

INSPECTION REPORT

HALLBROOK PRIMARY SCHOOL

Broughton Astley, Leicester

LEA area: Leicestershire

Unique reference number: 120105

Headteacher: Miss Marita Clarke

Reporting inspector: Mr Paul Evans
20737

Dates of inspection: 24th – 27th June 2002

Inspection number: 195330

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hallbrook Road Broughton Astley Leicestershire
Postcode:	LE9 6WX
Telephone number:	(01455) 285693
Fax number:	(01455) 285732
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Hill
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20737	Paul Evans	Registered inspector	English as an additional language Information and communication technology Design and technology Religious education	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
19557	Elizabeth Halls	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
22999	George Loizou	Team inspector	Science Art and design Physical education	Equal opportunities How well does the school care for its pupils?
22113	Aileen King	Team inspector	Foundation Stage Mathematics Music	How good are the curricular and other opportunities offered to pupils?
22831	Clive Lewis	Team inspector	Special educational needs English History Geography	How well are pupils taught?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

4 - 8

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?

9 - 10

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

10 - 12

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

12 - 14

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

14 - 16

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

16

HOW WELL IS THE SCHOOL LED AND MANAGED?

16 - 18

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18 - 19

PART C: SCHOOL DATA AND INDICATORS

20 - 23

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

24 - 36

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hallbrook Primary School is an average-sized school providing education for children aged from 4 to 11 years of age. Two hundred and fifty children attend the school, 123 boys and 127 girls. The majority of pupils live on the estate surrounding the school, although twenty two per cent of pupils live outside the school's catchment area. The percentage of pupils identified as being eligible for free school meals is below the national average. The proportion of pupils on the school's special educational needs register is broadly in line with the national average, as is the number of pupils who have a statement of special educational need. The proportion of pupils for whom English is an additional language is low, although no pupils are at the early stages of learning English. The overall attainment of pupils on entry to the school is in line with expectations for their age.

HOW GOOD THE SCHOOL IS

The overall effectiveness of Hallbrook Primary School is very good. Inspection evidence, gathered from the school's very good system for tracking pupils' progress, shows that the school enables all its pupils to reach standards which are appropriate to their individual levels of ability. The school's results in national tests in 2001, compared to all schools, were above average in mathematics, average in reading and below average in writing, at the end of Year 2. Test results at the end of Year 6 were average in English, mathematics and science, when compared to all schools nationally. The overall quality of teaching throughout the school is good. The leadership and management of the school are very good.

Considering its context, the standards that it achieves, the level of education that it offers to all its pupils and the money that it spends, Hallbrook Primary School provides good value for money.

What the school does well

- All pupils reach standards which match their potential.
- Pupils' attainment in English, mathematics and science is good at the end of Years 2 and 6.
- The progress of pupils with special educational needs is very good throughout the school.
- The progress made by gifted and talented pupils is very good at the end of Years 2 and 6.
- Pupils' attitudes and behaviour are very good throughout the school.
- The school's provision for the personal development of pupils, including their spiritual, moral, social and cultural development, is very good.
- The leadership and management of the school are very good.

What could be improved

- Standards in information and communication technology and design technology are below expectations throughout the school.
- The high-quality learning support assistants are not consistently well used in all lessons.
- There are weaknesses in the school's accommodation. The space available for class groups is too small, the noise of classes working in the same area has a distracting effect for some pupils, and the outdoor area for Foundation Stage children is not easily accessible from the classroom.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. The school was required to 'remedy the serious weaknesses identified in the report'. The management structure of the school was criticised, together with several areas of responsibility of the governing body. Schemes of work were needing to be completed or consolidated, curriculum monitoring developed, and the needs of higher-attaining pupils addressed. All issues raised have been addressed well or very well; standards in many curriculum subjects have been improved and the overall quality of teaching has also been improved. Overall, improvement has been very good since the last inspection. The school is well placed to improve even further.

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	D	A*	C	D
mathematics	C	B	C	C
science	C	B	C	D

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The great majority of children in the Foundation Stage reach standards that are in line with national expectations for their age in all six areas of learning by the time that they enter Year 1.

In the 2001 national tests for seven-year-olds, the school's results were close to the national average in reading, above the national average in mathematics and below the national average in writing. Standards in science, according to teacher assessments, were average. The school's overall trend since 1999 to 2001 has been one of steady improvement in reading, writing and mathematics. This is broadly in line with the national trend.

The 2001 national test results for 11-year-olds were average in English, mathematics and science. Since 1999, the school's results in English have improved from below average to average in 2001. Standards in mathematics and science have remained in line with the national average. The school's 2000 results rose into the top five per cent nationally for English, and above average in mathematics and science, because of a greater number than usual of higher-attaining pupils. The school's overall trend between 1999 and 2001 has been one of steady improvement, in line with the national trend.

When compared to the results of schools with a similar entitlement to free school meals, the results for seven-year-olds, in 2001, were average in mathematics and well below average in reading and writing. The results for 11-year-olds, when compared to schools with a similar level of attainment at the end of Year 2, were average in mathematics and below average in English and science.

Inspection evidence shows that standards at the end of Years 2 and 6 are now above average in English, mathematics and science. This represents a good level of improvement. Standards in religious education are also good throughout the school. Standards in art and design, physical education, music, history and geography are in line with national expectations at the end of Years 2 and 6. Standards in information and communication technology and in design and technology are below expectations for all pupils. In all subjects except information and communication technology and design and technology, the school sets challenging targets. It enables all pupils to achieve their full potential.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils have a very positive attitude to school and the work that they undertake.
Behaviour, in and out of classrooms	Very good. The behaviour of pupils, both in and out of classrooms, is very good.
Personal development and relationships	Very good. Pupils are keen to undertake any responsibility offered to them. There are very good relationships between pupils and between pupils and their teachers.
Attendance	Satisfactory. Attendance is in line with the national average.

Pupils enjoy attending school and undertaking their tasks. They are very helpful and respectful to visitors to the school. They develop very good relationships between each other and with their teachers.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

The overall quality of teaching throughout the school is good. All children in the Foundation Stage are working within the national guidance for the Foundation Stage. The quality of teaching in this area is satisfactory. In Years 1 and 2 and in Years 3 to 6, the quality of teaching was good in the great majority of lessons. The good quality of teaching was confirmed when looking at pupils' past work.

The overall good quality of teaching and learning, and the consistent application of the very good behaviour policy of the school combine to produce satisfactory or good learning in all lessons. The quality of teaching observed in English and mathematics lessons confirms that the skills of literacy and numeracy are being well taught in all areas of these subjects. This is confirmed when looking at pupils' past work. Pupils with special educational needs are very well catered for and make very good progress. The teaching of these pupils is very good, with very effective help often given by support assistants. There is a small number of pupils for whom English is an additional language. However, all are truly bilingual and no special provision is required.

Pupils' learning in information and communication technology and design and technology is less than satisfactory overall. In information and communication technology, there are too few computers and the computers in the school are not used in a way which has the greatest impact on pupils' learning. In design and technology, pupils are not progressively taught the proper and safe use of tools, and the teaching of independent designing is less than satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school's curriculum is enriched by very good provision of extra-curricular activities. There are weaknesses in the curriculum for information and communication technology and design and technology. The "blocking" of the timetables for history and geography limit pupils learning in both subjects.
Provision for pupils with special educational needs	Very good. All pupils with special educational needs are very well supported in classrooms.
Provision for pupils with English as an additional language	No extra provision is needed. The small number of pupils with English as an additional language are truly bilingual.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and cultural development is very good. Spiritual and social development is good.
How well the school cares for its pupils	Very good. All the staff of the school show real care and concern for all pupils.

There is a very good relationship between the school and parents. All pupils receive equal provision in all areas of the curriculum. The school extends every pupil to reach their true potential.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher ensures a very clear educational vision for the school. There is a very good working relationship between the headteacher and the deputy headteacher. Teamwork amongst all staff is a real strength of the school.
How well the governors fulfil their responsibilities	Very good. They fulfil their statutory responsibilities very well. The governing body has a very good understanding of the strengths and weaknesses of the school and plays a very good part in shaping the direction of the school.
The school's evaluation of its performance	Very good. The strategies for performance management are very well implemented and the school keeps a constant check on its effectiveness.
The strategic use of resources	Very good. All grants and funding are well monitored and spent appropriately. The deployment of staff is very good, except when classroom assistants are not fully involved in lesson introductions and

	reviews.
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There are weaknesses in the school's accommodation which relate to the space available for pupils, the grouping of several classes in large working areas and the accessibility of the outdoor space for Foundation Stage children.

Almost all areas of the leadership and management of the school are very good. The impact on pupils' learning is the principle factor behind all spending decisions. The principles of best value are applied very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They are comfortable approaching the school with any questions or concerns. • The high expectations that the school has for their child. • The progress that their children are making in school. • The fact that their children like attending school. • The behaviour of children in the school. • The fact that the school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of extra-curricular activities offered by the school. • The information that they receive, particularly about the progress their children are making.

