

INSPECTION REPORT

BLACKMOOR PARK JUNIOR SCHOOL

West Derby, Liverpool

LEA area: Liverpool

Unique reference number: 104521

Headteacher: Mrs. C. Wilson

Reporting inspector: Arthur Markham
1390

Dates of inspection: 11 – 14 June 2001

Inspection number: 196203

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Junior |
| School category: | Community |
| Age range of pupils: | 7 – 11 |
| Gender of pupils: | Mixed |
| School address: | Leyfield Road West Derby Liverpool Merseyside |
| Postcode: | L12 9HB |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr. P. Rice |
| Date of previous inspection: | 3 – 7 March 1997 |

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| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------|----------------------|--|--|
| 1390 | Mr. A. Markham | Registered inspector | Art Information and communication technology English as an additional language | What sort of school is it? How high are standards? <i>The school's results and pupils achievements.</i> How well are pupils taught? How well is the school led and managed? |
| 14066 | Mrs G. Hoggard | Lay inspector | | How high are standards? <i>Pupils' attitudes, values and personal development.</i> How well does the school care for its pupils? How well does the school work in partnership with its parents? |
| 11528 | Mr. M. Wainwright | Team inspector | English Music Religious education Special educational needs | |
| 16971 | Mr. R. Hardaker | Team inspector | Science Design and technology Physical education Equality of opportunity | How good are the curricular opportunities offered to pupils? |
| 26603 | Mrs. M. Widgery | Team Inspector | Mathematics Geography History | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blackmoor Park Junior School is situated in the area of West Derby in Liverpool. The school serves a mainly residential area and the majority of its pupils come from the nearby infant school. It is bigger than most schools, having 384 full-time pupils on roll aged between 7 and 11 years. There are 12 classes in school and the average class size is 32. Pupils' attainment on entry to the school is average for their age. The percentage of pupils who have special educational needs is below the national average; their main difficulties are specific learning problems, moderate learning difficulties and emotional and behavioural difficulties. Two pupils have statements of special educational need. There is a small proportion of pupils speaking English as an additional language, their first language being Cantonese or Arabic. The percentage of pupils known to be eligible for free school meals is average. The school has recently achieved the Basic Skills Award for literacy and numeracy and has received a School Achievement Award.

HOW GOOD THE SCHOOL IS

This is a good school. Strong leadership and good management create a positive climate for learning and there is a clear determination to raise standards even higher in all aspects of school life. The school knows its strengths and is aware of those areas which it could improve and is trying hard to do so. The quality of teaching is good and the standards that eleven year olds reach in tests have been rising each year in line with the national situation and are above the national average in mathematics and science and in line with the average in English. Pupils enjoy coming to school and achieve well. The vast majority of pupils have positive attitudes and behaviour is good. The school provides good value for money.

What the school does well

- Pupils achieve well and eleven year olds attain above average standards in English, mathematics and science.
- Leadership and management are good and governors give very good support to the school's work.
- Pupils are well taught, generating a very positive enthusiasm for school and learning.
- Provision for pupils with special educational needs is good.
- Pupils' progress is assessed well and the information is used to improve provision.
- Very good relationships with partner institutions benefit pupils learning.

What could be improved

- Standards in information and communication technology (ICT) are not high enough because of lack of attention to aspects of the curriculum.

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 March 1997. Since then improvement has been good. The major issues identified in the previous inspection have been addressed. Considerable improvement has been made to science and standards have been raised and are now above the national average. The school has updated and increased provision for ICT and created an impressive computer room with a suite of computers and a large screen to support improved teaching of the subject. Improvements have also been made in art, history and religious education and pupils now achieve very good standards in art and good standards in the other subjects. Provision for special educational needs pupils has improved and is now good. Improvements have been made to the playground area but the surface remains a concern. The quality of teaching has improved. The school has developed its procedures for assessing learning and has made good improvement in this area. Co-ordinators now play a more proactive role in raising standards in their subjects.

