

INSPECTION REPORT

SHOBNALL PRIMARY SCHOOL

Burton upon Trent

LEA area: Staffordshire

Unique reference number: 124037

Headteacher: Mrs B M Roobottom

Reporting inspector: Mrs M J Lewis
22787

Dates of inspection: 29th April – 1st May 2002

Inspection number: 195366

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Shobnall Road Burton upon Trent Staffordshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Spink
Date of previous inspection:	June 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22787	Margaret Lewis	Registered Inspector	The Foundation Stage Art and design Music Religious education	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
18370	Lillian Brock	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
18370	Kevin Johnson	Team inspector	Mathematics History Geography Special educational needs	
30724	Delia Hiscock	Team inspector	English English as an additional language Physical education	Quality and range of opportunities for learning
1492	David Twist	Team Inspector	Science Information and communication technology Design and technology Equal Opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average sized primary school for pupils between the ages of 4 and 11. It is a popular school and numbers have risen significantly over recent years. There are 249 pupils on roll, including 18 part-time four-year-olds in the pre-school class. About 6 pupils are admitted at the beginning of Year 3 each year. Pupils come from a variety of social and economic backgrounds. The school serves a mixed area of rented and private housing and pupils also choose to come from other areas of the town where there is an above average level of unemployment. The number of pupils eligible for free school meals is broadly in line with the national average. An above average number of pupils (7 per cent) come from a range of minority ethnic backgrounds. Twenty-three pupils are on the school's register of special educational needs; this is below the average. Their needs include moderate and profound learning difficulties, dyslexia and physical needs. Four pupils have a Statement of Special Educational Need. This is around the national average. Almost all pupils speak and understand English. There have been several temporary teachers in the Year 4 class since November due to the illness of the class teacher. Children start school with a wide range of abilities but, overall, pupils' ability is below the average for their age.

HOW GOOD THE SCHOOL IS

This is a good school that provides well for its pupils. The leadership and management of the school are good, as is the quality of its teaching. These factors, and the school's continuing commitment to improvement, have given rise to improved standards in English, mathematics and science. The school gives good value for money.

What the school does well

- The standards that pupils in Year 6 reach in English and science are above average. They do very well in reading and writing.
- The headteacher provides good leadership and a clear direction for the school. She is well supported by the deputy headteacher, the Key Stage 1 co-ordinator and governors.
- Teaching is good and teachers plan lessons very thoroughly. This helps pupils make good progress from the Foundation Stage onward.
- Pupils have very good attitudes to school and behave very well in and out of lessons.
- Pupils with special educational needs receive very good support and make very good progress.

What could be improved

- The standards pupils achieve in scientific investigative work at Key Stage 2.
- The opportunities for pupils to show initiative in their own learning.

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 and since then it has made good improvement. Standards are improving at both key stages although this was not fully reflected in the results of national tests in 2001. The school now implements a planned programme for monitoring the quality of the curriculum and of teaching. Teaching has improved in the Foundation Stage and there is more good teaching across the school. The provision for pupils with special educational needs has improved and is very good. There has been very good improvement in curricular planning and good progress has been made in developing thorough assessment procedures in English, mathematics, and science. Pupils' behaviour and attitudes are better. The school now gives better value for money and has a good capacity to make further improvements.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	B	C	D	well above average A above average B
mathematics	D	C	D	D	average C below average D
science	D	C	C	C	well below average E

The table shows some fluctuation in results but the overall trend in all three subjects is upwards. Since the drop in results in mathematics in 2001 standards are now improving. Compared with schools in a similar context, results were below average in English and mathematics. However, pupils have done well in English and mathematics and very well in science compared with their previous attainment at the end of Key Stage 1 and their below average starting point. Inspection findings show that pupils of all abilities achieve well. Pupils currently in Year 6 attain at the national average in mathematics. Standards in English and science have risen and are above the national average although this is not the case for the investigative aspects of scientific enquiry where pupils achieve at the average.

Standards in mathematics have improved owing to positive steps taken by the school. Good management of literacy coupled with good teaching has resulted in improved standards in English. Standards in music, history, art and design, design and technology and physical education are above average for 11-year-olds. This reflects the emphasis the school places on the breadth of the curriculum. In other subjects standards are average. The school exceeded its targets in English for 2001 although not in mathematics. It has set higher and challenging targets for both subjects for the current year. There was a slight drop in standards in Year 4 during a period of teacher changes. Since the appointment of a long-term teacher, these are now rising.

Pupils in Year 2 attain above average levels in English and science and at the average in mathematics. This is similar to pupils' results in 2001 in science and in English when pupils reached well above average levels in reading and very high standards in writing. This put the school's results amongst the highest 5 per cent of schools for writing. Pupils now do better in mathematics where test results were below average. Achievement overall is good. By Year 2, standards are above average in art and design, music and design and technology, and average in all other subjects. Children in the Foundation Stage also achieve well. By the end of reception, they are above average in personal, social and emotional development and in their knowledge and understanding of the world and average for their age in all other areas of learning. Pupils with special educational needs make very good progress and any pupil who speaks English as an additional language achieves well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic, keen to learn and work hard. Almost all pupils enjoy coming to school and take a pride in it.
Behaviour, in and out of classrooms	Very good. Pupils behave very well and co-operate with all staff. They work sensibly, keeping to school routines.
Personal development and	Very good. Relationships are very good. The friendly atmosphere helps

relationships	pupils work together and show kindness to others.
Attendance	Punctuality is good. Levels of attendance are satisfactory with more than a third of pupils having an excellent record of attendance.

Boys, girls and children of different ethnicity play and work together without aggression or hostility.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Consequently, all pupils achieve well and make good progress in their learning. Stability in teaching and learning has now been established for pupils in Year 4. Children make a good start to their education in the reception class and the additional provision the school makes in the pre-school class is very good. The strengths of the teaching in the Foundation Stage are the very good emphasis on personal and social development and on improving children's communication and language skills. The very good assessment procedures enable teachers to know and meet children's needs very well.

In Key Stages 1 and 2, the most important strengths in the teaching are the very good quality of the planning and the very good way that teachers manage the pupils to help them to learn. Teachers meet the needs of higher attaining pupils well apart from in some aspects of science. The most significant shortcoming in teaching in Key Stages 1 and 2 is the lack of opportunities given to pupils by teachers to show initiative in their learning and to work independently of the teacher. Too often the marking of pupils' work does not always tell pupils what they need to do to improve their work and help them make progress. The major strengths in the pupils' learning are the speed with which they gain new skills and the effort they put into new learning. They produce good amounts of work, showing interest and sustaining concentration. However, they do not always develop initiative and independence in learning as well as they could due to the close direction of teachers. The quality of teaching in English, including literacy, and mathematics, including numeracy, is good at both key stages. Pupils with special educational needs receive very good support from teachers and learning support assistants to help them learn and progress. Teachers are aware of the language needs of any pupil who does not have English as the first language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a varied and interesting range of learning experiences with a good emphasis on literacy and numeracy. In science, however, there are not enough opportunities for older pupils to devise and carry out investigations.
Provision for pupils with special educational needs	Very good. Early identification of pupils allows the school to devise clear targets and programmes of teaching support.
Provision for pupils with English as an additional language	Good. Any pupils who speak English as an additional language are given all the help they need to do well and achieve their best.
Provision for pupils' personal, including spiritual, moral, social and cultural	Good overall. The provision for pupils' cultural and social development is good. It is very good for moral development and satisfactory for spiritual development. Pupils are taught to consider the impact of their actions on

development	others and to respect and value differences.
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How well the school cares for its pupils	Good. Pupils are looked after well and their progress is carefully monitored. They receive good personal support, especially those with a Statement of Special Educational Need.
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The school works very closely with parents providing very good information and taking account of their views. It gives them good opportunities to contribute to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership of the headteacher provides clear direction for the school that reflects its aims and values. She is well supported by the deputy headteacher and the Key Stage 1 co-ordinator. Subject co-ordinators fulfil their roles well in managing and monitoring subjects.
How well the governors fulfil their responsibilities	Good. Governors make a good contribution to shaping the direction of the school. They have a good understanding of its strengths, where improvement is required and how to bring this about. Their role in monitoring the work of the school is developing well.
The school's evaluation of its performance	Good. The school evaluates its work well. It analyses test data and uses the results to help raise standards by identifying areas of concern. The headteacher and senior staff carry out a planned programme of rigorous monitoring of teaching to show where improvement is needed.
The strategic use of resources	Good. The school plans and manages its budget well and uses funds wisely to support well-planned initiatives. It compares itself to other schools and pays good attention to the principles of good value.

The school has sufficient qualified teachers and support staff. Accommodation is used thoughtfully to ensure that all subjects are taught effectively. Resources are generally good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. It helps their children become responsible and mature • Behaviour in the school is good • The teaching is good and the school expects the children to work hard and do their best • The school is well led and managed and works closely with parents • They are kept well informed and are happy to approach the school with any concerns 	<ul style="list-style-type: none"> • The amount of homework provided • The range of activities outside of lessons

The inspection findings agree with the positive views expressed by parents. In addition, they show that the provision of extra-curricular activities is good. A suitable amount of homework is provided for children to support their learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the school are improving. Inspection findings show that standards have risen to be above average in Year 6 in English and science and to be at the national average in mathematics. By the end of Year 2, overall standards of pupils' reading and writing are above average and average in mathematics. This is largely as a result of the good leadership of the headteacher and subject co-ordinators who have a strong commitment to raising standards particularly in English and mathematics, where the benefits of past work are having an effect on pupils' achievements.
2. The school's results for pupils in Year 6 have shown a degree of fluctuation from year to year since the last inspection, in English and mathematics. However, there has been an upward trend in results similar to that seen nationally for recent years in the three subjects of English, mathematics and science. The school has received a government achievement award for improving results in recent years. Pupils' results in English exceeded the school's targets for 2001 but fell below them in mathematics. The school has set higher and suitably challenging targets for pupils in Year 6 for the current year and inspection findings show that it is likely to achieve them.
3. In the 2001 test results for pupils in Year 6, the proportion of pupils who reached higher levels of attainment in mathematics and English was below that expected nationally. Consequently although attainment in English was average, it fell below the national average overall in mathematics against all schools. In comparison with similar schools it fell below average in English and mathematics. However, pupils did very well in comparison with their below average starting point and with their previous attainment in tests at the end of Year 2. The small numbers of pupils attaining the higher levels in 2001 is attributed to the make up of the cohort for that year group. Of the small group of pupils who sat the tests in Year 6 in English and mathematics, twenty five percent of the pupils were on the school's register for special educational needs.
4. Results of tests in 2001 for pupils in Year 2 show that they made very good gains in reading and writing in comparison with all and similar schools. They achieved high standards in reading and very high standards in writing where results were amongst the highest 5 per cent of all schools. Results dipped to below average in mathematics because although almost every pupil achieved at the expected Level 2, few achieved at the higher Level 3.
5. The school has taken positive and successful action to rectify the below average results in mathematics at the end of both Years 2 and 6. Following an analysis of the results in mathematics and the monitoring of teaching in lessons, it has put an increased emphasis on the oral and mental sessions in mathematics and the provision of challenging work for higher attaining pupils. Several members of staff attended a five-day course in the teaching of numeracy and in particular on ways of teaching mental arithmetic and helping to develop the skills of mathematical thinking. This staff development was shared with and passed on to other members of staff and as a result the teaching of mathematics has improved and standards are now rising.
6. Standards of work in literacy show that the recent developments the school has made as part of the National Literacy Strategy are having a good effect on raising standards

in English throughout the school. This rise in standards is attributed to the good management of English by the co-ordinator, together with the enthusiasm and good knowledge of the teachers, and the support of parents with pupils' reading. The good teaching of the basic skills of reading and writing begun in the Foundation Stage, along with the high expectations of the reception and pre-reception teachers, continues into the infant and junior classes. Progress is good for all pupils and they steadily build on what they already know and can do as they move up through the school.

