence to allow the pupils the freedom to investigate.
81. Since the teachers make science an interesting and often challenging activity, the pupils' attitudes to their work are excellent. Consequently, pupils of all attainment levels, including those with special educational needs and the higher attainers, make very good progress in their learning. The pupils enjoy the work they are doing and make the most of the interesting opportunities provided for them. They work well together and share resources sensibly. They record work in a variety of ways. Increasing use is made of information and communication technology to aid this, but the possibilities provided by the school's new facilities for this have not yet been explored fully. At present, computers are used largely to provide access to information, although some pupils are already making use of resources such as the electronic microscope. All pupils are encouraged to develop useful questioning skills which are a basis for good investigative work. They make good gains in their observational skills, and are encouraged throughout the school to become familiar with and use the appropriate vocabulary. The subject makes a good contribution to the pupils' personal development as they explore the world and delight in discovering, for instance, how coloured dye is removed from hands by washing or a tooth is affected by immersion in a soft drink. There are occasional examples, such as the Year 5 'dancing mothballs' demonstration, of how pupils' work in literacy can be used to benefit their work in science, but more development of such links is possible. The subject also contributes to the development of pupils' skills in numeracy through the recording, analysis and presentation of information.
82. The co-ordinator has a clear idea of the development needs of the subject and undertakes the monitoring of teachers' planning and pupils' work. The national scheme of work is complemented by commercially produced materials, which are adapted by teachers for their classes. Planning is thorough, and, for instance, opportunities for assessment are clearly identified, although they do not lead to a detailed record of how individual pupils are progressing in the development of their scientific skills and understanding. A portfolio of pupils' work is to be developed. The subject is well resourced. Health and safety issues are addressed well.

ART AND DESIGN

83. The standard of work achieved by the time pupils are seven and when they are 11, is above that expected nationally and the pupils, overall, including those with special educational needs, make good progress. These are improvements since the last inspection. The work is produced confidently and carefully and is always of good quality. This is because the teaching follows new and comprehensive guidelines and emphasises systematic planning, making and evaluating, which motivates and challenges the pupils. This is also an improvement since the last inspection.
84. Although only two lessons were seen, one in each key stage, it is clear from the wide sample of pupils' work and other evidence that, by the age of seven, they show confidence, increasing attention to detail and knowledge of colour, line and tone in their art work. For example, in a large picture of a quilt, made up of small sections, the pupils learn how to achieve the desired

effect by mixing paint to obtain a varying range of shades of orange. After preliminary sketches, beautifully sewn fabric flowers use a variety of careful stitches. Bold, colourful painted patterns, using a wax-resist technique, show the pupils' use of imagination in their work. Their appreciation of art is developed well, as when Year 1 pupils chose their favourite sculpture. When commenting on stainless steel figures in a seated position, one says, 'I like it because it is shiny. It is outside and will stay for a very long time.' They follow this by making their own three-dimensional sculptures successfully from wire. It is equally clear that, by the age of 11, the pupils take great delight in exploring their own ideas creatively, with a clear purpose in mind which most develop confidently. The Year 6 pupils choose from a range of media to express their feelings, using pastels, crayons, charcoal and collage materials with skill and attention to detail. Their detailed pencil sketches of still life are impressive in their use of tone and in their close representations. They show an appreciation of a wide variety of artistic styles in their sketched 'Autumn Compositions' and colourful seascapes show good use of tone and accuracy in representation of figures and objects. Pupils in Years 3 and 4 have good knowledge of perspective, shown in paintings of holiday destinations. Their work is linked to literacy and they describe 'colourful fish and swaying palms on golden sand'. Following a visit to an art gallery where they had studied famous paintings, they show an impressive appreciation of a picture by Picasso. One comments that it is complicated when you try to show the horrors of war because you cannot see what other people see and it is different the second time you look.