STANDARDS

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

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

When compared with all schools, results in 2000 are average for English and above average for mathematics and science. Standards rose in mathematics and science, reflecting the school's successful strategies to improve standards in these two subjects, especially science. When compared to similar schools, pupils' performance is average in English and above average in mathematics and science. The results have fluctuated since the last inspection but the general trend in the school's results, in all the core subjects, has been upward, matching the national trend. Inspection findings confirm that in English standards in reading and writing are above average by the time pupils are aged eleven. Standards of speaking and listening are average across the school. Current standards in mathematics and science are above average, continuing the position last year. Throughout the school standards are very good in art and good in history and religious education. Good quality teaching has a significant and positive impact on pupils' learning in these subjects. Standards are satisfactory in design and technology, geography, music and physical education. In ICT standards are below the national expectation because aspects of the subject are given insufficient attention. Throughout the school pupils achieve well. Pupils in Year 6 make particularly good progress as a result of very good teaching. The school makes good provision for special educational needs pupils and those with English as an additional language and, as a result, they make good progress. Targets set are appropriately challenging and the school is on target to achieve them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------|--|
| Attitudes to the school | Good. Pupils have positive attitudes and enjoy coming to school. The majority are interested, eager to learn and |

| | |
|--|--|
| | keen to do well. |
| Behaviour, in and out of classrooms | Good. Pupils generally behave well in lessons and move around the school sensibly. |
| Personal development and relationships | Good. Pupils form good relationships with each other and with adults. Many of the pupils willingly take on responsibility. |
| Attendance | Satisfactory with no unauthorised absences. The majority of pupils arrive on time. |

TEACHING AND LEARNING

| | |
|----------------------------|---------------------------|
| Teaching of pupils: | of aged 7-11 years |
| Lessons seen overall | 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. Teaching was very good or better in 24 per cent of lessons, good in 33 per cent of lessons and satisfactory in 43 per cent of lessons. The quality of teaching has improved since the previous inspection and there is now no unsatisfactory teaching and there is much more very good teaching. Teachers manage their pupils well and teach basic skills effectively, particularly in literacy and numeracy. The best teaching is to be found in Year 6 where 50 per cent of lessons are very good or better. English and mathematics teaching is good overall. Teaching is also good in science, art, history and religious education. Teachers plan their lessons well with due regard for pupils at different stages of learning, including those with special educational needs and pupils with above average ability. Pupils with English as an additional language are well taught. Relationships are good and teachers manage their pupils well. Teachers give clear explanations, which stimulate the pupils and motivate them to work hard and really learn. As a result pupils achieve well.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good. The curriculum is broad and satisfactorily balanced although there are elements of ICT that are not covered sufficiently. The curriculum is enriched through the use of visitors to the school and a good range of extra-curricular activities. |
| Provision for pupils with special educational needs | Good. Teachers and support staff provide good quality help and, as a result, pupils make good progress towards the targets set for them in their individual education plans. |
| Provision for pupils with English as an additional language | Good. The few pupils with English as an additional language are well supported and integrated into the life of the school. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. Pupils' social and moral development is very well promoted and provision is very good. Provision for spiritual and cultural development is enhanced through work in art, music and geography. |

| | |
|--|---|
| How well the school cares for its pupils | Procedures for child protection and for ensuring pupils' welfare are satisfactory. There are very good procedures in place for assessing pupils' attainment and progress. |
|--|---|

The partnership with parents is satisfactory. Parents are very positive about the school and its headteacher. The school has undertaken a number of initiatives to involve parents more closely with its life and work, including appointing a teacher with special responsibility for parental involvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher is a very effective leader and manager. She has established a clear educational direction for the school, which is shared by all staff. Co-ordinators now have more clearly defined roles and play an active part in school improvement. |
| How well the governors fulfil their responsibilities | Very good. Governors give very good support to the school and its work. They are fully involved in all areas of school life and keep a constant check on pupils' attainment, progress and achievement. However, whilst fulfilling all major statutory requirements, information to parents lacks detail in some important areas. |
| The school's evaluation of its performance | Good. The school knows its strengths and weaknesses and works hard to improve. Good use is made of assessment data to set targets in English and mathematics. Effective systems are in place for monitoring performance that feed into the school development plan. |
| The strategic use of resources | Satisfactory. The school makes effective use of its resources to maximise the benefits for pupils. Spending is closely allied to the school's stated priorities and careful consideration is given to all spending decisions to ensure that best value is obtained. |