7. There have been no significant differences between the attainment of boys' and girls' performance over the past three years in English, mathematics or science. The lack of continuity of teaching has caused a temporary dip in standards of pupils' work in the current Year 4 class. This has now been resolved with the appointment of a long-term supply teacher and standards are improving.
8. Pupils attain above the average in science at the end of the infant key stage and the junior key stage. However, they do not attain as highly in the investigative skills of scientific enquiry in Key Stage 2 as they do in their knowledge and understanding. Thorough preparation of pupils for national tests contributes well to the standards that pupils achieve.
9. Pupils attain above average standards in music, art and design, and design and technology at Years 2 and 6. In Year 6, they also attain above average standards in physical education and history, although standards in history at Year 2 are average. Geography and information and communication technology are average in both Years 2 and 6. These findings reflect good improvement in the infant classes in art and design, music and design and technology since the previous inspection when subjects were judged as being average. In the junior classes, standards in art and design, design and technology and physical education have improved to be above average. Average standards have been maintained in geography and information and communication technology. Standards in religious education are in line with those set out in the locally agreed syllabus in both key stages. The school has maintained good or average attainment in all subjects despite the increased emphasis it gives to English and mathematics.
10. The school is very aware of its performance in national tests. It tracks pupils' results carefully from the time they start school in the part-time pre-reception class. Children in the Foundation Stage begin full-time in the reception class with below average levels of attainment overall in communication, language and literacy development, mathematical development and for some in their personal and social skills. Children make good progress in all the areas of learning and by the time they begin Year 1, they reach the Early Learning Goals expected of them. They exceed them in their personal, social and emotional development, and in their knowledge and understanding of the world. A significant number of pupils make good progress in writing and are working within the first level of the National Curriculum. Children make good progress and achieve well in the Foundation Stage due to the high expectations that staff have of them.
11. Any pupil who speaks English as an additional language achieves well, as do those from ethnic minority backgrounds. As a result of very good provision, pupils with special educational needs make very good progress in relation to their individual targets. They receive very good support in their lessons. In a Year 6 lesson in ICT, for example, two pupils supported by their classroom assistants produced work of a comparable standard to the rest of the class. In Year 2, pupils make very good

progress with their writing because the one-to-one marking of their work is closely aligned with the targets set for them. Pupils with special gifts in music and writing reach high standards.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to learning and their behaviour and personal development are very good. This is an improvement since the last inspection.
13. Pupils are enthusiastic about their learning and about school life. They listen carefully and persevere even when tasks seem difficult. A very good example of this was seen in a Year 3 religious education lesson when pupils looked at the promises made during a Christian wedding ceremony. Their mature and sensible approach to the lesson resulted in all pupils compiling their own list of promises to ensure a long and happy married life, for example; 'they should love each other forever'. Even when lessons lack pace and challenge or go on for too long, most pupils are willing to listen attentively. Children in the foundation years have very good attitudes to school and work and play happily together in a welcoming and friendly learning environment. Pupils with special educational needs are fully included in all aspects of school life and as a result, their attitudes to learning are good and they enjoy school. There have been no exclusions for the past five years.
14. The behaviour of most pupils is very good. There has been an improvement in the behaviour noted at the time of the last inspection and most parents believe this is a strong feature of the school. Most pupils behave very well in lessons and around the school. They adhere to school routines and despite the cramped conditions in parts of the school, they move around in an orderly and respectful manner. Pupils take a pride in their school, as seen in the displays around the school and the absence of litter. During an informal lunchtime discussion with pupils, they confirmed that they liked 'everything' about the school and would not change a thing! The social development of pupils is very good. They were observed playing well together at break times without aggression or hostility. Pupils understand the impact of their actions on others and several instances were seen where pupils showed kindness to each other. In class, they are quick to spontaneously applaud the contribution of others, as seen in a Year 1 religious education lesson when pupils looked at the traditions associated with life within the Jewish community. All pupils behave well in assemblies. Children in the Foundation years sit quietly and patiently waiting for others to arrive.
15. Relationships throughout the school are very good and this has a positive effect on the very good personal development of pupils. Both boys and girls including those from different ethnic backgrounds, clearly enjoy working co-operatively in the friendly atmosphere the school presents. The relationships formed between classmates, and between pupils and teachers, are very good. The same very good rapport extends between pupils and classroom support staff and adult helpers. Pupils are kind and helpful to their friends with special educational needs and include them in all games and activities. Children in the foundation years have a carefully planned induction and staff quickly gain their confidence and trust. Older pupils take good care of younger pupils, as seen in the playground when Year 4 pupils act as 'befrienders' to younger pupils. All pupils clearly enjoy receiving awards, for effort, behaviour and attendance.
16. Pupils show a good level of acceptance of personal responsibilities when volunteering for tasks around the school. The school council helps pupils to have a 'voice' in the school. When teachers allow pupils to work independently, this mature approach is

extended. Most pupils are willing to attempt challenging work and would benefit from more opportunities for independent learning in lessons.

17. Attendance at the school is at the national average. Registers show that authorised absence is due to sickness and to holidays taken in term time. Some pupils have a very good record of attendance. For example during the spring term, over one third of all pupils achieved one hundred per cent attendance and this confirms the view of parents that children like school and want to attend regularly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. In all lessons seen during the inspection the quality of teaching and learning was satisfactory or better. It was good in about half the lessons, very good in almost a third and excellent in about one in ten. The good quality of teaching has been maintained since the last inspection and no unsatisfactory teaching was seen on this inspection. Teaching has improved in the Foundation Stage and is now good overall. Teaching over time has been maintained as good overall. In the Year 4 class, owing to the long-term illness of the teacher, there have been several changes of teachers. This has led to inconsistencies in the quality of teaching and a fall in standards of pupils' work in mathematics, English and science. Now that stability has been regained the quality of teaching and pupils' learning has improved and is satisfactory.
19. Teaching in the Foundation Stage is good and children have a good start to their education. Staff have high expectations of children in all areas of learning. The strengths of the teaching are the very good emphasis that all staff give to the children's personal, social and emotional development and on improving their communication and language skills. The very good assessment procedures enable teachers and support assistants to know and meet the children's needs very well. Children who give a cause for concern in their learning development are identified early and receive additional help and support.
20. A most important strength of the teaching in all phases is the good quality of teachers' planning and the thoroughness of the preparation that teachers make for lessons. Lessons build well on what pupils have learned previously and good reminders are given to them, with the use of effective questioning at the beginning of lessons to give them the opportunity to show what they already know. In most lessons teachers challenge the ability of different groups of children appropriately, although this is not always the case. For instance, in science at Key Stage 2, teachers do not expect enough of higher attaining pupils in their investigative work. Another important strength in the teaching is the very good relationships that teachers and support staff have with the pupils and the way that they organise and manage them to help them to learn. Teachers create a hard working but friendly atmosphere in lessons, encouraging pupils to share their ideas and valuing and empathising with their ideas and responses. In response to a Year 6 pupils' answer when justifying his opinions from a text, the teacher was heard to say, 'Thank you for sharing that with us'.
21. Additional contributions to the good quality of teaching are the use of specialist teachers and where teachers teach to their strengths in subjects such as music, art and design, and physical education. This happens, for instance, in music in Key Stage 1 where the co-ordinator teaches both the Year 1 and 2 classes separately. Specialist teaching also takes place in Year 6 where the headteacher takes classes for art and design and a part-time teacher, also a music specialist, teaches music in Years 5 and 6. In these subjects pupils make good progress in learning skills in a

systematic order which helps them build well on what they already know and can do. Talented pupils in music and writing have individual work matched to their needs.

22. However, despite the many strengths of the teaching there are some weaknesses. A few lessons are too closely directed by teachers and pupils do not have enough opportunity to develop and use their initiative when learning. Activities do not always allow pupils to learn from their experiences and to analyse any mistakes they make or where they have gone wrong. Sometimes this is done well; for instance when pupils in Year 2 learned to write instructions for a program in an ICT lesson. The marking of pupils' work, particularly in mathematics, English and science, although it is kept up-to-date, is cursory and rarely informs pupils what they need to do to make their work, including presentation, better. The length of some lessons, particularly in the afternoons, is occasionally too long or not carefully timed. When introductions are too long, the pace of the lesson slows and pupils become restless. When the conclusion of a lesson is hurried, there are missed opportunities for pupils to discuss and think for themselves.
23. Teachers have good overall knowledge and understanding in all subjects of the curriculum and particularly in the teaching of literacy and numeracy. The programme for the monitoring of teaching along with the intensive programme of staff training in literacy and numeracy has contributed effectively to raising the quality of teaching and standards in these subjects.
24. The quality of teaching and learning in English is good overall. The teaching of the National Literacy Strategy has been embraced well and teachers have a good knowledge and understanding of teaching the skills of reading and writing. The school has a structured approach to teaching reading skills and this works well. Pupils learn to enjoy books and stories of all kinds. Older pupils become confident in reading and in their text study learn to explore how authors create different effects in their writing. However, in some literacy lessons the tasks given for pupils' independent work and in booster sessions are not sufficiently well tailored to the needs of the higher attaining pupils.
25. Teaching in mathematics is good overall with some excellent teaching in Years 3 and 5. Recent emphasis and additional training for the teaching of the mental sessions at the beginning of numeracy lessons has resulted in improving pupils' oral and mental skills. Lessons are generally brisk and move at a good pace. Teachers develop pupils' mathematical thinking to find out alternative ways of working out answers and problems. They build well on what pupils already know in mathematics and high attaining pupils are given more challenging work.
26. Teaching in all other subjects of the curriculum is good in both the infant and junior classes apart from in ICT where teaching is satisfactory in the infant classes and better in the juniors. Support staff are less confident when taking groups of pupils in the infants in ICT. In the juniors, lessons are consistently pitched at the right level of challenge and teachers use good strategies such as pupils working in a pair to build confidence and produce work collaboratively. However, although teachers have begun to use ICT in some subjects such as English, art and design and design and technology, it is not yet used widely across all subjects of the curriculum or in the area of independent research.
27. Pupils with special educational needs are taught very well. They are fully included in lessons when working with the whole class, and carefully matched work ensures they learn at an appropriate level. When pupils receive individual teaching, for example for

focused language support, assistants use pupils' individual plans very effectively to plan each new step in their learning. Good quality learning resources such as the 'Toe by Toe' language programme are plentiful and used to very good effect. Pupils with statements of special educational need are taught very well and make very good progress. On some occasions the quality of support they receive is outstanding. They are fully included in all educational and social experiences.

28. Any pupil who speaks English as an additional language receives good support from teachers and learning assistants who are aware of their language needs. Teachers and assistants ensure that others offer them mutual support.
29. Homework is satisfactory and is similar to that in most primary schools. It is given in accordance with the home school agreement.