Inspection evidence supports the positive views of the great majority of parents who returned the questionnaire and attended the meeting for parents. The school provides a very good range of extra-curricular activities, which have a positive effect on the learning of the pupils who take part. The school works very hard to involve all parents in its work and the information provided to them, particularly about the progress that their children make, is very good. In these areas, inspection evidence does not support the views of a small minority of parents. During the week of the inspection, a number of parents spoke to inspectors when bringing or collecting their children from school. All parents spoken to were very supportive and complimentary about the work of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection in June 1997, standards for seven and 11-year-olds were judged to be average in English, mathematics and science. Standards in all other subjects were average, except in design and technology, information and communication technology and religious education, in which they were judged to be below average throughout the school. Standards in history and art were below average for 11-year-olds.
2. Inspection evidence shows that standards in English, mathematics and science are now good at the end of Years 2 and 6. This is because the school has developed very good procedures for assessing pupils' progress. The information gathered is very well used to set challenging targets and to match pupils' tasks to their growing levels of attainment. This information is also used to track pupils' progress through the school. During the inspection, this tracking information was looked at closely. It shows that all pupils are now making good or very good progress and that the great majority of pupils are reaching their full potential. The school sets challenging targets and reaches standards which are appropriate for the abilities of all its pupils.
3. Standards in religious education are above expectations. In art and design, physical education, music, history and geography, standards are in line with national expectations at the end of Years 2 and 6. Standards in design and technology are below expectations because pupils do not develop their skills in designing their own unique products and because the development of the use of tools is not rigorous and progressive. In information and communication technology, standards are also below national expectations at the end of Years 2 and 6. There are too few computers in the school, and those that are used are not well deployed throughout the school. This means that it takes too long for any class group to complete each task, which slows the pace of their learning. There are too few experiences in modelling and control technology for pupils learning to reach a satisfactory level. While there are still areas for further improvement, this represents good progress since the last inspection. The very good progress achieved by pupils with special educational needs and those of higher ability has contributed well to the school's improving standards since the last inspection.
4. On entry to the school's Reception class, children's levels of attainment are in line with expectations for their age. By the time they enter Year 1, the majority of children achieve the targets in the national early learning goals in all six areas of learning.
5. In the 2001 national tests for seven-year-olds, the proportion of pupils achieving Level 2 or above was close to the national average in reading, writing and mathematics. The percentage reaching the higher Level 2B and above was close to the national average in reading, below the national average in writing and above the national average in mathematics. The percentage of pupils who reached the higher Level 3 was also close to the national average in reading, below the national average in writing and above the national average in mathematics. In science, according to teachers' assessments, the percentage of pupils reaching Level 2 and above was close to the national average. The percentage reaching the higher-than-expected Level 3 was above the national average. When these results are compared to those of schools with a similar entitlement to free school meals, they are well below average in reading and writing, and average in mathematics.
6. In the 2001 national tests for 11-year-olds, the percentage of pupils achieving Level 4 or above, the expected level for their age, was average in English, mathematics and science. The percentage of pupils reaching the higher-than-expected Level 5 was average in English and science, and above average in mathematics. Data is now available showing the standards achieved by this group of pupils at the end of Year 2. When compared to the results of schools which had similar results at the end of Year 2 four years ago, these results were below average in English and science, and average in mathematics.

7. The quality of teaching is good overall. Teachers manage pupils' behaviour very well. These factors, together with pupils' very good attitudes to learning promote good progress for all. Throughout the school, pupils' attitudes to learning are good and often very good. Because teachers share short-and medium-term targets with them, pupils have a good and sometimes very good understanding of their learning.
8. Standards in literacy and numeracy at the end of Years 2 and 6 are now good. The school has identified writing as an area for improvement and has already begun to raise standards. The school focuses well on raising standards in English, mathematics and science.
9. There is no significant difference between the standards achieved by boys and girls. The school has very good procedures to ensure that all pupils are fully included in all its activities. Pupils with special educational needs, at all stages of the new Revised Code of Practice for Special Educational Needs, make very good progress in relation to their abilities and their individual education plans. There is a small number of pupils with English as an additional language, but all are truly bilingual and no specialist provision is needed.

Pupils' attitudes, values and personal development

10. Children in the Foundation Stage have good attitudes to their work. They enjoy attending school and take pleasure in their work. They pay attention to their teachers and form good relationships with their classmates and with teachers and support staff. Pupils like coming to school and settle quickly in lessons and activities. They show very positive attitudes to their learning and behave very well in and around the school. At the meeting before the inspection and in the questionnaires, parents were happy with the attitudes and behaviour of their children. All children, including those with behavioural and special educational needs, respond very well to the school's code of conduct and emphasis on positive behaviour. Pupils behave very well around the school and in the playgrounds. They are friendly and well mannered, kind and considerate. In lessons, behaviour is good and often very good. There have been no exclusions. Pupils develop good personal skills and work well, both independently and co-operatively in groups. These aspects make a significant contribution to their progress. Since the last inspection, the school has successfully raised the standards of behaviour and continues to fulfil its aims to develop children's self confidence and enthusiasm for learning. This has a positive effect on pupils' learning.
11. Relationships are very good throughout the school. The pupils form very strong relationships with one another and the staff of the school. They are supportive of each other and are co-operative, caring and sensitive. They respond very well to the help and guidance available to them, and to being valued. Bullying or harassment is very rare and pupils report that any incidents that occur are dealt with promptly and effectively eliminated.
12. Pupils make very good progress in their personal development. They are eager and willing to take responsibility in class and in activities around the school; for example, monitors help with giving out books and equipment and putting on the music for assembly. Pupils respond well to encouragement to attend to their tasks and take responsibility for their own progress. Older pupils show great maturity in carrying out their duties as helpers to the younger children. The school has made very good progress since the previous inspection in promoting pupils' personal development.
13. Attendance overall is satisfactory. It is in line with the national average. Most pupils attend school regularly and arrive at school on time. There is very little unauthorised absence, and most absence is authorised or due to sickness or holidays being taken during termtime.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching throughout the school is good overall, and this is a very significant improvement since the last inspection, when teaching was judged to be "unsatisfactory or poor" in 12 per cent of lessons. Of the 55 lessons observed during the inspection, the quality of teaching in almost one tenth was judged to be very good. In well over half of all lessons seen, teaching was

good or better. Teaching in the Foundation Stage ranged from good, in just under one half of lessons seen, to satisfactory. It was satisfactory overall. Teaching in Years 1 and 2, which was good overall, was very good in one lesson, good in the majority of lessons and satisfactory in approximately one quarter of lessons seen. In Years 3 to 6, where teaching was, similarly, good overall, teaching in the majority of lessons was good or better and was very good in four lessons. Additional and support teaching for pupils with special educational needs and for higher-attaining pupils is very good overall.

15. From the time of their entry to the school until they leave, the quality of learning is good and often very good for each individual pupil. This is due to a great extent to the good quality of teaching, especially in the core subjects and particularly in Years 3 to 6, where teaching is frequently very good. Pupils in Years 3 to 6 demonstrate particularly high levels of interest, concentration and independence in their learning. Target setting is a strong feature throughout the school. In almost all lessons, teachers share the learning objectives for the lesson with the whole class by writing it on the class whiteboard. In mixed-age classes, these learning objectives are appropriately modified for pupils of differing abilities and ages and all teachers insist that all pupils write the objectives into their books before doing any work. This means that all pupils have a very good awareness of their own learning.
16. Teachers meet the needs of special educational needs pupils with very good-quality support and work which is carefully matched to their levels of ability. The special educational needs co-ordinator (SENCO) liaises very well with teachers and support staff and has a very good overview of special educational needs within the school. Learning support assistants work well with class teachers. In the best cases, they are informed of the content of lessons in advance, contribute well to the assessment and monitoring of pupils' progress and provide pupils with an appropriate blend of help and challenge. However, a number of lessons were observed where support staff were not proactive enough during the lesson introduction and end-of-lesson reviews of literacy and numeracy lessons. This meant that some pupils of lower ability were not able to take a full part in these parts of the lesson. Support for pupils with statements of special educational need is very good and pupils with special educational needs are very well integrated into the school community. The school makes excellent provision for pupils with particular skills or abilities. A register of "Able Pupils" is kept and contains the names of over 10 per cent of pupils. Some pupils are placed on the register for generally high abilities across the curriculum and others for particular areas of high ability such as music or physical education. This provision is a strength of the school. Teachers are all aware of the need to plan explicitly for able pupils and provide extension activities to further their thinking. This is very well done throughout the school. These pupils are enabled to fully reach their potential and this is a contributory factor in the improving standards in the school.
17. Overall, the quality of teaching for the children in the Foundation Stage is satisfactory. Examples of good teaching were observed in teaching aspects of literacy and mathematical development, in dance and in promoting personal, social and emotional development. The staff have a secure understanding of the curriculum for young children and plan appropriately. Expectations for both behaviour and achievement are high and the staff manage the children well, with a relaxed and positive manner. Teaching methods and use of time and resources are appropriate, although not enough use is made of the outdoor area because it is not easily reached from the classroom. This has a detrimental effect on children's creative development and their knowledge and understanding of the world.
18. Throughout the school, teachers demonstrate a good knowledge and understanding of the national curriculum and the subjects they teach. Planning successfully incorporates the national curriculum programmes of study and the requirements of the agreed syllabus for religious education. All teachers have implemented the national Literacy and Numeracy Strategies well. In the best lessons, particularly in Years 5 and 6, high standards of effort, accuracy and presentation are encouraged and pupils respond with interest and enthusiasm.
19. In English and mathematics lessons, teachers have adopted the national literacy and numeracy strategies well and have a thorough knowledge of the literacy and numeracy skills that pupils need. Teachers plan work well for the range and stage of language and mathematical development

- of pupils. Teachers' planning matches work in literacy and numeracy carefully to pupils' individual levels of development. Pupils' work is regularly assessed and the information gathered about their progress is very well used to plan future work. This enables pupils to make good and sometimes very good progress. The great majority of pupils reach their true potential by the time that they leave the school.
20. Teachers are conscientious and work hard for the benefit of all their pupils. Most lessons are planned effectively, with clear learning objectives. In the best cases, objectives are made very clear to the pupils at the start of the lesson and reinforced throughout the lesson.
 21. Teachers draw on a range of teaching strategies and resources to make subjects comprehensible. They make good links to previous lessons, and frequently very good use is made of learning in other subjects, for example, in a Year 4/5 geography lesson where strong links were made to pupils' literacy work and their understanding of prefixes and suffixes was improved as a result. Teachers ensure that pupils understand the objectives for each lesson, in the best cases using such strategies as "WILF" ("What I'm Looking For") effectively to ensure pupils have a very clear understanding of their own targets for learning.
 22. In the great majority of lessons, teachers' classroom management skills are very effective. Teachers use a range of management strategies and are successful in motivating pupils and encouraging good behaviour. In the best lessons, particularly in Years 5 and 6, pupils are very well managed and high standards of behaviour prevail. For example, in a Year 5/6 physical education lesson, pupils demonstrated good, mature levels of behaviour because of the very purposeful atmosphere generated by the teacher, and her very good and appropriate use of praise and encouragement. However, because of the open-plan design of the school, two or three classes work in each area. This means that the overall noise levels are too high. At times, this has a deleterious effect on the teachers' ability to make progress. At all times, pupils in one class can clearly hear the teachers and pupils in the other two classes and it is a great credit to the pupils that their good speaking and listening skills enable them to "filter out" unwanted extraneous noise for most of the time. Most lessons move along at a good pace and teachers change activities frequently to gain and maintain pupils' interest and attention. Most lessons are well resourced and prepared and teachers use resources effectively and imaginatively to motivate and interest pupils.
 23. Teachers' day-to-day assessment of individual pupils is good and often very good. Pupils' understanding is assessed constantly throughout the lesson and mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning. Teachers make good, ongoing, day-to-day evaluations of pupils' learning and amend their planning in the light of this information. Marking in books is up to date and contains encouraging and evaluative comments. Teachers make satisfactory use of homework; pupils take their reading books home regularly and regular homework is set, particularly in the junior classes. All these strategies have the effect of raising the standards that pupils reach.