85. The quality of teaching and learning is good, overall, with examples, in both key stages, where the consistently high quality planning has produced work of a very high standard. The overall attitudes would appear to be very good, because of the care, precision and attention to detail that are apparent in every example of completed work. In the lessons seen, the pupils were highly motivated, as when Year 2 pupils were extending small pictures from magazines. They work with care and total concentration on the task, as when pupils in Years 5 and 6 sketched natural and man-made artefacts. In this lesson, the teacher stimulated the pupils' imagination, encouraged close observational skills and set high expectations for work and attitudes, even though the numbers of children in the room led to considerable congestion. In all classes, the work is consistently challenging and the teachers have clear ideas about what they want the children to understand in order to develop their appreciation of art techniques and their making and designing skills. Lessons are delivered knowledgeably and perceptive questioning assesses what the children know and develops both the pupils' understanding and their confidence in the techniques taught. The pupils learn much about art, because techniques are taught well and time is used effectively in order that they can practise and develop the skills. There are rarely any wasted moments, with opportunities for thinking and reflection acknowledged as important and cultural elements developed well in teaching historical background to paintings by, for instance, Cézanne. The teachers develop skills and techniques very thoroughly, because their use of a precise art vocabulary is carefully consistent in each class. This leads to the pupils showing an attention to detail in their work from an early age. For instance, the Year 2 pupils position pictures carefully on their papers, because the importance of this has been stressed. The teachers are successful in encouraging all pupils to show imagination in their work and resources, including ICT, are used well.
86. The co-ordinator has developed the subject very well and substantial improvements have been made since the last inspection, when there was no co-ordinator and there were no guidelines for art. The teachers are very well supported in their work and their knowledge and understanding have increased. The consequence of this has been that the teaching and learning have improved substantially, as have the attitudes of the pupils. The teachers have been encouraged to display work to greater effect and the school benefits from this. Improved teaching and visits to local art galleries have made the pupils more aware of the work of artists and designers. The co-ordinator has a clear overview of needs in art. Although it has not been possible to monitor teaching, she has begun a useful portfolio of work and has plans to extend the present limited assessment in order to record the pupils' progress more fully. Resources are adequate, but used well, but there are some gaps in resources, which affect learning. There are very large classes in the afternoons, when art takes place and learning is made difficult because of the lack of space.

DESIGN AND TECHNOLOGY

87. Standards of attainment by the time pupils are seven and 11 are in line with national expectations. Pupils make satisfactory progress, with significant recent improvement. At the time of the school's previous inspection, standards were also reported to be in line with expectations, and have been maintained. During the inspection, only one lesson was seen. Overall judgements made, therefore, are based on an additional study of teachers' planning, discussions with pupils and a scrutiny of their work.
88. In Years 1 and 2, pupils clarify their ideas for making a product successfully through class and group discussion. Having decided how to proceed, pupils are confident in identifying the items they need to make that product. They choose from a range of suitable materials such as paper, card and fabric and tools, such as scissors, to help them make their product. Pupils cut their components carefully and join them together accurately, using items such as sticky tape and split-pins. Pupils make successfully, for instance, cards, wheeled-vehicles, glove puppets and pictures with moving parts. In Years 3 to 6, pupils draw up appropriate plans for making an item, in some cases first examining commercially produced items closely to help them. Having produced their plans, pupils choose from a range of materials, including wood, plastic, food items and electrical components and tools, including saws and knives. They measure successfully, cut and shape the materials and join them with materials such as glue and thread. Pupils provide appropriate finishing techniques, such as painting, where required and they evaluate their work confidently, both as they proceed and when they have finished. Younger pupils have, for example, produced pop-up cards, torches and sandwiches with various fillings. Older pupils have made musical instruments, slippers and electric motors.
89. An examination of teachers' planning, discussions with pupils and an examination of some of their finished work show that, overall, both teaching and learning are satisfactory. In one lesson seen, for pupils in Years 3 and 4, however, teaching and learning were very good. Pupils were very well motivated by the quality of the teacher's presentation and were keen to design and make their own sandwiches, showing very good awareness of health and safety matters in food preparation. Teachers' planning is now good, having improved significantly since the last inspection. Pupils are provided with opportunities to carry out all relevant activities and develop all appropriate skills. Opportunities are also provided, on occasions, for pupils to evaluate commercially produced items before they make their own and this helps them to identify the components they need themselves. Pupils clearly enjoy the subject and they discuss readily the work they have produced, how successful it has been and how it could have been improved. The range of activities provided, the instruction received and the enthusiasm displayed clearly help pupils, including those with special educational needs, to make satisfactory gains in both their designing and making skills. Where teaching is very good, a wide variety of activities is provided, the teacher provides clear and helpful demonstrations, pupils' attention is particularly engaged and pupils are helped to make very good progress during the lesson.
90. There is now a suitable scheme of work in place, based on the national guidelines, as well as much improved planning. All aspects of work are covered suitably, with opportunities being allowed for designing as well as making. The co-ordinator is enthusiastic and has a clear knowledge of the work that is being done in the school. The leadership of the subject is much improved, although the co-ordinator still has little opportunity to monitor the work being undertaken in lessons. Assessment procedures are informal, as they were at the time of the previous inspection, with little information still being recorded to identify pupils' current attainment and their skill levels. The writing activities undertaken in planning and evaluating work give support to the school's initiative in literacy. Measuring activities, such as cutting card and fabric accurately, support the work in numeracy. Little use is presently made of information and communication technology to enhance the work in the subject. In the afternoon, when design and technology lessons take place, classes in Years 3 to 6 are large and this makes the organisation of the practical elements extremely difficult.