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

30. The school provides a rich curriculum with a good and varied range of interesting and relevant experiences for pupils. Previous shortcomings noted in the last report have been addressed and the curriculum meets the statutory requirements of the National Curriculum and religious education. The school has adopted nationally recommended programmes of activities for many subjects, tailoring these to reflect the aims for its pupils. Work on display around the school reflects this imaginative and carefully planned range of activities across the curriculum.
31. The school uses the nationally recommended frameworks for Literacy and Numeracy. Throughout the infant classes and junior classes, there are particularly well planned links between reading, writing, speaking and listening. These mirror the school's successful trend in raising standards of achievement in English.
32. Pupils' basic number skills are well supported. The school has made changes to the curriculum to improve standards in mathematics by introducing some key aspects earlier into Year 1. Further modifications to numeracy activities have followed from checking pupils' books. In a similar way, the school refined the balance of pupils' writing experiences by developing the range of non-fiction reading and writing. This demonstrates the good systems in place to check the effectiveness of the curriculum.
33. Computers are used well to develop skills in ICT. For example, pupils in Year 6 have used aerial photos to gain a bird's eye view of the lines and patterns observed in a landscape. However, opportunities to use ICT to support learning in other subjects are not yet well established. In science older pupils in the juniors have too few opportunities to develop their learning in investigative and experimental science.
34. Provision for pupils' personal, social and health education is satisfactory. Teachers care greatly about pupils' needs and deal with them very well as they arise informally. The school has a particularly well planned programme of sex education for Year 6 pupils. This has been planned sensitively to ensure it takes account of the developing maturity of pupils. However this successful provision does not build well enough on a programme for younger pupils. Although pupils have good lessons in personal and social education, there is no whole school programme yet in place. This results in gaps in important aspects such as citizenship and the development of personal initiative. The school has recognised this and a programme for personal, social and health education is being developed.

35. The school provides equal opportunities for the vast majority of its pupils to learn and make progress, although some higher attaining pupils in the junior classes do not have sufficient challenge in science. It admits all children according to their need regardless of any learning problems they may have. An example of this was seen in the school's readiness to accept a physically handicapped pupil. Pupils with special educational needs are included fully in all aspects of the curriculum and the school provides relevant learning experiences according to their individual plans. Their needs are met largely through extra support with the whole class. Support assistants liaise well with class teachers. Learning programmes are reviewed each half term to monitor progress and set new targets. Parents and pupils have the opportunity to contribute to these reviews. The school is very aware of the need to promote good relationships between people of different racial groups. Pupils from minority ethnic groups are treated the same as others. They are confident learners and play a full part in the life of the school. The school is taking steps for the preparation of a race equality policy.
36. Any pupil who has English as an additional language makes similar progress to most pupils in the school. Pupils who are gifted and talented are recognised, valued and fostered. In an example of such nurturing, a talented Year 3 writer was provided with appropriate opportunities to further develop his story writing talent. In many ways the school ensures that all individuals are supported so that they can achieve more easily. There is no difference in the curricular provision between girls and boys.
37. There is a good range of extra curricular activities promoted by the school. These are planned to develop skills such as co-operation and empathy for others as well as to provide enriching experiences. The majority of activities are related to sport and music. Opportunities include clubs for both infant and junior pupils. Activities offer the chance to learn new skills or take skills further. They include athletics, gymnastics and the opportunity to join a choir of fifty pupils. A residential activity for older pupils adds a taste of different and exciting experiences, such as caving and abseiling.
38. The school has a good range of links with the local secondary school, local playgroups and the community. A number of skilled trainers visit the school and coach pupils in sports such as rugby, cricket and football. This increases the enthusiasm of pupils and promotes skills for different year groups. The school's strong local business links are particularly effective in raising awareness of the school in the community and in securing resources that improve provision for pupils. This is seen in the very good range of equipment for the school playground and for physical education.
39. Provision for pupils' spiritual, moral, social and cultural development has been maintained as good overall since the last inspection. It is very good for moral development, good for social and cultural development and satisfactory for spiritual development.
40. Pupils' understanding of the nature of reflection and spirituality in assemblies and collective worship is very good. Pupils are given opportunities to reflect on their lives and those of others. They play an active part in preparation of themes. Pupils help to compose prayers and lead them. Their response to the music played and the quality of singing deepens pupils' understanding of spirituality. However, there are limited opportunities for pupils to widen their responses in other curricular subjects apart from religious education.

41. Teachers have high expectations for behaviour. This is securely rooted in the school's moral code and in the emphasis on respect for each other. It is reflected in the way that adults and pupils speak to each other. Assemblies allow pupils to consider right and wrong in a climate that supports self-esteem and success. Pupils learn to negotiate moral paths because of the strong sense of support in the school. Guidelines for teachers on discipline and forms of bullying or harassment demonstrate care for pupils. The school makes good use of stories to develop moral values for younger pupils. As a Year 3 pupil offered, in response to the story of 'The Pied Piper', 'a promise is a promise and you've got to keep a promise'.
42. Good social development results in a high degree of social awareness amongst pupils. Most teachers have high expectations of pupils' development of skills such as turn taking and sharing. As a result, pupils' have a good understanding of boundaries. They learn to value each other. The School Council encourages responsibility and promotes a sense of fairness. Consequently pupils' learn to acknowledge mistakes made. The school has improved its provision of playground equipment devised to promote social skills. The lack of a planned programme about relationships causes gaps in pupils' knowledge, particularly about responsibility beyond the school community.
43. There are some examples of rich cultural resources. These are well presented and valued. For example, a religious book was protected from dust indicating its value and importance. Pupils use artefacts from other countries such as African masks. The school prepares pupils well for life in a multi-cultural society. They observe the fine qualities of different heritages, and develop a greater understanding of cultural diversity. This relates well with school trips to enrich history topics. Pupils visit places such as Shugborough Hall. These opportunities nourish pupils' ideas about the world around them.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school continues to provide the good care noted at the time of the last inspection. This is a strong feature and one which underpins the whole atmosphere. The school's support and guidance for pupils are good. Teachers and support staff are caring and dedicated and they know their pupils very well. They have very supportive relationships with them and employ very good systems for monitoring their academic and personal progress. This, together with a caring ethos, promotes an environment in which pupils can grow and flourish. Parents agree that the school puts great emphasis on the care and support for their children. Parents of Year 6 pupils confirmed that their children are well prepared for the transition to secondary education. Pupils with special educational needs are well cared for by all adults who work in school.
45. The measures that are in place for monitoring and promoting good behaviour are effective and work well in practice. Teachers and classroom assistants manage pupils well, are friendly and use humour in reinforcing their high expectations of behaviour. This creates a pleasant atmosphere in which pupils can learn and teachers can teach. The procedures for eliminating oppressive behaviour and racism are effective. Pupils and most parents confirm that if bullying does occur, the school deals with it well. There is a consistent determination amongst staff to raise pupils' self-esteem. Pupils are praised for their efforts, for working hard and achieving high standards in their learning or for simply displaying good manners. As a result, pupils grow in confidence and are not afraid to get something wrong for fear of humiliation. Children in the foundation years soon learn what is acceptable behaviour and learn to

take turns and share equipment well. The behaviour of pupils at lunchtime has improved due to the wide range of play resources now available and the regular meetings that the headteacher has with lunchtime assistants.

46. The school's procedures for monitoring and promoting attendance are good and help to maintain the national average for attendance. Unexplained absences are followed up each morning by the attendance co-ordinator ensuring that all children are accounted for. There is a procedure for the early identification of emerging patterns of poor attendance and the education welfare officer deals with any serious concerns. Pupils value the system of rewards for both individuals and classes. Year groups vie with each other to achieve the attendance cup awarded each term. Registers are neat and in good order. Most pupils arrive at school on time ensuring that registration periods provide an orderly start to lessons.
47. There are good procedures in place for ensuring the health and safety of pupils. There is a detailed health and safety policy in place and health and safety audits are conducted annually by the headteacher and the janitor. Pupils' medical needs are considered well and clear guidelines for these are in place. Child protection procedures are good and work well when tested. The school has good links with social services in order to support the individual needs of pupils in their care. Staff are aware of their responsibilities for the protection of children and clear guidelines are given to them.
48. The school has improved previous shortcomings in assessing pupils' work. There are very good systems in place to measure and check pupils' academic progress as they move through the school. These ensure that pupils are well supported in their work and that any gaps in pupils' knowledge or understanding are tackled early. The school has good expectations of pupils' achievement and this is reflected in the rate of progress targeted for individual pupils. Good use is made of the information gathered by the school. As a result of this, aspects of the curriculum have been changed and additional activities planned. Mid-year progress checks are in place and these help the school to focus on areas of English, mathematics or science that need modifying or providing with additional resources.
49. Overall, the school lives up to its mission statement that all pupils should learn in an atmosphere of welcome and respect.
50. The school provides very good and sometimes outstanding care and support for pupils on the school's special needs register. All teachers and support staff know the pupils well. Individual 'diaries' completed daily by staff provide a highly effective record of pupils' academic and personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents view the school as a good school that is helping their children to become mature and responsible and this view has been maintained since the last inspection. Parents describe it as school that is happy, caring and supportive. Most parents confirm that the headteacher and staff are approachable and that they feel able to discuss any worries or concerns with them. Parents feel positive about the school and the improvements that have been made. Most parents consider that their children are making good progress because the school expects them to work hard and achieve well. In the response to the questionnaire and comments at the meeting for parents held before the inspection, a few parents expressed concerns about the amount of homework and the range of extra curricular activities. Inspection findings

are that homework is satisfactory and that there is a good range of extra curricular activities.

52. The information that parents receive is very good and shows a significant improvement on that available to them at the time of the last inspection. Parents receive regular newsletters about events and activities taking place in the school as well as information on what children are learning. The prospectus is an attractive and professional document giving information for parents on all aspects of school life. There is a range of attractive leaflets for parents on helping children with reading, with literacy and numeracy and the school's procedures for helping children to behave well. The home / school agreement sets out the individual responsibilities of staff, pupils and parents and all parents sign this. The school offers three opportunities each year for parents to talk to teachers about the progress their children are making. Parents value these meetings and attend in large numbers. The reports to parents on pupils' progress are sent in the summer term before parents meet with teachers. The reports are inconsistent in the information they give. Comments on progress made in subjects are detailed but not all reports contain statements on what pupils need to do to improve. There are some perceptive comments from teachers on pupils' personal and social development which highlight how well teachers know their pupils.
53. The school has very effective links with parents through the various initiatives in place to involve them in the life of the school. Parents of children who have a special educational need are fully involved in the review meetings of their children as seen in the pupils' individual education plans. A few parents and governors help in the classroom with a range of activities and the school offers guidance to enable them to do this. Courses for parents have been held in partnership with the local college. The school has organised workshops for parents on reading, literacy, numeracy and homework. The Parents' and Friends Association raises substantial funds to support the work of the school. For example, the association provided music lessons and purchased a piano for the school as well as window blinds and equipment for physical education and this has had an impact on their learning. A thriving pre-school group, 'Parents Plus' starts off the whole process of involvement with the school and parents confirm their appreciation of it. There are good induction procedures for parents of children about to enter the foundation years. The contribution of parents to children's learning at home is good. Most parents listen to children read and help them with their homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher provides good and effective leadership. This is coupled with a very clear sense of educational direction and good management of the school. The school has well defined aims and values that it fulfils successfully. Since the last inspection the headteacher has moved the school forward and it has made good improvements in many areas. She has led and successfully addressed the key issues identified at that time. Very good relationships are fostered throughout the school and this results in a good climate for pupils' learning. Over the past three years, standards have risen at the age of eleven and inspection findings show that they are continuing to rise.
55. The headteacher delegates management responsibilities effectively and is well supported by the deputy headteacher and the Key Stage 1 co-ordinator, who have clearly defined responsibilities. These key members of staff take a full part in supporting the school's priorities for improvement. They contribute well in the development of all the areas of the curriculum and its assessment. Management meetings are held regularly each half term. The agenda is set well in advance

enabling all members to contribute and play their part and thoughtful decisions to be taken. As part of the school's rolling programme of self-evaluation, it has a planned programme of monitoring of teaching in place. This is undertaken by the headteacher, deputy headteacher and Key Stage 1 co-ordinator. This programme is linked to the priorities in the school development plan as well as to the individual targets set for the performance management of teachers.