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

24. The curriculum is relevant, broad, and balanced, and meets the needs of all the pupils very well. Learning opportunities are good and the statutory requirements to teach all the subjects in the National Curriculum and religious education are met effectively. The youngest children in the school have an appropriate curriculum, which is based on the national guidelines for children in the Foundation Stage. The school has dealt with the weaknesses identified in the previous report effectively and has made very good progress overall. There are policies for all the national curriculum subjects and religious education. There is a good system for reviewing and updating these policies to reflect the latest national guidelines or when the school's very good evaluation indicates that improvements are required. For example, mathematics and science policies have been reviewed and changes made, and the policy for design and technology is presently under review. These policies, together with clear learning objectives, form the long and medium-term planning in the school. This impacts well on pupils' learning in most subjects. However, in history and geography, there is not sufficient continuity and progression because of the four-year programme adopted in Years 3 to 6. Pupils do not revisit topics to reinforce and consolidate their

learning and work does not offer enough progression. For example, pupils in Year 3 cover very similar work to Year 6. Information and communication technology in the school is underdeveloped, but this is mainly due to a lack of appropriate resources. These factors limit pupils' learning and progress in history, geography and information and communication technology.

25. Arrangements for identifying and supporting pupils with special educational needs are very good. A detailed and comprehensive record of special educational needs is kept by the special educational needs co-ordinator. Appropriate, good-quality, individual educational plans (IEPs) are provided for pupils on the register, written by class teachers with the support of the special educational needs co-ordinator. The provision of additional support for pupils with statements of educational need is also very good. Although there is some withdrawal of pupils for support, this is appropriate and kept to a minimum. Wherever possible, withdrawal during literacy and numeracy lessons is for small group or "booster" lessons in the same subject as the lesson pupils are withdrawn from. The positive atmosphere of the school and the very good relationships promote the effective inclusion of pupils with special educational needs into every aspect of the school's life.
26. The school's approach to the teaching and learning of pupils of higher ability is very good. There is a register of gifted and talented pupils and their needs are very well met through extended provision. This very high quality of provision means that every pupil is extended to their full potential in all subjects. The exception to this is in information and communication technology and design technology, where there are areas for improvement throughout the school.
27. The work in the school follows the national strategies for literacy and numeracy and these have been implemented well.
28. There is very good provision for personal, social and health education. The aims of the school show a strong commitment to educational equality and educational inclusion. The school has a useful policy on equality of opportunity that supports the effective procedures that ensure all pupils have equal access to all aspects of the curriculum and extra-curricular activities.
29. The provision for extra-curricular activities is very good. There is a very good range of activities, which enhances the curriculum very well. The school offers after-school games and activities; the majority are for the older pupils in the school, but younger pupils have very good opportunities to be involved in the choir, which takes place at the end of the school day. Clubs have included dance, netball, football, badminton, multi-sports, athletics, cross country, rounders, art, gardening, recycling, drama, mathematics, computers and chess. These activities are offered in rotation to ensure a good variety and it is intended to reintroduce the recorder club in the near future.
30. The school has good links with the community and this has a positive influence on the curriculum offered and on the pupils' learning. The school makes trips to Leicester to visit a mosque and a Hindu temple, and acknowledges festivals of a variety of faiths and cultures. There are good links between the school and other local schools, both primary and secondary, such as the local High School, Countesthorpe Community College and Lutterworth Grammar. The co-ordinator for special educational needs works closely with the High School before pupils transfer, and this ensures the continued progress of these pupils. The school has a 'family' music day every year and special activity days with the local High School. Pupils attend a local summer school where they are able to work alongside children of similar abilities, whatever their particular talent or interest. This not only promotes good learning in some subjects but also in pupils' social and personal development. The initiative to promote links with local pre-schools is developing successfully.
31. Overall, the provision for pupils' spiritual development is good. The school encourages all pupils to develop an understanding of the existence of a supreme power, whether this be a Christian or other deity. There is a strong spiritual thread running through the good religious education programme. Pupils study each religion for about five or six weeks, learning about the basic beliefs, the practices at home, the part played by clergy and the practices followed in the place of worship. These extended studies strengthen pupils' spiritual development through an

understanding of the beliefs of others. Pupils are taught to contemplate by listening to music and then by talking about the feelings that the music invokes in them. Similarly, there is spiritual development through art and design when giving opinions about the possible feelings of the artist and how he or she has tried to show the beauty of the world. While assemblies often focus on moral or social issues, there is almost always a clear link between our worldly considerations and pupils' celebration of beauty in the world around them and their place within it.

32. The effects of this provision are the development of very good principles and beliefs which further promote pupils' personal development. They become more aware of the beliefs of their own and other religions. Many pupils show very good development of emotions and feelings and how their expression of these can affect others.
33. The school's provision for pupils' moral development is very good. All pupils are taught right from wrong. Emphasis is placed on the effects of our actions on others. The school's programmes of sex education and drugs awareness are strongly linked to the good moral values which support and strengthen society. There are very good links with the community through the involvement of clergy, police officers and other public servants, which lead pupils to understand that rules are a requirement in an ordered society.
34. The outcomes of this provision are that all pupils learn to distinguish right from wrong. They know that rules are needed in an ordered society and they understand the need to respect them. They develop an understanding of the effects of their actions on others and they learn to respect the beliefs and feelings of those around them.
35. Provision for pupils' social development is good. On all possible occasions, pupils are encouraged to work together in pairs or small groups. All adults in the school are good role models for pupils. Teamwork is a strength of the school and pupils are encouraged to develop this. Respect for each other and for the adults who support them is a strong theme of their social development. This element of their development is strongly linked to their cultural and moral development through the Personal, Social and Health Education programme and through "circle time". Pupils develop the ability to think about how they behave and they show respect for each other's achievements. Following the very good role models presented to them by all the staff, they develop respect for each other and for the adults that they work with. They understand that the environment must be cared for and protected. When given the opportunity, all are able to work together very well in pairs and groups of varying sizes.
36. The school promotes cultural development very well. In religious education, they study a range of major religions and the need to respect the beliefs and feelings of others in a multicultural society. Discrimination of all types is strongly discouraged and pupils learn how to deal with bullies without falling into the trap of becoming bullies themselves. They are encouraged to believe that "You can if you try" and that this applies to everyone, irrespective of race or creed. The school fosters care for the less fortunate through support of a good number of national charities such as Oxfam, Shelter, Children in Need and Help the Aged. In this way, pupils come to understand that they have a role within society of caring and supporting others. Pupils develop a very good understanding of their own and other cultures. They learn to be open to new ideas and to celebrate difference.
37. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school makes very good provision for the welfare, support and guidance of all pupils, in a caring and supportive environment. The arrangements for child protection are also very good. Parents expressed the view that the school provides consistently good support for their children and is a caring place in which their children are happy and safe. Inspection evidence confirms these opinions. The school is an orderly, caring and sharing community, which abides by a code of conduct. This is well understood by the pupils and enhances their development of self-discipline, personal and social skills. This results in very good standards of behaviour that encourage pupils to want to learn. The teachers and support staff work very effectively as a team.

They set very good role models and have a very good knowledge of individuals, which they use well to provide policies and procedures that are appropriate to meet the academic and social needs of pupils.

39. Pupils' progress and personal development are monitored well. There are good procedures to identify individual needs and to match work to pupils' level of understanding. The school maintains good records of pupils' achievements in all aspects of the curriculum and individual education plans are in place and used for pupils with special educational needs. The support provided to pupils with special educational needs is very good and the school works closely with other agencies and support services where necessary. Pupils are fully included in classes and, where appropriate, given out of class support in the quiet rooms, which are very effectively supported by teaching and support staff. Their progress is monitored well and achievable targets set for improvement.
40. Procedures for monitoring and improving attendance are good. Parents are generally conscientious in notifying the school and staff follow up any absences where no notification has been received. Punctuality is monitored carefully. The school informs the education welfare service where necessary. There are very good procedures in place for child protection and promoting the wellbeing, health and safety of all pupils, with high staff awareness of the issues. The school has close links with other agencies and deals very effectively with any concerns they may have. The Premises Officer ensures that the school is kept to very high standards of cleanliness and is very well maintained. Appropriate health and safety checks are carried out regularly. The school actively promotes healthy and safe living through the personal, social and health education programme.
41. The school has very good measures to promote and maintain very good discipline and behaviour, with a reward system that pupils understand and value. There are clear guidelines for staff. Appropriate procedures are in place for dealing with bullying or racial harassment, and any incidents that arise are taken seriously and promptly and effectively dealt with. Pupils with behavioural difficulties are managed very well and effectively included.
42. The Foundation Stage staff make good links with parents prior to children joining the school and there are effective induction arrangements to help settle the youngest children into school. Appropriate transfer arrangements are made with the secondary schools that Hallbrook feeds and the school aims to achieve a smooth transition between the different stages of education.
43. Procedures for assessing pupils' academic attainment and progress, and for using the information to guide future planning, are very good. This is a very good improvement since the last inspection when the effectiveness of procedures for checking and measuring pupils' academic performance was considered to be unsatisfactory. Since that time the school has successfully established a very effective system of assessment. The school continues to focus on improvement and has included strategies for checking the effectiveness of its spending in its procedures.
44. The procedures are particularly effective in English, mathematics and science. The local authority procedures for checking what young children know, understand and can do, as they join the school, are used to assess children's academic and personal development during the Foundation Stage. These provide a useful tool for identifying individual children's needs. The results of these simple tests are used, very successfully, to predict pupils' attainment at the end of Year 2. Teacher assessment based on the Early Learning Goals is an integral part of teaching and learning in the Foundation Stage, and is successfully used to plan an appropriate set of learning experiences, as well as to monitor children's progress.
45. Procedures for monitoring the results of its assessments are also very good. Following the tests in Year 2, the school effectively analyses the information to set individual targets for every pupil, and to guide and adapt curricular planning. The analysis of the test results includes the performance of particular groups, such as boys and girls and pupils with special educational needs. The tests in Year 2 are used to predict pupils' attainment at the end of Year 6. This is very effective in promoting pupils' learning and results in almost all pupils reaching their full potential by the time that they leave the school.

46. Teachers assess daily the effectiveness of teaching and learning following every lesson and alter the style and content of the next lesson in order to promote learning and understanding. This has a positive impact on pupils' learning and the standards that they achieve. The very good improvement in the use of assessment information is reflected in the views of the parents, who are very satisfied with the progress made by their children.