GEOGRAPHY

91. Levels of attainment by the time pupils are 11 are above those expected nationally. The levels attained by pupils at the age of seven are broadly in line with national expectations. This represents significant improvement in the subject, since the previous inspection judged

standards to be unsatisfactory by the time pupils left the school. Planning for the subject is now more thorough, with good arrangements for the full ability range in each class, and the quality of teaching has improved. Although it was possible in the present inspection to observe only one lesson, for younger pupils, it is clear from planning, work already completed and informal discussion that pupils, including those with special educational needs, are making good progress in their learning. By the time they are 11, the pupils have a good understanding of their own locality and of other localities in this country, or in other parts of the world, such as Kenya. They develop an appreciation of the significance of key physical features, such as rivers and mountains and their mapwork and enquiry skills at this age are good. At the age of seven, the pupils are already gaining a sound awareness of the area in which they live and are beginning to identify some of the similarities and differences between it and other areas. They are familiar with simple maps and plans. The constant emphasis throughout the school on the use of the correct geographical vocabulary means that most pupils develop a good awareness of the language needed to describe different localities.

92. From their early years in the school, all pupils are encouraged to become familiar with appropriate language to describe their surroundings and are introduced to basic ideas about maps. In Year 1, they begin to identify particular physical features of the locality and are introduced to simple mapping skills by, for instance, drawing plans of the school. Younger pupils also gain a good awareness of the world map as they share in and plot with enthusiasm the travels of Barnaby Bear. During Years 3 to 6, they continue to develop their familiarity with maps, whilst pursuing a series of geography units and develop an awareness of the physical and human features of differing regions. The topics covered throughout the school help to build up the pupils' knowledge of their own surroundings and of other areas, countries and cultures, as well as providing opportunities for them to practise their skills. Current work in Years 3 and 4 on the village of Baricho, for example, is providing a good introduction to a very different locality in Kenya and is supported by a colourful display of photographs and artefacts to bring it alive. Good use is also made of the school's own locality and clear progress is seen across the year groups in the pupils' awareness of their environment and of how aspects of it might be improved. They also show an increasing awareness of world issues as they consider places in the news, with the current focus for Years 5 and 6 being on Afghanistan.
93. The standard of teaching and learning is good in both key stages. The teachers' subject knowledge throughout the school is good. The teachers use questioning well and encourage pupils to use the correct language in their work. Lessons are well planned and the pupils respond very well to the opportunities provided, showing a lively interest in what they are doing. Pupils in Years 1 and 2, for instance, had clearly enjoyed their visit to Filey as part of their work on the seaside and their awareness of a different sort of locality had been greatly enhanced. They work well together and show very good attitudes. The teachers' classroom management is very good and they make good use of the time available. The subject makes a good contribution to the development of pupils' literacy skills through the opportunities it provides for research and for different sorts of writing. The school is not yet making the most of the possibilities of delivering much of the content of the geography syllabus through literacy sessions to the mutual benefit of both subjects. The pupils' development of numeracy is supported by activities in geography, such as the development of a block graph in Year 1 to display the findings of the pupils' survey of the ways in which they travel to school. Some use is made of information and communication technology, in, for instance, research about mountainous regions or as part of weather studies in Years 5 and 6, but this is an area for further development now that the school's computer suite is established.
94. The national scheme of work and a commercially produced scheme are providing useful guidance and a revised school scheme of work is being produced. The pupils' progress in some aspects of the subject is assessed at the end of units of work, but the identification of pupils' progress in the development of geographical skills is not recorded. The co-ordinator has clear views about the way in which the subject should develop and provides useful support to colleagues. By making good use of loan services, the topics studied are resourced satisfactorily, but the school's own supply of text and reference books for classroom and library use is very limited. Very good use is made of the locality and of visits further afield, such as the residential visit that takes place each year for older pupils.