Staffing is adequate and well deployed. The accommodation is adequate, clean and cared for well. Recent refurbishment to classrooms and corridors has resulted in an attractive learning environment for pupils. The recently developed computer suite is a marked improvement in the provision for this subject. Resources for learning are generally effectively used, although use of the library to support pupils' individual research is limited by its location.

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 coming to school • Their children make good progress • Standards of behaviour are good • The quality of teaching is good and all teachers, including the headteacher are approachable • The school expects children to work | <ul style="list-style-type: none"> • The amount of homework • The amount of information they get about how their children are doing • Improved working with parents • The range of activities outside of school |

| | |
|---|--|
| hard | |
| <ul style="list-style-type: none">• The leadership of the school is good• The school helps their child to become mature and responsible. | |

The inspection team agrees with the parents' positive views. The inspection team found that teachers regularly set homework for pupils and use it effectively to support learning in lessons. The school has improved its provision for extra curricular activities since the last inspection and there is now a good range of activities, including educational visits. The school has designated responsibility for parental liaison to a member of staff and there are many examples of parental involvement being used successfully to improve the provision for pupils. The team agree that parents are justified in their views that they do not receive enough information about what their children are learning or enough information about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the 2000 national tests for eleven year olds were average for English and above average for mathematics and science. Compared to similar schools results are average for English and mathematics and above average for science. Girls generally do better than boys in line with the national trend. Performance at the higher levels is strong, with English and mathematics both being above the national average and science being well above the national average.
2. The results have fluctuated in all three subjects over the last three years but the rate of improvement has matched that of most schools in England. In English they were below the national average in 1998 but have been in line with the national average in the last two years. Performance in mathematics and science dipped in 1999 but has improved since and standards in both subjects are above those expected nationally. In English and mathematics the standards found in the last inspection have been maintained but there has been a clear improvement in science. Positive and determined action, including in-service training, improved planning and careful monitoring, has successfully addressed the low standards in science. Realistic but challenging targets have been set for English, mathematics and science and the school is working purposefully towards them. There is a determined approach to raising standards and to meet and if possible exceed them. As a result, the standards seen in the work of pupils currently at the end of Year 6 are good in English, mathematics and science.
3. In English, standards for the oldest pupils are above average overall. Most pupils are enthusiastic readers and have well developed decoding skills. They read with a good level of expression and understanding. They are able to use dictionaries but their ability to use the library to find a book and develop research skills to aid learning in other subjects is less well developed. Pupils' listening skills are very good and they are very attentive to what the teacher is saying. Their speaking skills are satisfactory but some pupils occasionally lack clarity and expression when answering questions. Pupils' written work is of a high standard. Work is well presented, generally spelling is correct, and most pupils work in a range of styles and for a variety of purposes.
4. Pupils achieve well in mathematics as they move through the school. They make good progress in developing skills in numeracy and can manipulate numbers and use these skills in subjects such as science and design and technology. Regular practice in mental arithmetic at the start of mathematics lessons improves pupils' speed in recalling number facts. By the age of eleven most pupils understand how to make and use a variety of graphs. Some pupils competently work out real life problems and use mathematical language well whilst others are less secure with these aspects.
5. Standards of work in science are above average and pupils' investigative and experimental skills are good. Pupils carry out their experiments with care and give good attention to accuracy when measuring and recording their results. By the age of eleven pupils are generally able to talk about their work competently. In their investigations into solubility they apply their knowledge and skills well to find the

saturation point of different materials. The higher attaining pupils devise their own investigations and apply conditions to make this a fair test.