47. There is very good use made of assessment procedures to identify pupils with special educational needs. The data obtained is used very well to provide well-targeted support for pupils with particular learning needs throughout the school, in addition to a range of "booster" literacy and numeracy groups. The special educational needs co-ordinator (SENCO) has implemented the changes to the school's systems, adopting the recommendations of the new "Code of Practice for SEN" well. The co-ordinator maintains a detailed and comprehensive record of special educational needs pupils. There are appropriate procedures for placing pupils on the register and one measure of the success of the provision is that, frequently, pupils make such good progress that they are removed from the register, following support. The school meets the requirements outlined in pupils' statements of special educational needs very well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school's relationship with parents is very good and benefits from the commitment of staff to work in partnership with parents. From the response to the parents' questionnaire and at the parents' meeting prior to the inspection, it is apparent that parents are very supportive of the school. In particular, they are very supportive of the events organised by the Friends' Association. Significant funds are raised each year, which are used to enhance the school environment, resources and the educational experiences which pupils receive. Most parents comment very favourably on the openness of the school, saying they are made to feel welcome and staff are very approachable. The school has effectively implemented 'Home-School Agreements'. A good range of opportunities is provided for parents to find out about the work of the school. These comprise of family assemblies, open evenings and parents' consultation evenings. Parents have opportunities for both formal and informal discussions with staff, and parents say that all the staff are very approachable.

49. The quality of information for parents is very good. Parents are kept very well informed through regular letters and newsletters about school life. The school prospectus and governors' annual report to parents provide up-to-date information on the school. Annual written reports to parents are generally good and provide information on pupils' progress and knowledge. They have pertinent comments for improvement and targets to be worked on.

50. Individual education plans for pupils with special educational needs are drawn up to provide appropriate targets, which are shared with parents who attend meetings and reviews. The school works very closely with parents of children with additional needs linked to behaviour. Parents of pupils with special educational needs are kept well informed and copies of pupils' individual education plans are sent home to parents if they cannot attend meetings organised in school.

51. Parents are appreciative of the opportunities they have to see how subjects are now taught. A good number of parents come into school regularly to help in classes. They are always welcomed and appreciated by the staff. Parents are encouraged to be involved in helping children at home with reading, spellings and other homework activities.

52. The school has successfully built on the good relationships established with parents and continues to actively promote partnership in learning. This means that parents understand their children's learning and this has a positive impact on the standards that pupils achieve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school are very good. This represents very good progress since the last inspection, when several areas of the leadership and management of the school were criticised. The leadership of the headteacher is very good. She leads in a very positive manner and with consideration for all the individuals involved. There is a very strong partnership between the headteacher and the deputy headteacher, whose skills and strengths complement each other. Over the past three years, the headteacher has set a clear agenda for raising standards in English and mathematics, and this has been achieved well. Very recently, the school achieved 'Investors in People' accreditation. Staff, governors and parents consider that the headteacher has had a very positive impact on the school and on what it provides for the pupils. They applaud the strong, caring ethos and supportive pastoral system. The school is particularly successful in achieving its aim of partnership with parents, who feel that Hallbrook Primary is a very good school.
54. The leadership of the co-ordinator for special educational needs is very good. She manages the relevant documentation well and has a very good overview of what is happening for those pupils with special educational needs. Targets are set for these pupils and they are reviewed regularly, in line with the recommendations of the new, revised national code of practice. Liaison with outside agencies is very good. The school cares very well for its pupils needing particular care and attention. The Special Educational Needs Co-ordinator (SENCO) reviews all pupils' individual education plans (IEPs) and teachers and learning support assistants review pupils' targets and progress towards these regularly.
55. The governing body is very good at fulfilling all its statutory duties. Its annual report is good, and health and safety are managed very well. The governors are knowledgeable about their role and conscientious in carrying it out. The governing body has been actively involved in supporting the school gain its 'Investors in People' award. The governors are committed to the school, its staff, pupils and parents. They approve and monitor the budget at an appropriate level. They consider best value when making spending decisions. For example, they decided not to purchase support for information and communication technology from one particular provider because the quality of technical support that they were offered was not up to the standard that they require. The school makes good use of specific funds, such as those for employing assistants to help teachers in the classrooms. This has had a positive effect on the standards achieved by pupils with special educational needs. The headteacher and the governors are supported well by very able and very efficient school administrative staff. Together with the very good bursar, employed through the local education authority, they carry out all financial functions to a good standard and make good use of information and communication technology in the office, ensuring smooth day-to-day administration.
56. The governors have a very good understanding of the strengths and weaknesses of the school. The monitoring, evaluation and development of teaching are very good, and involve the Senior Management Team, subject co-ordinators, the co-ordinators of Years 1 and 2 and Key Stage 2 and members of the governing body. Because of the strength of the monitoring procedures and the planning to further improve the quality of education offered to all its pupils, any inconsistencies in the quality of teaching or the delivery of the curriculum are quickly corrected. This is one of the strengths of the school.
57. All co-ordinators have set a clear direction for their subjects through written policies and other documents that state what should be taught and for how long. They have examined the latest national guidance for their subjects, have compared these with the school's existing schemes of work and have produced lesson plans for each year group, combining the best aspects of both. Class teachers have considered these, and new schemes of work are produced with the support of all members of staff. These are truly "whole-school" schemes of work and are consistently taught throughout the school. This very good teamwork is the norm throughout the school and is a great strength of the school.
58. All these strengths in the leadership and management of the school mean that the school has a very good evidence base for self-evaluation when deciding its priorities for each year. This has a positive effect on pupils' learning.

59. There are sufficient teachers with an appropriate range of qualifications to teach the number of classes. Since the last inspection, there has been a high turnover of staff but this has now stabilised, apart from a long-term sickness. The levels of support staff are very good. They are well trained and valued members of the team, are generally effectively deployed, making a significant contribution to teaching and learning, and provide good support to pupils with special educational needs. However, on too many occasions, they do not play a full part in lesson introductions or reviews at the end of lessons. Parent helpers also provide additional adult support. There are suitable procedures for induction of new staff, and the school provides a supportive environment for the probationary period for new teachers. The skills of teachers and support staff are generally appropriately matched to the needs of the curriculum and further staff training needs are included in development planning. Staff development and training are very well planned and have a significant impact on pupils' learning and the standards that they achieve.
60. The school consists of a modern single-storey main building. The accommodation is barely adequate for the curriculum and has a significant number of deficiencies, making it unsatisfactory overall. Whilst in good decorative order and enhanced by bright and cheerful displays, the open-plan design often means that noise levels from adjacent teaching areas militate against spiritual development and distract pupils. Children in the Foundation Stage do not have easy access to the outside area for the outdoor curriculum to be effectively taught. The class areas are small and there is insufficient space for a desktop computer within the space. The school is using laptops but these are not effective for whole-class teaching and there are not enough of them. Information and communication technology resources are therefore not sufficiently used to support learning or to develop pupils' independent learning skills. The resources for pupils with special educational needs are good.
61. The building is clean, with small maintenance tasks effectively carried out, and it provides a pleasant learning environment with some good-quality displays in the reception area, corridors and hall. The lack of internal walls restricts display space in the teaching areas. The quality, quantity and use of resources are generally good. The library is small and the stock of books is adequate; the doors that have been installed have improved the area. The hall is a good size and effectively used. The office is well sited and the reception entrance welcoming. The grounds are considerable and pleasant, providing a range of different play areas. The Friends' Association has funded the popular adventure playground.
62. The amount of money the school receives is slightly above average. Given the average standards of the majority of children when they first start school and the good or very good progress made by all pupils, the standards attained, the very good progress made by pupils with special educational needs, by the gifted and talented pupils and the individualised education provided for each pupil, the school provides good value for money. The overall effectiveness of the school is very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to raise standards even further, the headteacher, staff and governors should:
- i. Raise standards in information and communication technology and design and technology throughout the school by:
 - a) increasing the number of computers in the school and reorganising their deployment to improve the efficiency of their use;
 - b) increasing the use of computers in all other subjects;
 - c) increasing the number of experiences that pupils have in modelling and control technology;
 - d) improving pupils' skills and safety in the use of tools in design technology; and

- e) giving pupils more opportunities to be independent when designing objects that they intend to make.

(Paragraphs 1, 3, 7, 24, 26, 85, 89, 95, 98-100, 106-110, 113, 117, 130)

- ii. Improve the efficiency of the classroom support assistants by ensuring their consistent involvement in supporting pupils during teacher-led lesson introductions and reviews.

(Paragraphs 16, 59, 79, 85)

- iii. Together with the authority responsible for the school's buildings:

- a) develop solutions which would improve the space available to each class for teaching and learning;
- b) implement strategies to overcome the learning difficulties caused by the cumulative noise levels of several classes working in one large area; and
- c) by modifying the access to it, ensure that the outdoor area for children in the Foundation Stage is easily used by teachers and children as an extension of the classroom.

(Paragraphs 17,60, 65, 71-73)

The governors may also wish to include the following minor issue in their action plan.

- The planning of the curriculum for geography and history does not provide tasks which are consistently matched to pupils' varying levels of attainment, in mixed-aged classes. The planning over a four-year period does not allow the revisiting of topics as pupils' geographical and historical skills improve and as their opinions change with maturity.

(Paragraphs 24, 102-104)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	5	28	20	0	0	0
Percentage	0	9	53	38	0	0	0

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 almost two 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)	250
Number of full-time pupils known to be eligible for free school meals	7

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	62

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	15

FTE means full-time equivalent

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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	17	17	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys			16
	Girls			16
	Total			32
Percentage of pupils at NC Level 2 or above	School	88 (85)	88 (82)	94 (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	15
	Girls	16	15	17
	Total	30	29	32
Percentage of pupils at NC Level 2 or above	School	88 (91)	85 (100)	94 (100)
	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	14	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	10	11
	Girls	9	8	11
	Total	19	18	22
Percentage of pupils at NC Level 4 or above	School	76 (96)	72 (80)	88 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	10	11
	Girls	12	10	10
	Total	23	20	21
Percentage of pupils at NC Level 4 or above	School	92 (84)	80 (88)	88 (96)
	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	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	247
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	27.8
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	178

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	521,062
Total expenditure	530,036
Expenditure per pupil	2,079
Balance brought forward from previous year	25,972
Balance carried forward to next year	16,998

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	5

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	250
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	5	0	0
My child is making good progress in school.	58	35	7	0	0
Behaviour in the school is good.	48	42	2	0	8
My child gets the right amount of work to do at home.	27	52	12	4	2
The teaching is good.	44	50	2	0	4
I am kept well informed about how my child is getting on.	36	38	20	5	1
I would feel comfortable about approaching the school with questions or a problem.	68	27	2	2	0
The school expects my child to work hard and achieve his or her best.	61	31	1	1	6
The school works closely with parents.	38	42	12	2	5
The school is well led and managed.	45	45	4	0	6
The school is helping my child become mature and responsible.	48	44	2	1	5
The school provides an interesting range of activities outside lessons.	19	40	24	7	8

Please note that not all rows add up to 100, owing to rounding and the fact that not all parents answer all questions.