HISTORY

95. Levels of achievement are above national expectations by the time pupils leave the school and are broadly in line with that level at the age of seven. There is ample evidence from lessons observed, planning and work already completed that, as pupils go through the school, they make good progress, overall, in the development of historical skills, knowledge and understanding. Pupils throughout the school enjoy history, with many indications in work on, for example, the Romans and the Victorians that they are making good gains in knowledge of the periods being studied. Older pupils begin to develop a good understanding of the key people and influences that have shaped history. Pupils in Years 5 and 6, for instance, learn much detail about the Tudor period and are able to consider thoughtfully the differing lifestyles of the rich and the poor at that time. In these and other topics, they learn to identify similarities and differences between their life now and life in past times and they enjoy the opportunity to explore many of their own ideas and values. The work produced by older pupils shows good levels of knowledge, overall, and good development of historical skills. Pupils throughout the school are introduced carefully to a range of historical sources and are encouraged to ask questions about the evidence they provide and about its reliability. Pupils in Year 1, for instance, are already familiar with the detective work that goes into the study of history and enjoy the opportunity to consider how toys have changed over time. Pupils of all attainment levels, including those with special educational needs, make good progress as they become used to dealing with a variety of historical sources. All of the historical topics the pupils study are carefully linked to a clear timeline for the period and the pupils show a developing sense of chronology. Older pupils, for example, in their study of Britain since 1948 show a good grasp of how life in this country has changed over the decades since the Second World War. At the time of the inspection, they were then ready to take this general awareness into a detailed study of aspects such as fashion and technology, based on their own study of a range of source materials.
96. Throughout the school, work in history is linked well to other areas of the curriculum, including geography and art. The work produced by pupils as a result of their studies is well displayed, helping to create an interesting and stimulating learning environment and celebrating good work. The subject makes a good contribution to the development of literacy through, for instance, opportunities for empathetic and extended writing, such as 'Letters from Crimea' produced by older pupils. Older pupils are able to engage in independent study or research activities of the kind that will extend learning, particularly for the higher attaining pupils. They enjoy gathering information from the books available, or through their access to CD-ROMs and the Internet and the finished work they produce is often very good in terms of its content, although it does not always show sufficient care in presentation. Few opportunities have yet been taken to use literacy sessions as a vehicle for the delivery of historical knowledge through, for instance, the use of non-fiction books related to topics in the history syllabus. Pupils throughout the school are encouraged to develop a good awareness of the appropriate vocabulary for historical study and the subject also makes a good contribution to their social and cultural awareness. Some good examples were seen of work produced with the use of computers to aid research or to word process text, but further development in this area is planned now that the new computer suite is available.
97. It is clear from all the evidence available that the quality of teaching is good. Consequently, the quality of learning throughout the school is also good. The teachers' subject knowledge is good and, often, very good and they convey well to pupils their own enthusiasm for the topics being studied. The pupils respond well, gaining considerable pleasure in the work they do and enjoying the things they learn about the past. Good use is made of questioning and of the time available. Younger pupils, in particular, enjoy the dramatic telling of the stories and events they are learning about, as when Year 2 pupils were fascinated by the account of the reasons for the Great Fire of London. The teachers' classroom management is very good and the learning experiences provided are very well planned. Planning for the subject is good. The use and adaptation of the national scheme of work is supported by the school's own policy. Some assessment of historical knowledge takes place, but there is at present no system for recording the progress pupils make in the development of historical skills. The co-ordinator is well-informed and has clear ideas about the subject's development. Good use of loan services helps to augment the resources available in school, which would otherwise be less than adequate in books and other materials for the topics studied. Good use is made of the locality and of visits to places of historical interest, such as the recent museum visit to see artefacts from Ancient Egypt, work from which created a colourful and interesting display in the classroom used by