56. The role of co-ordinators in monitoring their subject areas has developed further since the previous inspection. As a result of developing their curriculum areas they now have a good overview of the strengths of their subjects and the areas where further development is needed. Subject co-ordinators in English and mathematics, along with the headteacher, check planning and observe teaching regularly, although observation of teaching has not yet taken place in science. This is about to begin. The monitoring of teaching in mathematics undertaken following the dip in standards in 2001 was successful. It identified the need for improved teaching and further staff development in the mental sessions at the beginning of numeracy lessons. In addition the need for increased challenge in mathematics for higher attaining pupils in some lessons was highlighted. This monitoring and the subsequent action taken by the school have contributed to the improved standards seen during the inspection which pupils are now reaching in mathematics.
57. The school development plan is a comprehensive document, which stems from the review and evaluation of the previous year's work of the school and successfully drives forward the clearly focused initiatives. It is well thought out and detailed. The plan for 2002 to 2003 accurately identifies the needs, actions, resources and costs for raising standards in mathematics over a two- year period and for maintaining and extending the use of information communication and technology in order to raise standards.
58. Systems for managing special educational needs are very good. Individual plans are reviewed and updated regularly to ensure suitably challenging work for the pupils. Statements of special educational needs are properly reviewed annually and the extra provision set out for those pupils is entirely fulfilled. The school liaises effectively with social services as well as all other appropriate outside agencies. The school recognises and acknowledges those pupils with exceptional gifts and abilities.
59. The governors make a strong contribution to the work of the school and fulfil their role as critical friends well. They have a good understanding of the school's strengths and weaknesses and procedures for informing them of the school's performance are effective. For example, they are kept in touch with the school's performance relative to the national picture and to similar schools. This has led to their supporting a drive to improve mathematics, which emerged as being in need of improvement. Governors are 'attached' to individual subjects which entails observing lessons, talking to co-ordinators and reporting back to the headteacher and governor colleagues on any key points. This first hand knowledge of the workings of the curriculum puts governors in a strong position when they discuss the contents of the school's development plan. It also equips them for their responsibility of critical friendship, which they exercise by asking searching questions and canvassing opinions on important issues such as revising intake numbers or planning improvements to the fabric of the school.
60. The school gives good value for money. The school's budget is managed well and has been used wisely to create a pleasant and well-equipped environment with a good level of resources. At the day-to-day level, the administration officer uses her training to operate the budget efficiently using the available technology well. At a more

strategic level, the governors and headteacher have made carefully planned decisions that have resulted in a much larger than average surplus. However, this is earmarked along with the school's capital funding for future developments in accommodation and ICT resources that will significantly improve provision for the pupils. Funding for specific purposes is used well. For example, the money allocated to provide support for pupils with special educational needs has resulted in very good provision as a result of which these pupils make very good progress. The school pays good attention to the principles of good value. It checks costs carefully, gathers opinions on its performance and compares itself to other schools to make sure that it is getting enough value for the money it spends.

61. There are sufficient qualified teachers supported by a generous number of classroom and special needs assistants. Owing to the sudden long-term illness of the class teacher, there have been several different teachers in the Year 4 class this school year. The school has done all it can to maintain teachers for the class over several weeks. However, it is only recently that it has been possible to appoint a long-term supply teacher and so redeem stability. Teachers have sufficient expertise to ensure good management of all subjects. A rigorous staff development schedule, linked to performance management, means that corporate and individual training needs are effectively met. Teachers and all support staff have had relevant literacy and numeracy training and the New Opportunities Fund has been used to complete ICT training for all teachers. Procedures for the induction of new staff are very good. Information books provided are of a very high quality and new staff also benefit from personal monitoring and support. All teaching and non-teaching staff have clear roles within the school and all make a valuable contribution to its day-to-day running. The school deservedly holds an award from Investors in People.
62. Refurbishment of the school building has resulted in a good quality learning environment. Although space is limited, that which is available is used very thoughtfully to ensure the full curriculum is delivered. There are some good outside resources, both for the Foundation Stage and the infant and junior pupils. Learning resources for most subjects are good and used well in lessons. Resources for ICT are adequate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve further the headteacher, governors and staff should :

a) **Further raise standards of attainment in science at Key Stage 2 by:**

- using the results of assessment to identify higher attaining pupils and to provide them with harder work;
- raising the expectations of what these pupils should achieve in their investigative work;
- improving the quality of teaching and learning in investigative and experimental science.

(paragraphs 8, 20, 33, 35, 97, 100, 101)

b) **Involve pupils more in their own learning by:**

- giving more opportunities for pupils to show initiative in their own learning and to work independently of close direction by teachers;
- improving the quality and effectiveness of teachers' marking to identify more clearly what pupils need to do to improve their work;
- providing carefully devised worksheets that develop pupils' own thinking skills;
- making more use of ICT for pupils' own research in subjects of the curriculum.

(paragraphs 22, 26, 33, 85, 97, 101, 108, 130, 147)

In addition the school should consider the following less significant weakness for inclusion in the action plan:

- Improve the presentation of pupils' written work so that it is consistent across the school.

(paragraphs 22, 85, 92, 94)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	21	21	8	0	0	0
Percentage	7	29	47	18	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 more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	240
Number of full-time pupils known to be eligible for free school meals	N/A	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	23

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	9
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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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	20	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	19
	Girls	16	16	15
	Total	36	36	34
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (91)	94 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	18	19
	Girls	16	15	16
	Total	36	33	35
Percentage of pupils at NC level 2 or above	School	100 (89)	92 (94)	97 (94)
	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	14	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	14
	Girls	11	6	12
	Total	22	18	26
Percentage of pupils at NC level 4 or above	School	79 (82)	64 (82)	93 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	8	6	8
	Total	18	18	21
Percentage of pupils at NC level 4 or above	School	64 (74)	64 (82)	75 (89)
	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	4
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	184
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	29
Average class size	33

Education support staff: YR – Y 6

Total number of education support staff	15
Total aggregate hours worked per week	197

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	423563
Total expenditure	414540
Expenditure per pupil	1893
Balance brought forward from previous year	53100
Balance carried forward to next year	62123

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

234

Number of questionnaires returned

125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	3	0	1
My child is making good progress in school.	57	39	3	0	1
Behaviour in the school is good.	51	45	2	1	1
My child gets the right amount of work to do at home.	31	52	10	6	1
The teaching is good.	60	35	4	0	1
I am kept well informed about how my child is getting on.	46	48	4	1	1
I would feel comfortable about approaching the school with questions or a problem.	62	32	4	2	0
The school expects my child to work hard and achieve his or her best.	66	32	1	0	1
The school works closely with parents.	46	49	5	0	1
The school is well led and managed.	70	25	4	1	0
The school is helping my child become mature and responsible.	52	43	3	0	2
The school provides an interesting range of activities outside lessons.	31	46	11	2	10

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. The provision the school makes for children in the Foundation Stage is good. All children make good progress, achieve well and get off to a good start with their education. The teaching and learning is good in all the nationally recommended areas of learning. This is an improvement since the previous inspection. When children begin part-time in the pre-reception class they have a wide range of abilities. They make good progress particularly in their personal, social and emotional development and in their skills of language and communication. However, when they start their full time education in the reception year, their overall attainment is below average although children do better in acquiring early reading skills and personal, social and emotional development than in mathematical development. The inspection took place towards the end of the school year and the inspection findings show that the majority of pupils successfully reach the standards expected of them for their age in all areas of learning by the time they begin in Year 1. They exceed the levels expected of them in personal, social and emotional development and in knowledge and understanding of the world.
65. There are 48 children in the Foundation Stage, 30 full-time and 18 part-time. This number has increased since the previous inspection due to the popularity of the school. Good induction procedures are in place. Children are admitted into the pre-reception class twice a year after their fourth birthday. They have the benefit of a part-time morning or afternoon place for at least two terms before the term in which they are five. Children move smoothly into the reception class in the September of the term before their fifth birthday. Parents are made welcome in the school and receive good information and guidance to help them as their children settle in. Staff provide an environment where children feel secure and become confident in their learning. Staff works and plan closely together. They plan sessions and lessons very thoroughly and teachers deploy classroom assistant's well to support the children. Planning shows good links between the different areas of learning and children receive a wide range of enriching experiences. Staff have high expectations of pupils both in their behaviour and in their work. Children also benefit from additional frequent help from parents in school.
66. The co-ordinator manages the Foundation Stage well. There is a good range of provision for all the recommended areas of learning. The planning of activities, assessment and record keeping for the new curriculum is very thorough. Children are identified quickly if teachers have any reasons for concern in their learning development. Areas of concern are monitored carefully with the help of outside specialists such as speech and language therapists when necessary. The school has a sound action plan in place for the Foundation Stage in the coming year.

Personal, social and emotional development

67. The provision for children's development in this area of learning is very good and is a strength of the teaching. All children, including the youngest four-year-olds learn to work and play together and share tools when working with others in a small group. They receive a good level of attention from their teachers who intervene skilfully to ensure all are involved and happy in their activities. For instance, in the pre-reception class, a group of four-year-old children, including one who had only been in school for two weeks, worked together, shared ideas and set up a tea party. They all contributed

to getting out what they needed quickly and efficiently for their game, helping each other find the equipment. Children choose independently from activities on arrival at school and in all classes sit and listen quietly to the teacher for registration and activities such as stories. They quickly learn to wish the teacher and each other 'Good Afternoon and Good Morning' and know how to ask politely for help when they need it. When he could not turn off the tap, one child was heard to ask, 'Will you help me with the sink, please?' Children quickly become independent as a result of the good systems and the well-established daily routines in place throughout the Foundation Stage.

68. Teachers reward children with praise and they applaud each other when prompted by staff and at times spontaneously. This visibly raises the children's self esteem and they are proud of their efforts. Children develop a sense of responsibility for living things; for instance by watering seeds and plants and learning how to care for pets. By the end of the reception year, pupils are able to sit for longer periods of time, sustain their concentration in a large group, and comment on each other's work. They have opportunities to share their 'special day' with others when it is their birthday and all the children share the occasion together with a pretend cake and 5 claps for the celebration. Most children are friendly, confident and outward going, proud of their work and keen to show it to others.