Inspection evidence supports the positive views of the great majority of parents who returned the questionnaire and attended the meeting for parents. The school provides a very good range of extra curricular activities, which have a positive effect on the learning of the pupils who take part. The school works very hard to involve all parents in its work and the information provided to them, particularly about the progress that their children make, is very good. In these areas, inspection evidence does not support the views of a small minority of parents. During the week of the inspection, a number of parents spoke to inspectors when bringing or collecting their children from school. All parents spoken to were very supportive and complimentary about the work of the school.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Overall, the children enter the school with attainment which is in line with expectations for their age. They have secure skills in personal, social and emotional development, mathematics and speaking and listening. However, their skills are less secure in reading and writing. This picture of attainment is confirmed by the assessments carried out when the children start school. The children make at least satisfactory progress in all areas of the curriculum. However, they make good progress in personal, social and emotional and physical development and the majority are in line to achieve the Early Learning Goals by the time they join Year 1. There were no clear judgements about the standards in each of the areas of learning in the previous report, although the attainment on entry to the school was judged as above the expected average.
65. All the children come into the school in the academic year in which they turn five years of age. Consequently, they spend a full year in the Foundation Stage and, owing to the number of children admitted, older children are accommodated in the mixed-age class with Year 1. The curriculum is adapted accordingly to accommodate their needs, to ensure continuity across the age group and progression for those children who are able to achieve quickly. Therefore, some children are already working on aspects of the National Curriculum in literacy and numeracy. The outdoor area, for children under five, although an appropriate size, is rather bare and uninspiring and has not yet been fully developed. The doorway to this outdoor area is badly placed and does not allow the extension of the classroom into the outdoors. All children, including those with special educational needs, are fully included in all aspects of the Foundation Stage curriculum.
66. The quality of teaching for the children in the Foundation Stage is satisfactory overall. Examples of good teaching were observed in aspects of literacy and mathematical development, in dance and promoting personal, social and emotional development. The staff have a secure understanding of the curriculum for young children and plan appropriately. However, planned opportunities to encourage the children to practise their writing and mark-making are sometimes missed. Nevertheless, expectations for both behaviour and achievement are high and the staff manage the children well, with a relaxed and positive manner. Resources are adequate overall, with a good range of equipment for imaginative play and physical development. The contribution that support staff make to the children's learning is good, and they are well deployed. Assessment is satisfactory, with good procedures for summarising what the children have achieved. Observations of what the children are learning are informal, but the staff share these and use the information to plan what the children will learn next. Assessment of children's progress is satisfactory and contributes satisfactorily to the standards that they reach.

Personal, social and emotional development

67. By the time they go into Year 1, most children achieve the Early Learning Goals in this area of learning. They make good progress as a result of the positive role models of the staff and the encouragement they receive to be independent and behave well. The children respond well to this and treat each other and adults with respect. They are confident about approaching adults, know they will get a positive response and are friendly, confident and self-assured. Some of the youngest children are still rather immature, but they are learning to co-operate, negotiate and play well together. They can collaborate, for example, to develop their imaginative ideas in the role-play area. The children are confident about coming into school happily, secure in their learning environment and eager to participate and be involved. Their achievements reflect the good teaching in this area of learning, the secure relationships and the good level of interaction from staff, both teachers and learning support assistants. They treat their environment properly and are able to tend to their own needs independently. They have reasonable access to resources and equipment to use in their work. They also learn about their community, their background, traditions and faiths.

Communication, language and literacy

68. In communication, language and literacy, the children make satisfactory progress in their learning and most of them meet the Early Learning Goals in this area by the time that they join Year 1. They have secure skills in speaking, can express themselves clearly and are articulate. They listen very attentively, are learning to use words correctly and speak clearly. They come into school with some skills in literacy; for example, they can look at books sensibly, are aware that print has meaning and that letters make 'sounds' to build up words. Some children are beginning to write words and simple sentences. Teachers successfully encourage children to develop these skills.
69. Children enjoy listening to stories, such as an extract from 'Catherine and the Lion'. They take books home to share with their parents and carers. The children know that writing conveys meaning, for instance, in the café, several children were happily involved in making marks to represent an 'order' from a 'customer'. However, teachers do not always seize upon these opportunities. For example, not enough attention is given to painting activities to encourage mark making, and writing areas tend to be rather small, which means only a few children have space to write at the same time. This has the effect of slowing the progress made by some children in their development of writing. However, in both Reception classes the teaching the children receive in aspects of literacy is generally good, and they make good progress in lessons when looking at words and letters. Aspects of the national strategy for literacy are used effectively with the older children and those who learn quickly. However, the youngest children do not have sufficient opportunities to promote their learning in literacy through play. Many children can write their own names and they generally use the correct upper-and lower-case letters, although some children still use capital letters within words incorrectly. Overall, children enjoy their work in literacy and work hard to succeed.

Mathematical development

70. The children have secure skills in mathematical knowledge and ideas when first they come to school. Teaching is satisfactory overall, enabling most children to reach the Early Learning Goals by the time that they enter Year 1. Many older children make good progress and they exceed the expectations of the Early Learning Goals. Younger children are still learning some aspects of numbers, for example, they learn to put numbers in the correct order. However, most children can count accurately to ten and are able to recognise numbers correctly. For example, in one lesson, the children enjoyed a game outdoors which involved finding numbers with one or two digits. They knew the correct names for the written numbers, were able to recognise numbers, could say if they had curved or straight lines and almost always found a number which fitted the bill. However, sometimes the match of task to support mathematical development is not secure, for example, a lesson on time and clocks for the younger children was not sufficiently effective in reinforcing the order of numbers. The children are learning how to solve simple problems, for example, adding $4+4=8$, they use tally marks to keep track of numbers of objects and are aware of patterns using colours and shapes. All children enjoy their work in mathematics and numeracy, and work hard to in order to succeed.

Knowledge and understanding of the world

71. Most children reach the Early Learning Goals by the time that they enter Year 1. The children make satisfactory progress in this area. However, the outdoor area cannot be used as an extension of the classroom and there are limited resources available for outside use. These two factors restrict the progress that the children make. The children have a reasonable understanding of the world and they are offered a satisfactory range of experiences to develop their knowledge appropriately. The quality of teaching is satisfactory overall and teachers' planning indicates that there is a reasonable range of activities to develop this area of learning, for example, looking at events, both in the past and more recently, and using recycled materials to design and make models. The children are able to grow plants from seeds and they look after them properly. This develops their ideas about the things that plants need to sustain life. They use computers in the classrooms to support their learning, although this is an aspect of the work of the school which is

underdeveloped. All children behave well and enjoy their learning in this area. They pay attention to their teachers and try hard to succeed.

Physical development

72. Overall, the children make good progress in their physical development, and their skills are above the expected level for their age when they enter Year 1. Although the dedicated outdoor area and its use for the youngest children in the school are underdeveloped, they have access to the very good range of climbing and balancing equipment in the playground, and use this regularly. They are also given good instruction in dance in the school hall. They enjoy these sessions immensely, entering into the spirit of the dance with energy and enthusiasm. Their skills in co-ordination and control are good, they participate in traditional dance, using skipping, galloping and sideways movements, and most children manage these refined movements quite well. They can negotiate space and other children and also use their awareness of space effectively when using bikes and other toys to push, pedal and propel themselves along, sometimes using their hands and arms. Consequently, their skills are being well promoted and they achieve well. Teachers help children to use scissors and this promotes sound hand-eye co-ordination and control of tools. However, teachers do not give younger children enough guidance in the control of crayons and pencils and this slows their development of writing skills. The children behave well, concentrate hard and follow instructions closely.

Creative development

73. Most children reach the standards expected for their age by the time that they enter Year 1. The good teaching in dance and moving creatively, and imaginative play situations ensure that the children are achieving well in these aspects of their creative development. The children have average skills in their creative development and make satisfactory progress overall. They have appropriate opportunities to explore sound and a range of media and materials. The limitations of the outdoor area mean that they do not experience a broad and increasing range of stimuli in their creative work. The school has identified this as an area for development, and planning is in place to improve the range of resources for teaching and learning in this area. However, the children do have access to a range of materials and media such as paint, clay and recycled materials. Water and sand are always available in the classroom and are provided outdoors when the weather is appropriate. When these opportunities are provided, they promote good learning and impact positively on children's standards.

ENGLISH

74. The school's standards in the national tests in 2001 were average in reading and below average in writing at the end of Year 2, and average at the end of Year 6, when compared to all schools nationally. When compared to similar schools, these results were well below average for reading and writing at the end of Year 2 and below average in English at the end of Year 6. The school's trend, since 1999, has been slowly upward in Years 1 and 2, and steadily upward in Years 3 to 6. Inspection evidence shows that standards in English are now above average at the end of Year 2 and Year 6. From the time of their entry to the school, when their attainment in English is broadly in line with expectations for their age, the majority of pupils make good progress. This is due to the good quality of teaching, the high quality of support provided, and the strong emphasis teachers place on developing pupils' speaking and listening skills throughout the school. Pupils with special educational needs make very good progress in English. This is due to well-focused support, well-targeted group activities in literacy lessons and withdrawal groups for a range of initiatives such as "ALS" (Additional Literacy Support) and "PAT" (Phonic Awareness Training). The school has implemented the national literary strategy well. All teachers have undergone the appropriate literacy training and have a secure knowledge of the national literacy strategy.
75. Pupils' speaking and listening skills are good at the end of both key stages. Good opportunities for speaking and listening are planned into the curriculum and pupils are systematically encouraged to talk and put forward their ideas during lessons. In the infant stage, the majority of pupils can remember, describe in detail their experiences and explain what they are doing. Most understand the importance of taking turns to make spoken contributions. In a Year 1/2 lesson, for example, pupils contribute well to the lesson, confidently reading their poems to the class. In the junior stage, most pupils listen well to others. They talk and listen carefully and explore and communicate their ideas, showing understanding of the main points in discussion. This ability to

listen carefully to their teachers and peers, observed in many lessons during the inspection, has a significant, positive effect on pupils' progress. This is a particularly valuable skill, as the noise of other classes working could easily distract pupils.