Years 3 and 4 and the visit last year to Haddon Hall during work on the Tudors. The subject has continued to develop well since the previous inspection and standards are higher by the time pupils leave the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. Standards are in line with national expectations by the time pupils are seven and 11. Pupils of all attainment levels, including those with special educational needs, make good progress. Standards have been at least maintained since the time of the school's previous inspection, with indications of significant recent improvement.
99. In Years 1 and 2, pupils name items of computer equipment, such as mouse and keyboard, confidently. They use a keyboard successfully to type text, including their names and short sentences. Pupils place gaps readily between words, using the space bar and are able to introduce capital letters and full stops into their writing. They correct mistakes confidently, using the back-space key. Using an appropriate paint program, pupils produce an interesting range of pictures, such as those of bears completed in Year 1. Pupils access the menu to print their finished work confidently and independently. They undertake simple modelling activities successfully, exploring aspects of real and imaginary situations presented on the screen. With some help from adults, pupils in Year 2 access the Internet, to provide, for example, information on food items. In Years 3 to 6, pupils show satisfactory skills in word processing, being confident in changing the font, colour and the size of their work. Pupils can move portions of text successfully from one place to another. In Years 3 and 4, pupils improve the quality of their work by using a spell-checker readily. Pupils can use the mouse accurately to help produce various forms of art and they merge artwork successfully into their writing. Many pupils access the Internet and a range of CD-ROMs confidently, to provide a variety of information for subjects such as history and science. Pupils merge pictures they have discovered on the Internet readily into writing they have produced on, for example, the Tudor kings and queens. They recognise patterns and relationships in, for instance, adventure games and predict the outcome of different decisions with confidence. Pupils in Years 5 and 6 improve their modelling skills further through producing successfully a range of spreadsheets. Pupils, at present, have limited opportunities to develop their skills in control technology.
100. The quality of teaching and learning is good. Teachers are keen and enthusiastic, providing pupils with many opportunities to use the computers, both in the classrooms and the computer suite. This is an improvement since the previous inspection. Teachers provide clear instructions for pupils, as well as careful demonstrations on using the machines. Planning is good, showing clear subject knowledge and a most appropriate range of activities is provided, enabling all pupils, including those with special educational needs, to make good gains in various computer skills and techniques. Pupils respond by showing very good attitudes. They are enthusiastic and interested, settle well to their work and show high levels of concentration. They clearly enjoy the subject, share computers amicably and are careful in their use of all forms of equipment. Teachers and other adults provide well-directed and well-informed help and advice where necessary and this enables the pupils to make the required progress.
101. The school now has an up-to-date scheme of work based on national guidelines and most aspects of work are covered appropriately. The school is waiting for new equipment, to allow for a full provision of control technology. Other resources, however, have improved significantly since the previous inspection and these are being used effectively to develop pupils' skills further. Teachers plan for ICT to be used in a variety of other subjects, including science, history and music, but, as yet, it is not included in all subjects. The co-ordinator is enthusiastic, knows what work is being covered and supports his colleagues when required, but does not monitor the quality of teaching specifically. The school also makes very effective use of a consultant and of voluntary helpers to support pupils. Appropriate assessment procedures are now in place and records are kept of the work that pupils have covered. Many pupils find the use of computers exciting and the excitement generated, as when they see their completed work printing out, helps enhance pupils' spiritual development. The school makes suitable extra-curricular provision for older pupils, through the computer sessions provided during Wednesday Club.