Communication, language and literacy

69. Children in the Foundation Stage enjoy looking at books and listening to stories and rhymes. The teaching in this area of learning is good and children make good progress. Teachers have very good skills in teaching literacy linking the teaching and learning of reading and writing very well. They give good reminders to children of what they have already learnt. They direct questions appropriately to children of different abilities, ensuring that all are included in discussions. For instance, when learning to recognise the letter 'm' using the book of the rhyme, 'Mary, Mary', in the pre-reception class, a more-able child was given the opportunity to show the others where 'Munching Mike' could be found on the colourful train of letters displayed on the wall.
70. Children in the reception class learn to enjoy books both at school and at home. They have many opportunities to share books together. For instance, they share 'big books' with the teacher during the literacy session and take books home regularly to share and read with their parents. They choose and read books in the book area and the library with each other, classroom assistants and visitors to the classroom, such as students and parent helpers. They develop good reading habits quickly, learning to use the pictures in a text to help them understand what is happening in the book and developing a sight vocabulary of simple words. They recognise letters and know the sounds they make and are able to build up words such as 'bed' and 'mum' with the use of these letter sounds. By the time children leave the reception class, almost all are able to recognise and write their first and second names. They develop sound control when using a pencil and develop the ability to form letters accurately. A small number of more-able children learn to write and order simple short sentences correctly, with accurate use of capital letters and word spacing. They are able to write short 'thank you' notes independently and are very proud of their efforts, which are above the average for their age. Children learn to take turns when speaking in a large group. They listen well to the teachers and when others speak. The youngest four year-olds in the pre-reception class speak in short sentences and articulate clearly when talking about their activities. For instance, one child said, 'I'm sticking these in Mary's garden'. Staff have good skills of intervention to promote children's speaking skills and most but not all talk and promote new vocabulary well during sessions.

However, some children have difficulties with their speech and are identified early by the teacher for additional early specialist support. This works well especially when parents take part and add their support.

Mathematical development

71. Although most children begin in the reception class with below average attainment in mathematical development, by the end of their reception year they reach the goals expected for their age. This is due to good provision and teaching and the high expectations that staff have of the children. Learning is made enjoyable for them with the use of many practical opportunities. Children in the pre-reception class make sound progress in their practical number and shape activities. For instance they learn a variety of number and counting rhymes. The teacher takes every opportunity such as at register times, to count the number of children present in the group. During their activities a more-able child chose to put the numbers 1 to 8 in order. In reception children learn the names of shapes such as triangles, circles, squares and rectangles and the differences between them through singing rhymes and by handling examples of two-dimensional shapes. In a good lesson, the teacher used effective and carefully directed questioning to help children describe what was special about a square. Most children remembered and were able to explain. More- able pupils knew the differences between a square and a rectangle. From a cleverly designed demonstration by the teacher, the children made good progress in their learning and were able to show how to make a repeating pattern using shapes and a more complex pattern using shapes and colours. Teachers give good emphasis to the positional language needed in mathematics and children know and understand words like 'after', 'before' and 'following'. Teachers provide further pleasurable opportunities to consolidate what children have learnt in mathematics in other areas of the curriculum, such as making patterns in creative activities.

Knowledge and understanding of the world

72. The provision for the teaching and learning in this area is good in both classes. Children make good progress and by the end of the reception class exceed the learning goals for this area. In both classes teachers provide stimulating and interesting activities to enhance learning. For instance, in the pre-school class they observed and compared a huge African snail with some garden snails. The children used hand lenses to look carefully and this resulted in exploring vocabulary such as horns, shells, slimy and soft. Conversations followed and as they washed their hands, children were proud and delighted that they had been brave enough to touch the snails and discover that they were harmless. They learned what the snails needed to live, such as air and vegetables. Children in both classes have opportunities to grow seeds of different kinds and to look after plants. They learn about the parts of a plant such as roots, stem, leaves, flower and petals and know that a plant makes its food in the leaves. Following a visit to the local garden centre, the reception class acted out the roles of the growers and buyers in a garden centre. They were well provided with equipment in the outdoor area and this activity engaged the children in imaginative play and also taught them to understand the exchange of goods for money. Children in the Foundation Stage develop their knowledge of ICT very well. Reception children have a regular weekly lesson in the computer suite and are introduced to skills very carefully. During a session with the use of a simple menu, they learned to load and operate a program for assembling a picture of a plant. With good support from teachers and learning assistants, they learned how to rotate a shape to make their picture correctly and were able to practise their skills further through the week in the classroom.

Physical development

73. By the end of reception children reach the levels set out in the learning goals for their age. The provision and teaching for this area of learning is good. All children have opportunities to develop their physical skills through independent regular outdoor play in either the secure area or at times on permanent apparatus set up nearby. There is a sound supply of wheeled toys and equipment for children's use and the outside area is prepared imaginatively by teachers for pupils to have pretend activities, such as a 'roadway' and a 'garden centre'. Children have regular opportunities to use and explore the space in the hall for dance and for moving to music and for physical education lessons. They develop their manipulative skills well. For instance, they concentrate very carefully when making collages from small objects such as beads and shells. They learn to choose and place the small objects very cautiously into a pattern. They quickly become confident in using a variety of pens and pencils developing pencil control to press firmly and write letters and their names. They learn to cut out accurately and take care when spreading glue.

Creative development

74. The provision and teaching for children's creative development is good and children reach the levels set out in the learning goals for their age. They are provided with stimulating activities to develop this aspect of their learning. They enjoy singing rhymes and songs and reception children join in confidently in a larger group in school assemblies. They memorise the words of rhymes readily and explore the sounds made by a wide range of musical instruments. They use their imagination in play activities in the 'home corners' and act out the roles using toys in play situations such as 'The Three Bears.' Children explore the use of different colours in their art. In a lesson in the reception class, for instance, they learned about the artist Van Gogh. They looked at his paintings of sunflowers and from observation of a huge imitation sunflower were motivated to confidently paint their own large sunflower pictures using bright colours. During their time in the Foundation Stage, children experience and become confident in using a wide range of materials such as, dough, paint, glue, tissue, shells and beads for designing and making their own pictures and collages.

ENGLISH

75. Standards in English have improved since the last inspection and are above average for pupils in Year 6. This is also an improvement on the results of the national tests in 2001 when pupils attained at the average compared with schools nationally. Despite a substantial proportion of pupils in the 2001 Year 6 group having special educational needs, the school exceeded its expected target. Pupils in Year 2 attain above average standards in reading and writing and a significant proportion of pupils are on line to attain standards beyond that. This is similar to the high standards pupils reached in national tests in reading and writing in 2001. In writing pupils' results were in the highest 5 per cent of schools nationally.
76. These improvements have been brought about by the flair and challenge brought to the management of the subject. The subject leader, together with the teaching staff, has forged very effective links between the teaching of reading and writing. In addition, the school's use of the national literacy strategy has refined organisation and increased the range of teaching methods. The school has reflected on the changes it has made and measured the effects against pupils' standards of achievement. Such

positive practices have helped teachers to raise pupils' achievement in reading and particularly in writing, and the literacy hour is now well established in the school.

77. The school builds well on the skills that pupils develop in speaking and listening. This forms a secure foundation for teachers to raise standards in reading and writing by focusing sharply on pupils' expression, explanations, and opinions. Teachers expect all pupils to be able to justify their views, placing great value on pupils' spoken contributions in lessons. Pupils are guided in expressing themselves by teachers' suggestions and sensitive support. By the age of eleven, all pupils including those identified as lower attaining are expected to present findings in a group. For instance, in a lesson in Year 6, pupils successfully used an overhead projector and laminated sheets to present their conclusions to the class, about characters and events, and the style and language used in a text.
78. Skills of reading and writing are developed well in the infant classes through a system of lively, whole class reading sessions that flow into further work in smaller teacher led groups. Pupils enthusiastically act out the voices of characters with expression and delight. Learning is promoted by frequent sessions to develop pupils' phonic knowledge of letters and words. Regular lessons of spelling and basic letter formation ensure that most pupils develop clearly formed and joined handwriting by the end of Year 2. Pupils' progress is measured in detail and this helps teachers to pick up concerns very early. The co-ordinator looks at pupils' books to gain an overview of improvement needed. Action is planned and any developmental need is rigorously tackled. Recent improvements have included the introduction of non-fiction writing in Years 1 and 2.
79. Pupils who have special educational needs are supported very well. Additional support is provided by well informed teaching assistants. Pupils learn very well and make very good progress as a result. The school is especially effective in linking pupil's needs with resources that help to promote particular skills. An example of this is the spelling books that systematically assist pupils to improve. Pupils thoroughly enjoy regular extra sessions, see the steps they achieve and benefit greatly from the one-to-one help. Any pupil who speaks English as an additional language makes similar progress to that of other pupils in school. The school's high priority given to the spoken aspects of English contributes to this positive picture. Pupils with a talent in English are recognised and their contributions valued. For example, a pupil who is talented in writing, is given additional or different activities to develop the skills of language further.
80. Most seven-years-olds read beyond the level expected for their age. These achievements are a result of the rigorous approach to the teaching of reading skills, underpinned by a clear love of stories and books of all kinds. This enthusiastic approach by teachers entices pupils into stories. More able readers confidently compare stories, talk about the 'special words and phrases' in a story or poem and delightfully locate a 'golden line' or feature of the authors writing that says something exceptional or unusual. These moments are gathered and shared, as the teacher reminds children 'to use these in your own writing'. For example, Year 2 pupils identified the repetitive phrases in the story: 'Can't you sleep, little bear?' noting that they are 'like a lullaby'. The teacher introduced the term 'lyrical' to the pupils, adding more to their understanding. The majority of pupils make use of punctuation and some expression as they read. More able pupils read authors such as J.K.Rowling and R.Dahl, readily seeing differences between authors and kinds of stories. Less able pupils use a good range of clues from the basic reading skills they have learned, often predicting where the story might lead by examining the characters.

81. Pupils are encouraged to talk about the characters and their intentions. Teachers guide pupils to look at the features in the author's writing that they like. This early focus on how the author creates an effect brings excitement and purpose to pupils' own writing. They delight as they respond to words they might use. Pupils' emotional responses to literature are valued and this in turn furthers their confidence. The range of writing the school offers across other subjects is developing well.
82. In Year 3, pupils' writing shows an increasing awareness of descriptive language. They use exclamation marks and speech marks accurately. A high proportion of pupils delight in using familiar language effects. These often closely reflect the stories recently read in shared reading sessions and demonstrate the effectiveness of the school's literacy strategy. There continues to be a good range of writing as pupils move into the junior classes. These include stories, explanatory and instructional texts. However, in Year 4, the amount of time pupils have to write in some subjects such as science and religious education is sometimes reduced, thereby lowering pupils' achievement. Pupils' use of computers to write in other subjects is at an early stage, but there are some good examples of pupils' presenting their writing using the computer. Handwriting across the school is taught well. By the end of Year 6, two thirds of pupils form a mature, fluent style.
83. By the age of eleven, a substantial proportion of pupils read and write beyond the average. More able readers identify the trail of events brought about by the actions of a character. They identify themes readily, and justify their views by finding the evidence on which their views are based. A good proportion of pupils explore the effect of the author's language and style because teachers in Years 5 and 6 develop pupils' skills particularly well. However, pupils are not as sophisticated in their written responses to questions about the effects of an author's language choices. The school has planned additional sessions to develop this area.
84. The quality of teaching and learning in English is good overall in both the infant and junior classes. It is very good in Years 2, 5 and 6. Learning in Year 4 has not been as effective as in other classes because of changes in teachers. There is no unsatisfactory teaching. Teachers' knowledge is good and where there is very good teaching, teachers accelerate the development of pupils' skills. This was seen in a Year 5 lesson where the teacher used good explanations, questioning and demonstrations to help pupils successfully re-write a story from a different character's point of view. Teachers maintain very good relationships with pupils and as a result pupils develop very good learning habits, and positive and thoughtful attitudes to English. They respond well to teachers' eye contact during lessons and this is a strength in maintaining the pace of lessons, particularly in Years 5 and 6. However, considering the good behaviour and positive attitudes that pupils have, teachers do not always give chances for pupils' to use their initiative as well as they might, for instance by the use of dictionaries rather than pre-prepared lists of words. This results in some lack of self-directed learning and responsibility. The school has made good use of extra literacy support for identified pupils, since the previous inspection. Pupils have made good progress in improving reading skills as a result.
85. A weakness in the teaching is the quality of marking of pupils' work. Marking does not always contribute well enough to pupils' understanding and help them take increased responsibility for their work. Although teachers' sometimes provide detailed feedback focussing on a group of pupils in a lesson, this does not carry through into written feedback, which is critical to develop pupils' awareness of how they have done in independent work. Sometimes, marking is cursory. Consequently, pupils' written

presentation in the junior classes is not consistently satisfactory and pupils do not always know how to improve their written work.