76. Pupils' reading skills at the end of the infant stage are good and frequently very good, with a significant minority of pupils reading at levels above those expected for their age. A significant number of Year 2 pupils use expression well, decode "new" or "difficult" words confidently, reading, for example, "nonsense words" without stalling, and can talk about their favourite authors. At the end of the junior stage, a significant minority of pupils read very well and are beginning to show understanding of various texts by selecting key points. They use inference and deduction appropriately and retrieve and organise information from a variety of sources. "Big Books" and "group readers", used for shared and class reading in literacy lessons, include a good range of fiction, with stories from a range of cultures, traditional stories and poetry and factual books. As they progress through the school, the majority of pupils acquire a love of books and a range of strategies and skills to enable them to tackle new words and understand text. Pupils revise and extend their word skills through guided and shared reading and pupils are heard reading regularly during literacy lessons by the teacher or by classroom support teachers. Younger pupils take their reading scheme books home regularly and teachers throughout the school maintain detailed reading records which record pupils' progress effectively. This has a positive impact on the progress that pupils make in learning to read.
77. Most pupils make a good start in writing in the Reception classes. They learn letter shapes and sounds and learn to form their letters. This is initially guided by their teacher's handwriting and pupils gradually begin to make their own independent efforts. The writing of the majority of pupils at the end of the infant stage shows a developing understanding of sentence structure, the use of an appropriate range of vocabulary and the ability to spell simple words correctly. Most Year 1 pupils in a Reception/Year 1 class lesson are able to recognise familiar words in simple reading matter and make a good attempt to "read along with" the teacher. Pupils in Year 2 are identifying "funny rhyming words" in a poem: 'jelly/belly', 'scream' and 'ice-cream' and 'enticing/slicing'. They discuss words and phrases that create humour in poetry, with one boy suggesting that the poem's title ("Garbage Delight") is "funny because they're opposites". Most Year 6 pupils know that they need to search for "key words". They can use "bullet points" when note-taking and a significant minority have good skimming and scanning skills so that their research is fast and effective. Most use dictionaries, atlases and indices confidently. Examples of extended writing, some of a good standard, and examples of pupils writing for a variety of purposes and to support other subjects are on display in classrooms and around the school. There are strong indications that the school's emphasis on writing and in particular the use of literacy in other subjects has resulted in improved standards of writing throughout the school. Provisional end-of-key stage national test results for 2002 indicate that there has been a significant improvement in the standards of writing in the infant department. Several examples of above-average extended writing were also seen in pupils' books in the junior department. Standards of handwriting are good overall at the end of the junior phase. Pupils throughout the school regularly practise forming their letters and pupils' presentation of their "best" work is frequently above expectations for their age. Most pupils are able to form their letters correctly; the majority of pupils have begun to develop a neat, cursive style of writing by the end of the junior stage and, in the best cases, are beginning to develop a personal style. Standards of spelling vary considerably but are satisfactory overall. Pupils in the infant department learn spellings taken from the "most frequently used" word list in the literacy strategy. Words taken from class or group books are closely studied in literacy lessons and regular, weekly, spelling lists are given as homework. While there is some use of information and communication technology in the teaching and learning of English, this is underdeveloped throughout the school.
78. Pupils' attitudes and behaviour in English lessons range from good to satisfactory, and are satisfactory overall in lessons seen in the infant department and good overall in the junior department. Most pupils are enthusiastic and eager to learn, and work well at their allotted tasks without the need for constant teacher intervention. They respond enthusiastically to their teachers, contribute constructively to lessons and, in most cases, answer questions enthusiastically and appropriately.
79. The quality of teaching throughout the school ranges from very good to satisfactory, and is good

overall in both the infant and junior departments. Where teaching was judged to be very good, as in a Year 5/6 lesson, the teacher had a very good rapport with the pupils. She used questioning very well to guide and assess pupils' learning. The pace of the lesson was very good and the teacher supported pupils very well during their tasks. Marking of pupils' work is up to date and, in the best instances, offers pupils positive encouragement to improve their work. The quality of learning in lessons observed was good overall in both departments. Because of the good or very good quality of teaching in the majority of lessons and pupils' positive attitudes to their work, good progress is made during lessons and over time. Of particular note is the very good level of inclusion – teachers ensure that pupils of all abilities are well provided for and given a good level of support and challenge. Classroom assistants make a very good contribution to pupils learning in many lessons. However, on too many occasions, they were not enabled to make a contribution during lesson introductions or end-of-lesson reviews. This is a missed opportunity to have a positive impact on the learning of pupils of lower ability.

80. Resources for English are satisfactory. The subject co-ordinator has made good progress in developing English within the school and has a good overview of the subject. Analysis of the school's test results has been used well to identify weaknesses in provision and the school's current focus on writing has been particularly effective in raising standards.

MATHEMATICS

81. Standards in mathematics are above average for pupils at the end of Year 2 and Year 6. Improvement has been good since the previous inspection, when standards were judged as average. Pupils identified as having special educational needs and those who learn more quickly make good and sometimes very good progress in lessons. Samples of the pupils' work indicate that there is a good range and quantity of work on the expected elements of the mathematics curriculum. Pupils learn and achieve well.
82. Year 1 pupils add and subtract, use money, order the days of the week and make patterns and use graphs. In lessons they count on 'in ones', identify numerals to ten and beyond, and write these fairly accurately. In Year 2, the pupils learn to use their skills in mathematics to solve problems; for example, higher-achieving pupils use money and calculate the cost of a holiday for two adults and two children. They calculate how much change is left from £500.00! They cover work involving number operations and problems, two- and three-dimensional shapes, weight and the associative law of $9+1$ and $1+9$ both being equal to ten. In Year 3, pupils' work in their books shows that they have covered addition, money, measurement and subtraction. The pupils learn about sequencing, frequency charts and tallying. In lessons, they learn to record and use data on diagrams.
83. Year 4 pupils work with four digits and create different numbers, such as '7342' and '2437'. They complete 'number sentences' correctly, estimate and calculate mentally. They consolidate their learning by using number lines, money problems and patterns using numbers. Year 5 pupils use bar and line graphs and interpret data. They are aware of the properties of shapes, such as regular and irregular polygons, co-ordinates, measurement, and problems involving time and money. They calculate areas of shapes, such as a rectangles and convert grammes to kilogrammes. In lessons, they count in tens from any given number, work with large numbers and recognise numbers up to 99,999! Year 6 pupils find pairs of factors of numbers to one hundred and are aware of the difference between composite and prime numbers. Work also covers probability, problems involving money, area, decimals and using charts and graphs. The pupils also learn about averages, such as mode, mean and median, and use and understand equivalent fractions. They have regular practice in mental arithmetic and keep track of their own scores to judge their performance.
84. Behaviour is good overall in lessons and sometimes very good. For example, in a Year 5 and 6 lesson, the pupils behaved very well, listened to each other and shared ideas. They were considerate of each other and had very positive attitudes to mathematics.
85. The quality of teaching overall is good, with some very good teaching in Year 5/6. For example, the lesson on factors, prime numbers and composite numbers was very well planned, and the

match of task to the abilities of different groups of pupils was very good. As a result, the pupils made very good progress and their work was neat and well presented. The staff have good subject knowledge and implement the strategy for teaching numeracy effectively. There is good planning, and basic skills in numeracy are well taught. The staff have high expectations for pupils' progress and use effective methods to promote their learning. Behaviour management is very good and the support staff are used appropriately. However, they are not always as effectively deployed as they might be to help pupils progress, and to help teachers plan by checking whether pupils have learnt what their teacher wanted them to learn in the lesson. There is good use of the satisfactory range of resources, and lessons are well paced. Assessment is very good, and review days are held to evaluate the pupils' progress. The 'tracker' system effectively identifies what the pupils are to learn next and helps teachers make an accurate match of tasks to the abilities of each pupil. The pupils' spiritual, moral, social and cultural development is well supported, for example, in working with consideration and respect for others. Information and communication technology is used in mathematics, but this tends to be underdeveloped across the school.

SCIENCE

86. Standards in science are above average by the end of Year 2 and Year 6. This is an improvement since the last inspection, when standards were judged to be average. All pupils, including pupils with special educational needs, are making good progress.
87. By the end of Year 2, pupils are able to carry out practical investigations into topics, for example, melting chocolate and changing the shape of materials by twisting, bending and stretching. They understand the need to make a scientific test fair and the need to make sensible predictions. In one mixed Year 1/2 class, a group of pupils buried a number of objects in the ground. They understood the need to bury the objects to the same depth and for the same length of time. They were able to predict that, over the next week, the orange peel and apple core would change while plastic bottles would not. The pupils have a good understanding of how forces can quicken or slow movement. Older pupils describe and understand the differences between themselves and other living things. They have a good understanding of the parts of a plant and are aware of the need to protect the environment.
88. By the end of Year 6, pupils make good predictions based on their scientific knowledge and understanding. They are able to consider the evidence obtained from their investigations and make sensible conclusions. They know that light travels in a straight line and how shadows and reflections are created. Pupils use scientific names for organs of the body and demonstrate a good understanding of life processes. They are able to construct different kinds of circuits and understand how motion can be affected by gravity and magnetism.
89. The quality of teaching and learning is good. All lessons have clear learning objectives and teachers manage the organisation of activities effectively to encourage active participation by the pupils. They place a good emphasis on the development of pupils' skills of scientific enquiry and their acquisition of scientific vocabulary. In one lesson, Year 5 and 6 pupils made good progress in their efforts to classify plants because of the teacher's high expectations and challenging questions. In all lessons, tasks were matched to pupils' needs and this allowed those with special educational needs to make equal progress. Teachers prepare a wide range of resources to support pupils' learning, but do not provide enough opportunities for pupils to make use of their information and communication technology (ICT) skills. This slows pupils' learning both in science and information and communication technology.
90. The school provides a comprehensive science curriculum. All pupils are included in the lessons and pupils with special educational needs are well supported. The science curriculum plan is effectively meeting the needs of pupils in classes with more than one age group.
91. The co-ordinator has identified the need for more resources to support the development of experimental and investigative science, especially in the older classes. There are no opportunities for her to monitor teaching and learning throughout the school, and monitoring is limited to looking at samples of pupils' work and teachers' planning. This limits the support that she is able to offer

teachers. The subject makes an important contribution to the pupils' personal development through encouraging concern for the environment.