MUSIC

102. The standard of work achieved by the time pupils leave the school and when they are seven is above that expected nationally. The standards reported at the time of the previous inspection have been maintained. Pupils make good progress.
103. In Years 1 and 2, pupils sing a variety of songs confidently, with good control over rhythm and pitch. They put much expression into their singing when performing together and they sing their songs readily from memory. Using an appropriate range of untuned percussion instruments, pupils explore and make sounds and they identify both long and short and loud and quiet sounds confidently. Pupils in Year 2 compose successfully a short musical sequence, based on a story about bears, which they rehearse and then play to other members of their class. Pupils are able to describe the sounds they make, using the correct vocabulary carefully. In Years 3 to 6, pupils sing a range of songs, showing good control over both breathing and diction. In Years 5 and 6, they produce their own musical compositions, for example, to illustrate space travel, using a variety of tuned and untuned instruments confidently and then they suggest ways in which they might improve their work. Working in groups, pupils act confidently as conductors, with the others following successfully the directions they are given. Pupils listen readily to a range of recorded music and they identify confidently both the instruments being played and the quality of what they hear. Pupils have developed a good musical vocabulary and use this confidently in developing and improving their work.
104. The overall quality of teaching and learning is good, with very good practice also being observed in the class of oldest pupils. Lessons are well planned and brisk in pace, with a very suitable range of resources being provided to help pupils develop their musical skills. The teachers' subject knowledge is good and they provide careful instruction and demonstration. Much help and well directed support are given, enabling all pupils, including those with special educational needs, to make good gains in their musical knowledge, understanding and skills. Teachers make particularly effective use of pupils and groups of pupils to demonstrate different aspects of work to other members of the class. Pupils join in the activities with considerable enthusiasm and commitment, showing good creative effort where appropriate and they contribute well to lessons. Their attitudes are consistently good and often very good. They enjoy their music, singing well, playing instruments confidently and working amicably with other pupils. They are happy to listen to music and are confident in offering opinions about what they hear. Pupils are particularly appreciative of the work of other pupils and they applaud their performances readily. Where teaching is very good, the teacher's subject knowledge is particularly secure, there are high expectations of the pupils' performance, a variety of different strategies is used and pupils make very good progress during the lesson.
105. The school uses the national guidelines as its scheme of work and, through careful planning, all areas of work are covered successfully. This is an area of improvement since the previous inspection. The school has an adequate range of resources to support teaching in the subject, although some of them are in need of renewing. The co-ordinator, who is knowledgeable and enthusiastic, sees plans of the work to be covered by other teachers, but does not have any opportunities to observe class lessons taking place. Few arrangements are yet in place for undertaking assessment in the subject, and there is little information available to judge either the present attainment of individual pupils, or the progress they have made. The school is making appropriate use of information and communication technology in the subject through the recent purchase of a computerised keyboard and drum kit. The hearing and playing of music from different countries and traditions gives very suitable support to the pupils' cultural development and listening to music of all forms benefits pupils' spiritual development. The school makes satisfactory provision for extra-curricular music activities for older pupils during Wednesday Club and peripatetic instrumental tuition is also provided for older pupils.

PHYSICAL EDUCATION

106. Standards by the time pupils are seven and 11 are in line with national expectations. Pupils' progress is satisfactory. Standards are similar to those reported at the time of the school's previous inspection. During the inspection, it was possible to observe only a limited number of aspects of the subject.

107. Pupils in Year 1 move confidently around the hall, running, skipping and jumping and showing suitable awareness of space and other pupils. They perform successfully a range of gymnastic movements, including curls, stretches and balances and they develop these movements readily by demonstrating a variety of shapes. Pupils in Year 2, develop their games skills of passing and receiving a ball confidently and show satisfactory accuracy when attempting to hit a target. Pupils understand the need to warm up for and recover from exercise. Pupils in Years 5 and 6 develop their ball skills further in throwing and kicking a ball and they improve these skills successfully by taking part in relays and small-sided team games based on football and basketball. Pupils understand the importance of being active and they can explain some of the effects of exercise on their bodies. Pupils in Years 5 and 6 attend swimming lessons during the year. All become suitably confident in the water and, by the time they leave the school, at least 95 percent of Year 6 pupils are able to swim twenty-five metres unaided. Pupils in Years 5 and 6 develop their outdoor and adventure skills during annual residential visits to, for example, Lea Green.
108. The overall quality of teaching and learning is satisfactory, with examples of good practice also being observed in Year 1. Teachers undertake good planning and they make suitable use of an appropriate range of resources, to help pupils develop their skills. Clear instruction and demonstration are provided and this allows all pupils, including those with special educational needs, to make satisfactory gains in their skills. Members of staff change appropriately for lessons and they all join in with the pupils. They have sound subject knowledge and make suitable demands of the pupils' performance. Where teaching is good, particularly clear advice is provided and pupils are given opportunities to appraise their work, enabling them to make good progress during that lesson. Pupils join in appropriately, enjoying themselves and making a satisfactory and, sometimes, good, physical effort. Teachers often use pupils to demonstrate good performance, but the chance is not always taken to discuss the quality of the work seen, in order to help pupils identify the areas where they might improve themselves. The pace of lessons is generally brisk, with pupils being kept busy throughout. Teachers provide help and support to pupils in all aspects of their work and, in particular, they emphasise the need for safety. In turn, pupils show good attitudes, behave well, work well alone and with a partner or group and carry equipment carefully and safely. Teachers and pupils make good use of the very limited space available in the hall, although the necessary storage of a wide range of furniture and equipment in the hall does not create an ideal environment for physical activity.
109. The school now has a relevant and improved scheme of work, based on the national guidelines, and all aspects of work are covered suitably. At present, there are limited procedures in place to assess the various aspects of pupils' work and little information is available to help develop their skills further. The leadership of the subject has improved. The co-ordinator is enthusiastic and supports colleagues well when requested. At present, however, she has no opportunity to observe lessons taking place in order to help her identify the progress the pupils are making. Activities involving counting and measuring, especially in games activities, give support to the school's initiative in numeracy. No use is made of ICT at present. The school makes good arrangements for the provision of extra-curricular sporting activities for older pupils and good use is made of a visiting sports instructor.