MATHEMATICS

86. Standards in mathematics have been maintained since the last inspection. Over recent years the school has improved its results in line with schools nationally. Following a dip in attainment levels in the 2001 in national tests for seven and eleven year olds, there has been good improvement during the current year and pupils in Year 2 and Year 6 attain at the average levels expected for their ages.
87. Positive action taken by the school as a result of the analysis of the 2001 National Curriculum tests data has proved successful. The curriculum was modified for pupils in Years 1 and 2, ensuring that some number skills are taught earlier and by giving more time for pupils to consolidate their learning. In all classes there is now more focused teaching during group activities, particularly for pupils capable of obtaining higher levels. As a result most pupils achieve as well as they should, and standards have improved.
88. The National Numeracy Strategy has been adapted well by the school. It forms the basis for the planning and teaching of mathematics lessons and contributes well to the standards of numeracy seen in the school. Multiplication tables, number facts and mental and written methods of calculation are reinforced well by teachers. There is a satisfactory emphasis on shape and measure, and data handling. Pupils apply these skills effectively, for example in geographical enquiry or when measuring and recording the distance they jump during an athletics lesson. By the end of Year 2, most pupils confidently add and subtract numbers up to 20. They count in multiples of 2, 5 and 10 and when challenged, as demonstrated in one lesson, count in 20's and convert the total into pounds and pence. They know that when adding 10 to a number (e.g. $43 + 10$) the number of units remains the same and they use their knowledge of sequences to solve addition problems. Pupils measure in standard units of metres and centimetres, recognise two and three-dimensional shapes and have a satisfactory mathematical vocabulary.
89. Teaching in the junior classes builds well on pupils' earlier achievements. Pupils increase their skills and confidence in number work and there is a good emphasis on applying knowledge to problem solving. For instance, a higher attaining group of pupils in Year 3, used their understanding of partitioning and doubling numbers to solve problems such as 'Double 483' by breaking it down into $800+160+6$.
90. Pupils in Year 5 were seen to use what they had learned in their number knowledge when they were in Year 3, very effectively. They used what they already knew to work out percentages of whole numbers. By Year 6, most pupils' knowledge and understanding of place value including decimals is secure. They have good recall of tables. Their understanding of shape is sound and they calculate area and perimeter accurately. Higher attaining pupils tackle more challenging problems, for example involving negative numbers. One pupil was able to give a clear and accurate description of the process needed to add mixed number fractions such as $2\frac{3}{4} + 1\frac{5}{8}$.
91. The quality of support for pupils who have special educational needs is consistently very good and at times, outstanding. Pupils with special educational needs are fully included in lessons and the expectations of them are high. They make very good progress in relation to the individual targets set for them. They are motivated and

responsive and consequently achieve well over time under the skilful guidance of their teachers and support assistants.

92. Achievement for pupils in Year 4 has faltered until recently due to several recent staff changes. Pupils have not been so consistently challenged as in other classes and some are capable of achieving more. The standard and presentation of their work shows that too little has been expected of them, particularly of the higher attaining pupils.
93. The quality of teaching and learning seen during the inspection was good overall. Some teaching is highly effective. There was no unsatisfactory teaching in mathematics. The most effective teaching is in those lessons where the teacher brings extra pace and challenge to pupils' learning. In one lesson for example, the groups were set initial tasks during the activity time. As pupils worked, their teacher gave extra teaching to each group and increased the level of each task, so that it matched the new expectations of what pupils could do. The planning, organisation and management of pupils' learning in this lesson was outstanding, as was the progress pupils made. All teachers establish very good relationships with pupils and value the contribution they make to lessons. This promotes mutual respect and instils confidence in pupils so that they ask questions and share ideas without inhibition. These positive attitudes have a good impact on pupils' learning and progress. Teachers' subject knowledge is good, so lessons are well planned with precise learning targets which are explained at the beginning of all lessons. This ensures that pupils know what expected of them.
94. Teachers use good skills of questioning to probe pupils' knowledge and understanding and raise their self-esteem. Resources to provide visual and practical support for learning are used well. In one lesson, for example, the effective use of an overhead projector meant that all pupils remained focused on learning to read different scales of measure because they could all see clearly the teacher's demonstration. As a result pupils were later able to use the overhead to demonstrate their skills to each other. Number lines and '100 square' charts feature in most classes and are used imaginatively to help pupils count, or work out sequences of number. Although teaching has many good strengths there are some weaknesses. Marking of pupils' work is mostly 'ritualistic' rather than helpful. Written comments are rare. Overall, marking does not give guidance to pupils on how work can be improved and does not challenge those pupils whose presentation is unsatisfactory. Teachers do not use the checking of individual pupil's work well enough, for instance, through marking. They do not capitalise on the pupils' very good attitudes and social development by providing enough independent investigative tasks to enable them to have ownership of their own learning.
95. The deputy headteacher, who has recently taken over the temporary role of co-ordinator during the long-term absence of the previous postholder, provides good leadership and manages the subject well. There are clear systems for monitoring the quality of teaching and analysing assessment data. Evaluation of the information gathered has led to the direct action which has brought about the rising trend in standards. Learning resources for mathematics are good although the use of computers to support learning is limited due to the need for more challenging software. Teachers are very supportive of each other and share a strong commitment to and capacity for continued improvement.

SCIENCE

96. By the end of Year 2 and Year 6, standards in science are above average. For older pupils this picture is similar to that at the last inspection, but slightly better than last year, when results were broadly average. For infants, the picture is stronger than it was at the last inspection. Apart from a dip in 1999, the school's performance in science has climbed fairly steadily, reflecting the national trend.
97. Most pupils achieve well across the school as a result of some strong teaching and a good programme of work, but there are two exceptions to this picture. The work of Year 4 pupils shows variations in quality, stemming from different levels of expectation as the class has had a number of teachers over the year. Also, for the higher attaining Key Stage 2 pupils, more could be expected in their investigative work. Progress in this practical aspect is satisfactory, whereas it is good in those areas that require pupils to learn information. Those pupils with lower ability and those who have special educational needs make good progress. This is because plenty is expected of them and they have good levels of support from teachers and classroom assistants, which enables them to complete similar tasks to the rest of the class.
98. In the infant classes, pupils are made to think hard as teachers offer challenging tasks. For example, Year 2 pupils build on what they already know about materials as they sort objects according to whether they are naturally occurring or not. The pupils are enthusiastic about such practical tasks and when prompted by questions such as 'Do people have to do something to these to change them?' they soon latch on to the idea that potatoes are naturally occurring whilst chips are not. Well prepared resources, thoughtful questioning and interesting tasks all help to engage pupils' interest, and as a result they develop a good understanding of what is being taught. As Year 1 pupils consider what plants need for growth, they develop good observation skills. They use magnifying lenses successfully to study plant features, going on to suggest how an experiment might be set up to investigate plant growth. An area for development in some lessons is the use of time. Some pupils can find it hard to sustain concentrate on one activity for most of the lesson and summary sessions at the end can be rushed, losing some of their value.
99. By the end of Key Stage 2, pupils have built up a good bank of knowledge across the areas of life processes, materials and physical processes. An emphasis on revision of key facts and concepts has helped prepare Year 6 pupils for their forthcoming national tests and when questioned, they are able to recall a wide range of information and show good levels of understanding. Homework has helped to secure and reinforce their science knowledge. Some strong teaching of older pupils was seen, particularly in Year 5, where the teacher held pupils' total attention with exciting presentation of new knowledge. During a very good lesson on 'Why we have day and night' for example, pupils participated in demonstrations with globes and torches to illustrate the Earths' rotation. Their constant questions, such as 'What made the Earth spin in the first place?', showed how involved they had become. Skilful strategies such as inviting pupils to correct invalid statements were very effective. For example, when the teacher suggested, 'So the sun shines on the whole of the Earth?' pupils were quick to say 'No it doesn't!' The teacher's reply 'Why is that then?' drew the response he wanted 'Because light travels in straight lines and so half the earth will be in darkness.' This type of learning dialogue is possible because the teacher has established a climate in which pupils are enthusiastic and motivated and feel confident to ask about anything they don't understand.
100. From pupils' work in Key Stage 2, it is clear that they have been given plenty of opportunity to undertake investigations, make observations and record data in a variety of ways. This amount of practical work is a strength of the curriculum but its

impact can be diluted, particularly for more able pupils by too much direction and not enough opportunity to design their own investigations or to pursue further hypotheses in the light of what they find out. Pupils show that they have good attitudes to their work and are able to collaborate well. These qualities need to be harnessed by giving them more scope to show their initiative through independent investigation in order to build fully on the pupils' skills as they come out of Key Stage 1. There are some good links between science and mathematics as when, for example, Year 6 pupils construct graphs of their results from a 'forces' experiment. The use of ICT for recording work however, is not yet sufficiently common.

101. Systems to assess pupils' progress in science have been much improved of late. Staff have developed regular testing materials which are well adapted to the curriculum being followed. This enables them to track the levels at which pupils are working and these are communicated to them. However, this information is not always used to influence subsequent teaching by fully stretching those who have shown higher attainment in their previous work. Teachers do offer extension activities for those who finish early, but there is seldom enough time left in lesson to give these the attention they deserve. A weaker feature of day-to-day assessment is teachers' marking, which seldom helps to pupils to understand how they can improve.
102. Leadership of the subject is satisfactory overall. The co-ordinator has ensured that the subject is well resourced and has compiled a useful portfolio of annotated pupils' work to illustrate levels of attainment. As part of the school's rolling programme of self-evaluation, pupils' work is due to be sampled in the summer term. This is needed to gain more regular insight into the performance of different ability groups and to monitor the quality of the teaching they are receiving.

ART AND DESIGN

103. Standards of attainment in art are above average for pupils in Years 2 and 6. This is an improvement since the previous inspection and is due to the good management of the co-ordinator who is knowledgeable and an expert in art. She is very aware of what is happening in art across the school.
104. Art has a high profile and the quality of display is very good. Pupils' work and efforts are valued highly and views from the school council are taken into account for displaying work. Pupils show and discuss their displayed work proudly to visitors. This raises their confidence and self-esteem. Displays of framed paintings, drawings, printing, collages, textiles, mosaics, three dimensional clay figures and modelling in plaster and papier-mâché add to the quality of the learning environment in the classrooms, hall, entrance, offices and the library. Teachers keep carefully prepared portfolios of past work for pupils to have access to as examples of good work. All pupils have an individual sketch- book to record their own efforts. These are a good record of how they progress in their drawing skills from making simple rubbings to using techniques to obtain a different texture with pencil.
105. Pupils in the infant classes have a variety of experiences in working with a wide range of media such as paint, pastels, fabrics and clay. Teachers develop the pupils' skills of observational drawing well, helping them develop confidence and make detailed drawings of fruit and vegetables, and portraits of themselves and their friends. Teachers plan lessons well to cover a range of techniques such as drawing and painting reflections and silhouettes. Collage is a strong aspect of the work and pupils learn to design their work to include a range of natural objects such as shells and beads as well as a variety of papers and fabrics.