6. In art standards are very good. In history and religious education standards are higher than those normally expected for pupils of this age. Standards in design and technology, geography, music and physical education are broadly average. In ICT standards are below where they should be for eleven year olds. Many pupils are working at below average levels and there are gaps in their experiences, for example in creating sequences of instructions to make models move and in handling data and using email.
7. Pupils with special educational needs make good progress, particularly in literacy and numeracy. In these lessons pupils are taught according to their needs and work is well matched. Pupils with English as an additional language achieve well. Gifted and talented pupils are challenged and attain at above average levels. Nearly always, teachers have high expectations of both pupils with learning difficulties and the higher attainer, consequently these pupils achieve well in most subjects.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to learning are good. Almost all like coming to school and enjoy their lessons. The majority of pupils concentrate well, are often eager to learn and show a keen interest in the lesson. In a Year 6 numeracy lesson for example, pupils were extremely well focused and enthusiastic when demonstrating their knowledge of fractions and percentages. Pupils listen attentively to teachers and other adults who help them in lessons and many are eager to join in discussions and answer questions. Pupils work well together and co-operate successfully. For example in a Year 5 music lesson they worked very well in small groups when devising tunes using tuned and untuned percussion instruments. Pupils' good attitudes are mainly due to the good teaching, sensitive support for those pupils who need it and the willingness of teachers to give time outside of lessons to involve pupils in the wider life of the school. A good range of extra-curricular activities is provided including football, choir and dance, which pupils support well and clearly enjoy.
9. Behaviour in classrooms and around the school is generally good. For example, Year 3 pupils in an English class behaved so well in writing letters independently that the teacher was able to work effectively with the target group. Pupils are usually attentive in school assemblies. In a lower school assembly pupils listened in silence to their peers playing the flute and piano and then applauded them warmly. However, in an upper school assembly pupils became restive and a number of children chatted and fidgeted throughout. Pupils generally move around the building sensibly and Year 3 pupils cope well with stairs when leaving their classrooms on the first floor. Behaviour in the playground is lively but pupils generally play together well. On occasions there is some boisterous behaviour in the playground, usually involving boys playing ball games and dominating the hard space. This causes some minor bumping and colliding injuries. A few pupils and parents complain of some low-level bullying at playtimes and that it is not always speedily dealt with but generally parents are rightly pleased with the standard of behaviour in the school.
10. There are good relationships at all levels. The majority of pupils treat each other with respect and boys and girls play together well. Pupils with special educational needs and those who speak English as an additional language are fully integrated into the life of the school. Teachers encourage pupils to think about moral issues and how

their actions may affect others. Pupils demonstrate an unusually good knowledge of other cultures and religious faiths. For example Year 4 pupils in an RE lesson could clearly see the differences between the life of a girl in an Indian village and their own. The school sets high standards of behaviour and pupils are well aware of what is right and wrong. They also treat the school buildings with respect, there is no evidence of damage or graffiti and personal property is safe.

11. Pupils willingly take on a variety of small responsibilities. They hold doors open for others, tidy the library and move the packed lunch trolleys. Year 6 pupils supervise children coming inside at lunchtimes and keep an eye on those who have misbehaved. A school council, drawn currently from Year 6 pupils, meets regularly and has been involved in minor changes such as the tuckshop and ideas for the playground. Pupils take a lead in presenting and playing their musical instruments in an assembly every week. Opportunities for independent research and personal study are fairly limited, for example pupils are not allowed to use the library unsupervised, and this is having an impact on topic work in history and geography.
12. Attendance is satisfactory with no unauthorised absences and has improved since the last inspection. Pupils are generally punctual to school and to lessons. There were two fixed-term exclusions in the last school year, both white boys.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching throughout the school is good overall and is having a positive impact on pupils' learning achievements and standards of attainment. Teaching is very good or better in twenty-four per cent of lessons, good in thirty-three per cent and satisfactory in forty-three per cent of lessons. No unsatisfactory teaching was observed. This is a considerable improvement on the previous inspection, when ten per cent of the teaching was unsatisfactory. Whilst there are examples of very good teaching throughout the school, the best teaching is to be found in Year 6, where fifty per cent of lessons are very good or better. This is having a particularly good effect on standards achieved by eleven year olds.
14. English, mathematics and science teaching is good overall. Teaching is also good in art and design, history and religious education. Teaching is satisfactory in ICT, geography and music. Only a few lessons were observed in design and technology and physical education and, therefore, no overall judgement of teaching is made. Examples of very good lessons were seen in literacy, numeracy, science, art, religious education, information technology and geography and some excellent teaching was observed in music.
15. Teachers manage their pupils well and very good relationships between pupils and adults characterise most lessons. This has a very positive impact on pupils' attitudes and results in the positive learning environment within the school. Throughout the school, the good teaching is based on effective planning and good ways of keeping pupils interested and working hard. This was evident in an excellent music lesson in a Year 6 class where the teacher's energy and enthusiasm resulted in the pupils progressing from simply singing a song to singing in two groups to orchestral accompaniment. Learning objectives are usually shared with pupils so that they know what is expected of them. Most teachers are good at giving clear explanations of what pupils have to do and then checking that they understand before setting them to work. Resources are well prepared and as a result pupils start on their tasks without wasting any time. Teachers use questioning well to involve the pupils and