RELIGIOUS EDUCATION

110. Standards of attainment by the time pupils are seven are at least in line with the level expected by the local authority's current agreed syllabus. Standards of attainment by the time pupils leave the school are above the level expected. By the time they are 11, many pupils have a good understanding of what it means to take a religion seriously. They acquire an appreciation of many of the practices and beliefs of Christianity and of the other principal religions in Britain, such as Islam and Judaism, and become familiar, for instance, with the main festivals celebrated by these religions.
111. Good work is also going on in all year groups in developing the pupils' ability to reflect on what they are learning and to respond thoughtfully to the ideas and experiences they are encountering. Good examples of this reflective response were evident, for example, in the quality of work produced by pupils in Years 3 and 4 as a result of their visit to a local church and

in a class book completed previously on 'Thinking about candlelight'. In all of their work, the pupils are encouraged to relate what they are learning to their own feelings and experiences. Younger pupils are introduced to a range of stories and practices from the various traditions, the knowledge of which they build on as they go through the school. They develop a good awareness of themselves and the world around them and show sensitivity to the needs and beliefs of others.

112. Pupils throughout the school, including those with special educational needs, develop a sound awareness of the key ideas, people and practices of the various religious traditions. Pupils of all attainment levels, including the higher attainers, make good progress. Because of the support pupils receive and the careful planning of learning activities, there is clear development in the religious education skills, knowledge and understanding on which the pupils can build as they begin to form their own ideas. The teachers know their pupils well, but there is little formal recording of the progress pupils make in the subject at present. Pupils of all age groups show a willingness to be open-minded and to value a range of beliefs and the teachers show sensitivity in encouraging the pupils to be aware of differing faiths. As part of their work on worship, for example, pupils were introduced sensitively to artefacts used by Muslims. They asked thoughtful questions about these and showed appropriate respect. As the pupils get older, they show an increasing readiness to discuss and think through important issues. Most pupils in the school are developing the ability to share important feelings with their teachers and other members of the class.
113. The quality of teaching and learning is good throughout the school. The teachers' subject knowledge is good. In lessons, they give clear explanations and their questioning encourages the pupils to reflect. They handle the pupils' questions sensitively and use interesting activities in the topics being studied. Stories are used well to develop the pupils' religious understanding. The pupils' attitudes to their work are very good. They respond very well to the learning opportunities provided and all show interest in what they are doing. The teachers are well supported by the co-ordinator and careful planning ensures that the subject meets the requirements of the locally agreed syllabus. Resources for the topics being studied are adequate, because good use is made of loan services, but the school's own stock of books for class or individual use is limited and it does not have its own collection of religious artefacts. The resources used are now more representative of the range of religions studied than they were at the time of the last inspection. Good use is made of local churches and of a visit to a Sheffield mosque. The subject provides good support to the development of pupils' literacy, through, for example, the use of creative writing and it clearly makes a substantial contribution to their spiritual and cultural development. Some use is being made of ICT, mainly for research purposes. Good use is made of displays in several classrooms to create a positive atmosphere for learning by showing pupils' work and ensuring they are aware of the colour and variety of living religions.
114. The subject has developed well since the last inspection and standards have improved. It now has a co-ordinator and also has a scheme of work that ensures appropriate coverage of a range of religious traditions.