106. In the junior classes, pupils build on the skills they have already learned in observing and designing. They make good progress. Pupils in a lesson in Year 3 sustained their concentration very well when making clay tiles. As a result of a clear introduction and explanations of what they were to learn in the lesson, the pupils tuned in to new work quickly. The teacher encouraged them to examine the different techniques others had used to obtain successful results in their work and discussed photographs of work which gave the pupils good motivation and confidence to try for themselves. Pupils of all ability groups had lots of ideas and suggestions of how they could make marks in the clay and the different tools they could use such as the end of a paintbrush. The pooling of these ideas contributed well to the work of the whole class as they fed off each other.
107. As a result of very good teaching, all pupils in Years 5 and 6 achieve well in art. Pupils in a Year 6 lesson looked very carefully at a book engraving of The Enraged Musician drawn by Hogarth. With very effective questioning from the teacher they learned to discriminate visually what feelings and moods and actions that the picture was trying to convey. Cleverly guided by the teacher, they used their observational skills well to discuss what it showed. Pupils responded well and formed their own opinions. One boy observed 'The man in the house thinks it is noisy and irritating.' With the use of hand-lenses they were able to see how the artist had used different tones in the work and practised the pencil techniques he had used such as 'hatching'. Consequently they learned to be discriminating in their own drawing. They worked purposefully and confidently becoming totally absorbed in their work.
108. Teaching in art is good overall and teachers help pupils achieve good results. In some lessons these are of a very high standards. Specific tools, support and carefully prepared work are provided for pupils with statements of special educational needs and they produce work which is on a par with that of the rest of the pupils. Where teaching was very good, planning of a series of work built very well on previous lessons and on developing the skills that pupils already had. The teacher's introduction was very good and included a good recap of previous work that reinforced pupils' previous knowledge. The teacher prepared and used good resources carefully chosen to show what it is the pupils are expected to learn. Pupils learned to use appropriate vocabulary like foreground, distance, distracts and reflections. A weakness in some lessons is the close direction that teachers give during the practical part. For instance, pupils are told exactly which tools to use rather than being given the opportunity to explore them for themselves.
109. Art makes a sound contribution to literacy, particularly through the development of pupils' speaking and listening skills when pupils discuss and evaluate their own and others work, and that of well known artists such as William Morris and Van Gogh. Visiting artists working with pupils make a good contribution to their learning.

DESIGN AND TECHNOLOGY

110. Standards are above average in design and technology at both key stages and all groups of pupils make good progress in developing their skills. This is a better picture than at the time of the last inspection when standards were average and progress was satisfactory.
111. Although only one lesson was seen, the pupils' work demonstrates that they are building a good awareness of the knowledge and skills needed to make well-finished products that are suitable for their purpose. For example, pupils in Year 5 have made working models to demonstrate the workings of cams. These are of very good quality and show that the pupils have both the understanding of how inter related parts such as the axle, the cam and the follower fit together and the skills to assemble them. In Year 6, the pupils' fairground models show that they have been able to apply what they know about electric circuitry to make battery powered merry go rounds and other rides. In Year 3, pupils have made 'Moving Monsters' using pneumatic power to operate their well-decorated models. These products show that pupils' skills in joining different materials are well developed and have been built upon their learning in Key Stage 1. They learn to use a good range of tools such as hacksaws and glue guns. Their models of 'special buildings' such as churches and mosques are of good quality and show good attention to detail and scale. Photographic records of other work show pupils' developing skill. For example, simple vehicles in Year 1 have chassis and axles while winding mechanisms in Year 2 show simple but effective moving parts.
112. Pupils' making skills are generally stronger than their design skills. Whilst they get off to a good start in the infant classes, managing for example to add labels to their vehicle designs, some pupils have not built enough on this early work on design drawing. As a result some plans for products show the finished article but without the information needed to properly plan its construction. Year 6 pupils are currently designing slippers. Although their plans show the need to address this aspect, overall it is a weakness. The pupils' evaluations on the other hand are a strength of the subject. Older pupils comment on their products and carefully evaluate their strengths and weaknesses. One for example commented, 'I would change the size of the electric motor next time to increase the speed of the wheel'. Often pupils are confident enough to reject any changes. Another wrote 'I'm really pleased with my model and I wouldn't want to change anything'.
113. In the one lesson seen, teaching was satisfactory. Key Stage 1 pupils designed coats for Joseph and soon learned through prompting by the teacher, that designs that are too ambitious will cause problems at the making stage. Working at an appropriate level, pupils learned to modify original ideas as they worked with a purpose towards next week's practical session.
114. The subject is well led by the co-ordinator who has a good picture of standards across the school. Resources have been well organised and examples of work have been drawn together to form a portfolio showing the current range of activity. This now needs to be used to help teachers to set consistent expectations across the school in all aspects of the subject. Colleagues are supported with ideas and confidence in the subject is high across the staff.

GEOGRAPHY

115. Standards in geography are average at the end of Year 2 and Year 6 and have been maintained in line with those reported at the time of the last inspection.
116. Pupils achieve well in the subject because of the way the curriculum is planned. The nationally recommended subject guidance is used effectively to support planning and this ensures that the requirements of the National Curriculum are met. The quality of planning has improved since the previous inspection.
117. Pupils' knowledge of geography is sound by the time they leave the school. They learn about the main climatic regions and what causes differences in climates and how physical features such as mountains and valleys are formed. During their annual residential visit pupils in Year 6 improve their knowledge and skills by carrying out a detailed river study.
118. Pupils learn about the local area. In Year 1, they learn about the environment close to the school. They go for walks to identify local features and visit the local post office. Teachers follow up this learning from outside well in the classroom. For instance, following the visit to the post office, the teacher set up a class post office to provide meaningful opportunities for pupils to extend their learning through imaginative independent activities. Letter writing to a pupil's grandfather in Jamaica helped them become aware of more distant places and pupils were rewarded by the information which came back in reply. Pupils in Year 2 draw simple maps and route plans, drawing the main features they see on their way from home to school. They learn about different locations by making good use of the Katie Morag stories to compare life on an island with that on the mainland.
119. Teaching in the junior classes helps pupils build well on what they already know and can do in geography. Teachers focus strongly on geographical enquiry and as a result pupils increase and improve their geographical skills. An investigation by pupils in Year 6 on the impact of by-pass routes such as the A38 on the quality of life in the local area, enabled them to reach informed conclusions. Mathematical skills and some use of ICT help pupils record data and present conclusions more clearly in graphs and tables.
120. The quality of teaching is good. In one lesson, for example, pupils scanned holiday brochures to find descriptive and statistical information about the island of St. Lucia. There was a good focus on geographical language as the teacher encouraged pupils to talk about the implication of temperature changes between St. Lucia and Britain.
121. The subject is managed well. The co-ordinator checks the quality of learning and teaching by scrutinising pupils' work and teachers' planning. Samples of work in a portfolio provide a good overview of the range of the curriculum. However, these are not judged against National Curriculum levels in order to give a clearer view on standards attained. There are good resources to support learning and good use is made of the area around the school to improve pupils' local knowledge.

HISTORY

122. Standards in history have been maintained since the previous inspection and are above average by the time the pupils leave the school. Pupils in Years 1 and 2 get off to good start when learning about past lifestyles and events. They use different sources of evidence such as artefacts and journals and learn how history has

influenced what people do nowadays. In the junior classes pupils learn the chronology of main events and civilisations from the Ancient Greeks to the present day.

123. Teaching throughout the school is good and pupils achieve well. In Year 2, for example, pupils looked at the diary entries of Samuel Pepys and John Evelyn in order to gain deeper insight into the effects of the Fire of London on the people of that time. Their resulting questions included, 'What did people learn as a result of the Fire?' and 'What changes were made?' Pupils' independent research skills are challenged well. Individual work about the Anglo-Saxons shows that pupils sought information at home and in school, some using skills in ICT very effectively. The work was clearly presented and pupils modelled their own artefacts to illustrate their writing. Linked with a topic of 'Life Since The Thirties', pupils in Year 6 researched their own family histories. They produced some impressive detailed work illustrating very well how their own lives are influenced by past events.
124. The well-planned history curriculum ensures that pupils' knowledge and skills improve at a good pace. Pupils work hard and teachers place a strong emphasis on the use of appropriate historical terminology in written work. Older pupils are encouraged to devise their own questions for historical enquiry using what they have learned. Pupils who have special educational needs receive very good support from teachers and classroom assistants. This helps them to contribute confidently and make good progress. The quality of displays reflects the way teachers place a high value on pupils' work. They provide a further contribution to pupils' learning. Visits to places of historical interest to support learning about Tudor and Victorian history enrich pupils' experiences but opportunities are limited.
125. Subject leadership and management are good. The co-ordinator conscientiously monitors standards and quality by scrutinising samples of pupils' work, and teachers' planning. Nationally recommended subject guidance has been used well to support the National Curriculum programmes of study, resulting in improved planning. A portfolio of pupils' work gives a good overview of the quality and of curriculum coverage. However, these samples are not matched against National Curriculum expectations in order to give clearer evidence of standards attained.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards of attainment are average by the end of Year 2 and Year 6. Although these are similar to judgements in the last inspection, there have been significant improvements since then. Expectations nationally of what pupils should achieve are now higher and the school has kept pace with these. Progress for all groups of pupils, including those with special educational needs is good in terms of the rate at which they are improving their ICT skills. It is satisfactory in their application of those skills to their work in other subjects. This is an aspect of the subject that has further scope for development.
127. Improvements in the subject include a better programme of work that achieves a reasonable balance between the different aspects such as word processing and graphics work. Owing to recent training teachers have a higher level of confidence and subject knowledge. A computer suite with better resources provides more opportunities for pupils to practise their skills. The co-ordinator has shown good leadership in the subject, overseeing an effective programme of staff training which has given good value for money, organising improved software to match the needs of the scheme of work and offering advice to colleagues on getting the best out of their lessons. A comprehensive development plan has highlighted the right areas for

further improvement, including more concentration on using ICT to support work in other subjects and developing a purpose built computer facility for Key Stage 1 pupils.