challenge their thinking in order to raise the level of their work. For example in a very good literacy lesson the teacher's use of open questions prompted the pupils to engage in a very interesting discussion on gender, equal opportunities and stereotyping. Teachers' subject knowledge is generally good, with the exception of ICT. Basic skills are well taught. Lessons often build on pupils' previous learning, and as a result pupils have increased confidence to tackle new work.

16. The literacy and numeracy strategies are well implemented and the three-part lesson structure is being used to good effect in these lessons and many other subjects. Teachers are using the literacy strategy framework effectively to give pupils opportunities to develop and use a wide range of writing styles and the quality of written work is consequently good. In mathematics lessons, the introductory session is used well to stimulate pupils' thinking and develop their agility in mental arithmetic by responding to rapid questioning by the teacher. Work in the middle part of the lesson is challenging and often extends the work started in the introduction. Lessons are carried out at a brisk pace and often cover a lot of ground. In some lessons teachers' use of the review session is ineffective and opportunities to extend pupils' learning are missed. The prior setting by attainment of pupils for literacy and numeracy is having a positive effect in meeting their individual needs and raising standards.
17. Teaching of pupils with special educational needs is good. Teachers provide well for these pupils particularly in literacy and numeracy lessons where there are groups for the pupils with special needs. Pupils benefit from the individual attention provided in these smaller groups and the additional support provided by class assistants. Teachers have detailed knowledge of pupils' needs and plan tasks, which are matched closely to the targets set in individual educational plans and hold the pupils' interest well. The school has identified a number of gifted and talented pupils and appropriate activities are planned for these higher attaining pupils. The small number of pupils having English as an additional language are well taught and achieve well.
18. Teachers know their pupils well and assess and mark their work regularly. Generally marking is used satisfactorily to help with the use of positive comments but is not consistent in showing pupils what they need to do to improve. Teachers set an appropriate amount and type of homework that effectively consolidates pupils' work in school or prepares them for work that is to come. A particularly good range of homework is used to support learning in literacy and this is having a positive effect on standards.

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

19. The curriculum provided for pupils is satisfactory. It complies with the requirements of the National Curriculum and is broad and satisfactorily balanced but there are elements of ICT that are not given sufficient attention. The foundation subjects have a strong presence, although the school rightly gives greater amounts of time to mathematics and English. The key issue in the previous inspection relating to the need to raise standards in science and to improve curriculum provision has been addressed well. Good improvements have also been made in the planning and provision for history and geography, which were concerns in the last report.
20. The National Literacy and Numeracy Strategies are being implemented well, resulting in improved achievement in both these areas. A strength of the provision for both literacy and numeracy is their use to promote learning in other subjects. For

example, in science lessons Year 6 pupils use note-taking skills and in a geography lesson pupils used persuasive text when writing a brochure encouraging people to visit the town of Southport. However there are not enough opportunities provided for extended writing in some subject areas. Other strengths of the curriculum are provision for English, mathematics, science, religious education, art and music and the effective links made between subjects. Many pupils benefit from enhancement to their learning in music through the recorder classes, choir, orchestra and specialist instrumental teaching. These enable pupils to achieve good standards of performance in music.