ART AND DESIGN

92. During the inspection, only two lessons in Key Stage 1 were observed. However, additional evidence was gained from looking at pupils' work, displays, teachers' planning and from discussions with the subject co-ordinator and pupils. This evidence shows that pupils' standards by the end of Years 2 and 6 are in line with national expectations, and pupils make sound progress. This is an improvement since the last inspection, when art was judged to be unsatisfactory by the end of Year 6. Since the last inspection, some elements of art have been successfully developed, especially the area of three-dimensional work.
93. In Year 1 and Year 2, the pupils have sound art and design skills, and use a wide range of materials and techniques when creating their artwork. By the end of Year 2, pupils develop their imagination and creativity by drawing, painting, making collages and using textiles and clay. They draw carefully from observation, for example, a corn on the cob. They look at the work of different artists such as Kandinsky and have designed, made and decorated kites using those from the Orient as a stimulus. Pupils make and decorate clay pots and tiles in an imaginative way. A class of Year 1 and 2 pupils follow the process of felt-making, beginning with dyed wool which they then process into felt. They successfully use the felt to make a picture on hessian cloth. Pupils also use shells as a stimulus for their colourful designs, which they show to their parents at the class assembly.
94. Pupils continue to build up their artistic skills as they progress through Years 3 to 6. The finished products are of a satisfactory standard. By the end of Year 6, pupils observe objects closely, carefully drawing what they see. Good examples of this were found in Year 6 sketches of the school field, which showed good line, shape, tone and form. Pupils show a satisfactory level of understanding of terminology such as 'perspective'.
95. Good opportunities are provided for pupils to use their skills in other areas of the curriculum. Pupils in a Year 5 and 6 class produced detailed drawings of a Muslim prayer mat and Hindu deities, such as Brahma. A Year 3 and 4 class sketched buildings in the locality, worked in groups and made sculptures of the buildings from clay. Displays throughout the school show a good range of art activities. They range from collages made from textiles to figures made from clay. Pupils have a very good attitude toward art and design and clearly enjoy the subject. However, opportunities for pupils to use information and communication technology to support their learning in art and design are underdeveloped. This slows their learning both in art and design and in information and communication technology.
96. In the two lessons observed, the quality of teaching and learning was good. The teachers have a good knowledge of the subject, use suitable language and provide stimulating materials that encourage pupils to experiment and create their own designs. Lessons are well planned and resources used efficiently.
97. The subject is well managed by the co-ordinator who has modified the art policy to include links with other subjects. She is secure in her knowledge and shares her expertise with colleagues. This enhances pupils' learning and the standards that they reach. Planning is on a two-year cycle and effectively delivers appropriate coverage of art to the pupils. The subject is well equipped and resources are generally good.

DESIGN AND TECHNOLOGY

98. By the end of Year 2 and Year 6, pupils' standards in design and technology are below those expected nationally. They have had too few opportunities to develop their skills in using tools or the rules for their safe use. Designing and making are regular features of pupils' learning throughout the school. Designs do improve as pupils move through the school, both in detail and accuracy. However, by the time that pupils reach Years 5 and 6, pupils' designs do not include dimensions, materials to be used or tools to be employed in the making of their models. Pupils

in all classes make models. For example, pupils in Years 1 and 2 make dungeons and houses. The main part of the structure is made from recycled packaging, joints are roughly made with tape, and the body is painted in a single colour, with windows and doors made from cut out sticky paper. The quality of these models is appropriate for younger pupils but not for pupils at the end of Year 2. In Years 3 and 4, pupils make hats. All choose the same design rather than designing the hat for themselves. Consequently, all the finished models are very similar, except for the choice of fabric. Stitching is loose in many cases and the finishing of seams is poor. Pupils do carry out evaluations of their finished products but these are limited to comments such as “improve the thread” when it is actually the quality of the stitching that requires improvement. In Year 6, pupils make a variety of models. Some have working joints but there is no evidence of powered models being made or of information and communication technology being used to design models. Teachers use a digital camera to record pupils actually working on their models and this provides useful evidence for assessing pupils' progress.

99. The school is considering the latest national guidelines for planning design and technology, and is presently developing a portfolio of work as it modifies its own scheme of work. However, when teachers have tried to incorporate design and technology into other subjects, they have lost the necessary focus on teaching the skills and knowledge that are unique to this subject. This is particularly so in designing, evaluating and developing an understanding of materials and mechanisms and in the progressive and safe use of tools.
100. The co-ordinator is keen and has produced a co-ordinator file and an action plan which are contributing to raising standards. There has been some monitoring of standards and discussions with pupils about their designs. The assessment sheets within the latest national guidelines for the subject have been adapted to suit the needs of the school. This is contributing to improved lesson planning and to an understanding of pupils' progress. Resources for design and technology are good except in the range of tools available to pupils. The range of tools is limited, as is their regular use. Pupils do not have regular lessons which focus on the proper and safe use of tools. This limits the standards that they achieve.

GEOGRAPHY and HISTORY

101. Because of the way geography and history topics are “blocked” during the year, only history lessons were observed in the junior department. Only geography lessons were seen in the infant department. No whole-school judgements on the quality of teaching, pupils' learning or attitudes and behaviour were possible in either subject. Additional evidence was provided by looking at samples of pupils' work, photographs of work undertaken and discussions with pupils. This demonstrates that, by the ages of seven and 11, in both history and geography, pupils' attainment is appropriate for their age and they make satisfactory progress as they move through the school.
102. Pupils are given opportunities to develop their sense of chronology and learn about key events in selected periods of history. They study local history and learn about the past from a range of resources. In geography, pupils are given appropriate opportunities to develop their understanding of contrasting localities, studying a variety of different places and environments in differing parts of the world. A particularly good feature of geography and history, particularly in Key Stage 2, is the good use of pupils' literacy skills in writing stories, diaries and reports, frequently of a good standard. However, the way that the curriculum is organised means that history and geography topics are alternated. Although this ensures that pupils in mixed-age classes will not repeat work as they move through the school, one significant disadvantage of the four-year cycle, in Years 3 to 6, is that planning does not allow for the revisiting of topics as pupils' skills improve and as their opinions change with maturity. A scrutiny of pupils' work reveals that this system is not yet fully “bedded in” and, during the year, pupils in Year 3 have at times been given the same task to undertake as pupils in Year 6. While this provides appropriate learning opportunities for younger pupils, it limits the learning of older and more able pupils and affects the standards that they achieve. In addition, although there is a broadly satisfactory range of resources for the current curriculum, the system of all classes undertaking the same topic at the same time causes an unnecessary strain on limited resources, which also adversely affects the standards that pupils reach.

103. In history in Years 1 and 2, pupils study their local area and undertake a range of Jubilee-linked activities to develop their sense of chronology. During the year they study the Elizabethan times, sequencing the story of Elizabeth I and learning about The Great Fire of London and Samuel Pepys. They use appropriate terminology to sequence events and objects and can distinguish between aspects of past lives and their own. In the junior department, Year 3 and 4 pupils study the Victorian period, comparing current maps of their local area with historical maps, looking at the way of life of people in Victorian times, school, work conditions, the railways and Victorian buildings. In their study of Ancient Greece, they learn about the Greek gods and they look at differences between the societies of Athens and Sparta. Very similar work is seen in Years 5 and 6. A group of Year 4 pupils use laptop computers to research a "Greek Gods" database. More able pupils select books to research the use of the "Archimedes Screw". Pupils in Year 5 and 6 in their study of the Victorian period have undertaken research into the lives of Victoria and Albert, using church records and census returns of the period, and have written first-person accounts of daily life in the Victorian period. Pupils investigating the arts and architecture of Ancient Greece find out about the Greek alphabet and Greek architectural styles and demonstrate a satisfactory understanding of the civilisation's influence on today's world.
104. In geography in Years 1 and 2, pupils follow the journeys and adventures of "Barnaby Bear" and look at human and physical features on the way to school. Pupils develop their understanding of changes in the environment and learn to appreciate how changes can have a negative effect on wildlife. They express their own views on places and environments and develop an understanding of how the environment is influenced by people. In the junior department, Year 3 and 4 pupils study the area of Sedburgh, looking at the area from the point of view of an aerial balloon. Pupils in Year 5 and 6 also study Sedburgh and develop their fieldwork skills further using aerial pictures. They plan a walking holiday in the Yorkshire Dales, scrutinising maps for features and considering how people affect the environment.
105. Teaching in all geography lessons observed was good, and teaching in all history lessons was satisfactory, although no overall whole-school judgements on the quality of teaching are possible in either subject. Teachers demonstrate appropriate subject knowledge, make good cross-curricular links and use questioning well. Where teaching was good, teachers made clear links to other areas of the curriculum, planned different activities for pupils of different ages and abilities within their classes and motivated pupils well with a good range of resources. The quality of learning in all lessons matched the quality of teaching, and was good in geography lessons and satisfactory in history lessons. Pupils' attitudes and behaviour range from good to satisfactory and are good overall in both subject areas. The great majority of pupils demonstrate appropriate interest and enthusiasm for the subject, and concentrate and persevere with their work without repeated teacher intervention. This has the effect of promoting their learning and the standards that they reach.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. The standards achieved by pupils by the end of Year 2 and Year 6 are below those expected nationally. This judgement is supported by evidence gathered from seeing pupils use computers, from talking to pupils and the headteacher, and from looking at pupils' past work and displays around the school. At the time of the last inspection, standards were also judged to be below national expectations, but expectations for the subject have increased sharply since then.
107. All pupils are fully included in the school's work in information and communication technology. Pupils of all ages and abilities regularly use computers to draw pictures and to wordprocess some of their written work. There is some use of data interpretation in mathematics; for example, in a small display of Year 1 work on "Where do we do our shopping?" bar graphs, block graphs and pie charts are produced from the data gathered within the class. Computers are sometimes used in other subjects, but in too many lessons, computers are not used. When they are used, for example, in a very good religious education lesson in Years 5 and 6, pupils used laptop computers to investigate religious art and design. They switched on the computers, accessed the CD ROM "Learning through Religion" and undertook their tasks without support. This type of experience provides good learning experiences for pupils both in religious education and information and communication technology. However, these opportunities are too few to promote a suitable level of learning and such good use of computers in other subjects is not a regular feature of lessons.