128. The overall quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils' attainment is improving steadily in Key Stage 1 as a result of well-focused lessons to build specific skills. For example, Year 2 pupils learn to use a control program as they write a series of instructions to help a character on the screen escape from a cave. Pupils enjoy the nature of the activity because it is presented in the format of a game with differing levels of challenge. Most managed to write accurate commands after an extensive period of 'trial and error' learning. This helped them to understand what worked and what didn't because they had to analyse their own mistakes. Some aspects of teaching are more ordinary. For example, a group working with adult support learning how to programme a floor robot needed more checking to ensure that they were all paying enough attention to benefit from the experience. Lessons in both key stages are often a little too long for pupils to sustain full concentration. This is particularly true of the activity section, which could sometimes be cut down. This would allow more time for the plenary sessions to reinforce what has been learned and explain what will be coming next.
129. In Key Stage 2, pupils learn quickly through skills teaching that pitches the challenge of lessons at the right level for most. Strategies such as pairing up pupils who might find work harder with those who are more confident, helps to give full access to the learning for these pupils. At other times, pupils are grouped by ability to enable them to progress at their optimum rate, often by progressing to harder levels of the program in use. The computer suite is not well suited to the large class numbers in Key Stage 2, but good organisation, well planned lessons and good class management help to overcome this constraint. Good teaching of pupils in Year 6, for example, enabled them to work in pairs to produce a simple multi-media presentation with sound and pictures. Pupils benefited from opportunities to discuss possibilities and try out different combinations of images. They showed good keyboard skills and navigated the menu options skilfully. Two pupils with special needs achieved really well, reflecting the good quality support they received. In a very good lesson at the other end of the key stage, Year 3 pupils demonstrated rapid development of skills in a graphics program. They rose to the challenge of recreating the teachers' example, which entailed the use of all the main screen icons and drawing tools. Sharp questioning kept them on track and their enthusiasm and pace of work also made a good contribution to their success.
130. Examples of the use of ICT in other subject areas include making designs for 'Joseph's Coat' in Year 2 design and technology work, and some use of the Internet to research into the life of Dr. Barnardo in Year 5's history work. Where they occur, these links are useful and show pupils the possibilities for applying their skills. However, there is scope, particularly in the area of research, to use any spare capacity in the suite for making more regular use of ICT to enhance work in other areas. Another area needing development is that of assessing pupils' attainment. There is some urgency here as some pupils are reaching levels of attainment for which they will need higher levels of challenge than others. It is important that the school's system is able to identify these so that teachers can prepare work at the right level. Good use is made of a lap top computer to assist a physically handicapped pupil to take a full part in his lessons and be able to record work along with the rest of the class.

MUSIC

131. Standards of attainment in music are above average. Music plays an important part in the life of the school and pupils have good opportunities to experience singing, playing and performing music, creating and developing musical ideas in composition work and to respond to and review music. Above average standards in music have been maintained at the end of the junior Key Stage since the last inspection and standards for pupils at the end of the infant Key Stage have improved and are now also above average.
132. This improvement and above average standards owe much to good leadership and management by the new co-ordinator, who has good music expertise and experience. The chosen scheme of work for music shows a clear sequence of skills development and this, together with the on the spot help given by the co-ordinator, supports non-specialist music teachers well.
133. Good standards are achieved by pupils as a result of good teaching at both key stages by teachers who are music specialists, as well as by teachers who contribute to lessons well with their own expertise and talents, for instance with the guitar and in singing. The well-qualified co-ordinator takes lessons in Years 1 and 2 and a regular part-time teacher, also a specialist, takes lessons in Years 5 and 6.
134. Music makes a good contribution to the good quality of school assemblies. Pupils' singing is of a high standard and individual pupils and groups of pupils have opportunities to play the instruments they learn, such as recorders, violins and the piano, to others. The large choir of fifty voices is open to pupils across the school. It practises regularly and sings at school events and in local music festivals and concerts. Pupils also have the opportunity to learn the recorder as an extra-curricular activity. The planning of teachers' work in music shows that pupils are given regular opportunities to explore all the required elements of music and that they receive the full breadth of study. However, music chosen for study is mainly based within a Western culture and does not contribute as widely as it could to the understanding of music from a diverse variety of cultures.
135. Pupils at both key stages develop a wide repertoire of songs and hymns and sing well and tunefully. In Years 1 and 2, they memorise words readily and add actions. They learn to sing in two parts and do so heartily, enjoying their singing and maintaining their parts successfully. In a very good lesson, pupils in Year 2 clapped the beat and maintained it accurately to 'The William Tell Overture'. They showed a good response to the music they listened to and were able to express their feelings successfully after listening to recorded extracts, which had been well chosen by the teacher. For instance, when drawing a picture to a fast piece of music, some drew sharks and fish 'because they move fast' and one boy said that he drew 'a bumblebee because the music reminds me of a bumblebee' as indeed it was meant to do. By the time they reach the end of Year 2, pupils are able to make a class composition and record their work graphically to play and follow it from the score. Pupils have a good knowledge of the sounds made by different instruments and are able to choose them independently for their work.
136. Older pupils towards the end of the junior classes sing with enthusiasm and tunefully. They show increased attention to phrasing and duration of melodies and to the dynamics of loud and soft. Diction is good and all pupils are fully involved in singing. In a very good lesson in Year 5, pupils warmed up their voices by playing a call and response game with the teacher and practised and refined their singing, learning to sing notes accurately. They explored singing in unison tunefully and showed how accurately they could sing without an accompaniment in response to the good voice

modelling of the teacher. They successfully created their own score which was performed for the class and generated spontaneous applause. Throughout both key stages, pupils learn the need for notation in their compositional work and devise a variety of non-standard notation that they understand and play from. This ensures that all pupils are fully involved in music making. They learn to listen to each other well and are able to recognise when an error is made in playing. This helps them to appreciate and understand the need for accuracy when playing rhythmic patterns together. Pupils develop confidence in their composition work and tackle it enthusiastically. Teachers use musical vocabulary well in their explanations and consequently, in their discussions, pupils show that they have a sound understanding of how the use of contrasting pitch, volume and speed affects their compositions.

137. Teaching seen during the inspection ranged from good to very good. Teachers plan lessons and series of lessons carefully with clear learning objectives and build lessons on previous work. They have high expectations of pupils' behaviour. They manage pupils very well and encourage collaboration in group efforts. Teachers give meaningful praise and confidence to pupils ensuring that lessons are enjoyable and successful for pupils of all abilities. Pupils are given opportunities to practise and refine their skills and to appraise their own work. This gives pupils a sense of accomplishment and promotes good attitudes and learning.
138. The school is well provided with a wide range of instrumental and recorded resources available for all classes. A new electric piano was recently bought for the school with funds raised by the parent teacher association and this makes a good contribution to the quality of pupils' singing in assemblies and lessons.

PHYSICAL EDUCATION

139. Standards in physical education are above average. This is an improvement since the previous inspection when standards were average. Pupils take part in a wide range of activities including dance, athletics, gymnastics and games. Swimming is undertaken in Year 2 and pupils who still have to achieve 25 metres certificate in swimming are given additional lessons in the junior classes. This ensures that most pupils achieve the national expectation by the time they leave the school.
140. Pupils enjoy the range of activities and improved resources. Many older pupils explained how much improved were the activities, facilities and resources since they began in the school. Pupils in Year 1 demonstrated a good level of control and co-ordination in a dance lesson when composing and repeating fluid and sensitive movements to Saint-Saen's music 'Carnival of Animals.' They combined their sequence with that of others to move alongside, reflect and interweave very well. Others acted as observers and were able to say what they enjoyed and what they thought the dancers did well. A high proportion of the children were able to stop and hold their positions for a short time indicating good skills of body control. They displayed a clear understanding of the need to move safely and be aware of the safety of others. In the junior classes, they demonstrated a keen awareness of routines and practical arrangements for warming up their bodies. For instance, they used careful stretching activities at the beginning of lessons to prepare for more rigorous movements.
141. Teaching in physical education is very good. Very good lessons were seen in Years 1, 3 and 6 and an excellent lesson was observed in Year 5. Teachers have high expectations of pupils and consistently plan to a high level with challenging activities. In the juniors pupils' demonstrated above average body control as they work

effectively in pairs, mirroring shape and sequence. They were readily able to evaluate their efforts and older pupils could appraise each other's skills very well. A particularly good example of this was seen where the teaching support assistant encouraged a child with special educational needs to achieve his individual targets for the lesson. His achievements were appreciated by all and great fun ensued as the targets were met and further targets were noted. The school has a very good range of resources, some of which are a result of extra funding sought by the school. This is added to by the efforts made by the subject leader to bring in specialist coaches to improve pupils' skills and techniques. The approach to developing the skills of physical education starts early in pupils' school life. Teachers are particularly effective in driving the pace of lessons so that each minute is used well and pupils thoroughly enjoy lessons. Pupils in Year 6 measure their individual performance in different athletics sports against prior scores whilst the teacher fine-tunes individual's techniques very well. Teachers prepare for lessons and dress appropriately, providing a good example to pupils.

142. This subject is led very well by the co-ordinator who is enthusiastic and active in the pursuit of additional resources and experts to visit and work with pupils in lessons. As a result of her work, subject resources are planned for, organised and then used very well. An example of developing resources to meet needs is the purpose-designed gloves to support catching skills. Older pupils are given responsibility for captaining teams and organising resources. The well designed school programme of activities ensures that pupils gain a solid skill basis for each activity and that they are able to build well on what they have already learned. The extra-curricular range of activities is good. Children in the infants also have the opportunity to join a club such as gymnastics.
143. The very small school hall provides restricted space for indoor physical education. However, teachers plan and use the space imaginatively and all groups of pupils achieve very well.

RELIGIOUS EDUCATION

144. Standards in religious education meet the requirements of the locally agreed syllabus when pupils are seven and eleven-years-old. This is similar to the findings of the previous inspection. Pupils make good progress in their knowledge and understanding of faiths such as Judaism, Christianity, Islam and Hinduism and in their personal reflections. Religious education lessons make a good contribution to pupils' spiritual, moral, social and cultural development.
145. Pupils in infant classes are developing an understanding that there is a range of faiths that exist in the world and an appreciation of the respect that needs to be given to other culture's values and beliefs. They understand, appropriate to their age, the significance of special clothes, festivals, places and artefacts in the range of religions they study, particularly in Judaism and Christianity. They can reflect on the importance of particular people and events important in their lives for instance when families gather together for celebrations. Teachers use a range of artefacts to help pupils learn the significance of special clothes worn by a Jewish boy such as a 'Kippur', and the practice of lighting the candles of the Menorah at special family meals. They understand how important food preparation is to people who live in hot climates as the teacher prepares apples and honey to explain the significance of the foods to Jewish people. They also learn phrases and their meanings, such as 'Shalom'.

146. Pupils make sound progress in junior classes and build on what they have learned and know from previous lessons. Pupils in Year 3 have a good understanding of the importance of marriage to a Christian and the need for them to keep the promises made during a wedding ceremony. Most pupils understand the special vocabulary associated with the range of faiths they study and can explain the principal symbols associated with different traditions and landmarks at times in peoples' lives. They develop a set of personal beliefs that they can clearly express. In a Year 5 class, pupils discussed their own ideas of the meanings and guidelines for life of a selection of well-known quotations from the Koran. They became particularly interested in the quotation 'to show kindness to parents, not being harsh or speak unkindly to them' and were able to liken this to rules in Christianity.
147. Teaching is good. Pupils' oral work is regularly acknowledged and their contributions to discussions are valued well by teachers. In a Year 6 lesson, the teacher helped a pupil out very sensitively and helped expand on ideas during a discussion on missionary work. The school places great emphasis on toleration and respect for others and this is particularly evident in the impact of religious education in the life of the school where no assumptions are made about pupils' different religious beliefs and all are respected equally. Lessons are lively, well planned and promote good quality discussions. Pupils' thinking and understanding of religious beliefs and practices, and how they influence society are developed well. Pupils write thoughtful prayers. However, pupils in the junior classes frequently complete pre-prepared worksheets which limits the contribution of their own individual thinking, which is very apparent in discussion work. This is a missed opportunity to develop their ideas at a higher level. Marking is cursory and merely acknowledges that pupils have completed the work set rather than providing a dialogue for pupils and helping them improve.
148. Management of the subject is good although there has been no recent staff training in religious education. The curriculum is well developed and organised in line with local recommendations. The co-ordinator supports staff with planning and provision of good quality resources. The school uses visits to places of worship such as a nearby mosque to extend pupils' learning about religion. It has good links with the local parish church and celebrates Christian festivals such as harvest and Christmas in the church.