108. Overall, pupils have basic keyboard and mouse skills. Pupils are taught to “click and drag” images on screen. Older pupils build on these skills and manipulate text and graphics on screen. For example, in the newspaper produced by Year 6 pupils “The Hallbrook News”, pupils write short articles based on their own research about pupils’ feelings about homework. The use of computers to design environments or to control separate machines is not taught satisfactorily and while pupils do develop some understanding in these areas, there are insufficient experiences for pupils to make satisfactory progress.
109. The school has made some progress with its improvement plan for information and communication technology, and there is now one computer for every 14 pupils in the school. However, the deployment of these computers means that there are only one or two immediately available to any class during lessons, except when the laptops are used, which can only be by one class at a time. This limits the number of pupils who can have hands-on experience during any lesson and consequently extends the period of time for any class group to undertake a single task. This slows the rate of progress for all pupils.
110. There is no suitable equipment available for teachers to demonstrate techniques or processes to groups or whole classes. This results in teachers attempting to demonstrate using class computers which have screens which are too small for the group to see. These demonstrations are ineffective and again this slows the rate at which pupils learn and contributes to standards falling below national expectations at the end of Years 2 and 6.
111. Pupils thoroughly enjoy working with computers and all, including those with special educational needs, have equal opportunities to do so. They co-operate well when asked to work in pairs and a minority of pupils are good at working alone. Behaviour is always good in these situations.
112. Three specific lessons in information and communication technology were seen during the inspection. The quality of teaching in one of these was good; in the other two, the lessons were too short for the quality of teaching to be judged. Consequently, an overall judgement on the quality of teaching is not made.
113. The co-ordination of ICT is satisfactory. The co-ordinator has devised a good action plan which shows prioritised planning for the development of the subject. The co-ordinator, the senior management team and the governing body recognise that information and communication technology is an urgent area for development. They also understand that their priorities are to improve the number and deployment of computers and to assure that they are used in all subjects. The present limitations in the teaching and learning of information and communication technology limit all pupils’ learning.

MUSIC

114. Standards in music are in line with those expected for pupils at the end of Year 2 and Year 6. Improvement has been satisfactory since the last inspection. In particular, resources have been improved and are now of good quality, attractive and well organised, and some also reflect a variety of cultures. The standards in music have been maintained and there is good singing throughout the school as a result of good teaching. There are regular opportunities provided for the pupils to sing, for example, in assemblies and choir. The pupils make satisfactory progress in their learning about musical skills and knowledge. Pupils identified as having special educational needs make very good progress and are fully included in the range of musical experiences provided. When staff have confidence in their musical expertise, there are good opportunities presented for all pupils and their progress is good.
115. Seven-year-old pupils learn to make music using a variety of resources, for example, to create a ‘tone’ poem using everyday objects and some musical instruments to create sound effects, such as ‘walking on shingle’, ‘rattling bones’ and the sound of the sea. They begin to understand musical terms, and can distinguish between the different timbres in musical sounds. The pupils become aware of themselves and others as performers and, with encouragement from their teachers they learn to evaluate and improve their work. They are aware of the need to evaluate

their own musical performances and when to wait, take a 'rest' and listen. Pupils in Year 1 also use a range of untuned musical instruments and everyday objects, such as plastic bags, to create their own musical effects. They listen to each other's 'compositions', work together co-operatively and collaboratively and respond to others' musical 'compositions'. Both year groups understand and appreciate tempo and interpretation, for example, singing and playing quickly or slowly, softly or loudly and with regard to the mood of the piece. The pupils learn how to use 'body music' to create sound effects, for instance, making 'eerie' sounds to represent ghosts and spectres!

116. Eleven-year-olds pupils make good progress in lessons and reach a good standard in singing. They evaluate and improve their singing style and explain musical terms, such as 'rallentando'. They identify notes in musical notation and explain what they mean. In Year 3 and 4, the pupils learn to keep a rhythmic beat and to develop their understanding and performance using rhythmic patterns. For example, the rhyme 'Deborah Delora' is used effectively to accentuate rhythm and increase the pupils' awareness of notes, and their values in music. In Years 4 and 5, pupils learn to sing, accompanied by a commercially-produced tape recording. They sing well, are aware of the pulse of the music and keep 'up to speed' with the fast tempo. They use good diction and expression, and sing clearly with the clear teaching and directions they receive to evaluate and improve their performance. The music topic, 'A Midsummer Night's Dream' links effectively to other work in the curriculum on dance and imaginative movement.
117. The quality of teaching is satisfactory overall; the staff are gaining confidence in their musical talents, and there is a reasonable level of musical expertise. Examples of good teaching were observed and, when staff have good musical experiences and are confident in their abilities, the teaching and learning are good. The school has a good range of staff with secure musical knowledge and skills, and they make good use of these to aid staff development. In satisfactory lessons, although the activities are appropriate, the lessons lack enough structure for the pupils to work in groups and create effects and musical sounds. Pupils behave well in their music lessons, thoroughly enjoy singing and doing so with vigour and enthusiasm. There is some good knowledge of how to evaluate and improve singing. This good expertise is used effectively and has had a positive impact on the standard of singing in the school. These and other musical activities in the school foster the pupils' spiritual, moral, social and cultural development effectively, for example, in working and performing together. There are opportunities for the pupils to learn to play instruments; for example, tuition in playing the trumpet, clarinet, flute and piano is offered by a peripatetic music teacher. Information and communication technology is not well used in music. Pupils do not use computers to compose, evaluate and improve their music. This is a missed opportunity which would extend pupils' learning in music and in information and communication technology.

PHYSICAL EDUCATION

118. Only one lesson of physical education was seen and it is not possible to make a judgement on pupils' standards or the overall quality of learning. However, the provision for the subject is strong and planning indicates that all areas are covered, and the subject meets the requirements of the national curriculum.
119. In the one lesson seen in Key Stage 2, pupils successfully refine their orienteering skills. They co-operate well with each other and are able to improve their performance after support from the teacher. Most pupils move confidently through the orienteering exercise with appropriate control and co-ordination.
120. By the end of Year 6, most pupils are confident swimmers. Pupils of all ages at Key Stage 2 attend on a regular basis and evidence suggests that they make consistently good progress across a range of strokes and swimming activities.
121. No judgement could be made on teaching in Years 1 and 2, but the lesson in Years 3 to 6 was very good. The lesson was well planned with clear objectives. Expectations were high and the lesson was conducted at a lively pace. Very good relationships between the teacher and pupils were also a positive feature of the lesson.

122. The school provides a very good range of extra-curricular activities that provide opportunities for pupils to enhance their skills. Boys and girls attend after-school clubs for soccer, multi-sports, rugby, netball, cricket, rounders, basketball, dance and cross-country. The school is well supported with help from parents and local rugby coaches. School teams are very successful at winning prizes in local tournaments and championships. This brings a general pride in the school's achievements and raises standards for those pupils involved.
123. The quality of leadership and management in physical education is very good, with the co-ordinator using her expertise to effectively promote the subject throughout the school. The co-ordinator has undertaken lesson observations in both key stages and has involved the whole staff in a sports initiative set up by the Youth Sport Trust and Sport England known as Tops. The school is developing a new scheme of work that includes samples of lesson plans to help teachers' planning, delivery and assessment of the subject. This is an improvement since the last inspection, and has the effect of raising standards.
124. Resources are good and are well used. The school has a large field and a hall that provide good resources for the teaching of gymnastics, dance and games. There is a good range of high-level and large-scale equipment. The subject contributes well to pupils' personal development. It provides opportunities for pupils to develop team spirit and compete fairly.

RELIGIOUS EDUCATION

125. Pupils' attainment at the age of seven and 11 is above the expectations of the locally-agreed syllabus. Pupils make good progress in Years 1 and 2 and in Years 3 to 6. Improvement since the last inspection has been very good, when pupils' progress was less than satisfactory and standards were below expectations.
126. An examination of pupils' past work shows that they study a good range of religions, including Christianity, Islam, Judaism, Buddhism and Sikhism. The school's programme of study also focuses on the development of the feelings, emotions and attitudes of pupils, and this combination has a good effect on pupils' social, moral and spiritual development.
127. The school's system of teaching each religion as a focus for, five or six weeks has the effect of promoting high levels of learning in pupils about each faith. This results in pupils having a much deeper understanding of the various beliefs of different religions when they come to compare and contrast them towards the end of each cycle of study. For example, a scrutiny of the work of Year 6 pupils shows that pupils have studied Christianity, Hinduism and Islam. Each unit of study includes study of the sacred books of each faith. The particular ways that each religion influences family life are studied as are the responsibilities of the clergy or "Holy Men", the design of the place of worship of each religion and the customs, manners and traditions to be observed when attending services. Pupils develop their own questions to ask members of a Muslim family, for example, "What is respect and how do you show it?" Good use is made of visits to various places of worship and, after a visit to the local Christian church of St. Mary's, pupils write long pieces on "The similarities and differences between a Church and a Mosque". Their diagrams of places of worship show good use of pupils' mathematical and geographical knowledge and understanding, including the building's orientation to the major compass points. Again in a good use of mathematical knowledge and understanding, they use Venn diagrams to compare and contrast different places of worship. This promotes good learning in religious education, literacy and numeracy.
128. The depth of knowledge and understanding promoted by this approach to teaching religious education makes a very good contribution to pupils' moral and cultural development and a good contribution to pupils' spiritual and social development.
129. The quality of teaching in all four lessons observed was at least good and sometimes very good. Teachers showed good levels of knowledge and understanding of the subject and a real empathy when leading discussion, using good questioning skills. This is confirmed by a scrutiny of pupils' work, which shows very good coverage of the curriculum. Teachers have high expectations for the quality of pupils' work and pupils' good attitudes to their work show in the pride that they take in the quality of their written and artistic work. All pupils, including those with special educational needs and higher-attaining pupils, are fully included in all work in religious education. Teachers have very realistic expectations for the levels of achievement of pupils of different abilities. These positive factors combine to have a positive impact on the learning of all pupils.
130. The examination of teachers' planning and pupils' work indicates that teaching across the school is good. The balance of the work undertaken fully meets the school's good intentions for the teaching of religious education. There is a good emphasis on discussion, which effectively supports the development of pupils' speaking and listening skills. Pupils are thoughtful and they share ideas well, listening to each other and developing their ideas from what they hear. Sensitive support enables pupils to share ideas openly with each other. Overall, the resources for the teaching and learning of religious education are good. However, there is little use of information and communication technology to support teaching and learning in religious education. This is a missed opportunity to raise standards in information and communication technology and to broaden the area of research in religious education.
131. Subject co-ordination is very good. The co-ordinator has devised an action plan, has led the consideration of the latest national guidelines for the subject, and has developed model lesson plans. These have been considered by teachers and the best elements of the new guidelines, the lesson plans and the school's old scheme of work are about to be combined in the new scheme of

work. There is a good assessment system in place which is based on teachers from Hallbrook Primary and teachers from the “Family Group” of local schools agreeing levels based on the locally-agreed syllabus and looking at pupils’ work. These procedures enrich pupils’ learning opportunities.