21. Provision for ICT is unsatisfactory because too few opportunities are presented to pupils to use computers and experience other aspects of the subject, notably monitoring and control, use of the Internet and e-mail and media presentations. Pupils are also given insufficient opportunities to use their ICT skills in other areas of the curriculum.
22. The school is effective in developing pupils' personal, social and health education. This work is supported by planned opportunities for pupils to raise concerns and discuss issues of relevance to them. The school has appropriate arrangements for sex education and developing pupils' understanding of the dangers of drug misuse. The policy for personal, social and health education is broadly based and implemented effectively, especially in science lessons.
23. The school is committed to equality of opportunity and access for all pupils. There is good provision for pupils with special educational needs, with suitable procedures in place for the identification and assessment of these pupils. Their learning is carefully planned and well supported by class assistants who are fully briefed on what these pupils need to learn, particularly in English, mathematics and science. Provision for pupils with English as an additional language is satisfactory.
24. Links with the community are good and contribute considerably to the pupils' learning. A strength of the school is the way the curriculum is enhanced by the use of visitors to the school and visits out of school. For example, workshops on Shakespeare Theatre, and Tudor and Viking days are held. These motivate pupils and help to enhance learning in subjects such as English, art and design, history, and music. A residential visit for older pupils supports learning across a wide area of the curriculum. These initiatives contribute to the successful way the school has addressed the concern over cross-curricular links expressed in the previous inspection. Links with local schools are very good. Pupils use the pool at one of the local secondary schools for swimming lessons and older pupils from this school help with some extra curricular activities. Visits from staff at main feeder secondary schools help to prepare pupils for their transfer to secondary education. The pupils coming into the school from the nearby infant school are given good support in taking this big step. They visit the junior school in the term before they start so that they are confident when beginning their new school.
25. The school provides a good range of extra-curricular activities. This is an improvement since the school was last inspected. Younger pupils now have opportunities to participate in art, dance and recorder clubs, whilst older pupils can attend a wide range of clubs including choir, orchestra, recorder, football, rounders, netball, athletics and cricket clubs.
26. The school's overall provision for pupils' spiritual, moral, social and cultural development is good, broadly maintaining the position in the previous inspection.

Provision for pupils' moral and social development has been further improved and is now very good.

27. Spiritual development is promoted well. Pupils are encouraged to reflect on their own experiences in assemblies and at other times. Reflection is incorporated into many lessons, for example pupils reflect and respond to poetry, often in an emotive way. Listening to music and considering the work of famous artists, for example Salvador Dali, encourages spiritual development further.
28. The provision for moral and social development is very good. Many activities support both of these areas of personal development. Adults provide good models of behaviour and take care to ensure that pupils understand what is right and wrong. Pupils know what behaviour is expected of them and all staff consistently apply the school's strategies. In their dealings with the children, staff emphasise the positive and treat pupils with respect. In this way, pupils learn to do likewise. Pupils are taught to have concern for those less fortunate than themselves and collect for a range of charities, for example they support *Red Nose Day*. During discussions, pupils throughout the school are encouraged to listen to others and reflect about what they hear. Year 6 pupils on the school council discuss whole school issues, helping them to appreciate aspects of citizenship and giving them opportunities for decision making. They act as prefects and have regular monitoring roles within the school. There are many occasions when other pupils are encouraged to take responsibility. Pupils participate fully in collective worship with groups of pupils regularly leading assemblies. A programme of visits, including a residential visit for older pupils, and visitors coming to the school, also plays an important role in developing social skills. Pupils' are given many opportunities to work on tasks together, including investigating in science and working in groups in games lessons.
29. Provision for cultural development is good. In religious education pupils learn about several world religions and their associated cultures. In art and design, pupils are introduced to the work of famous artists, for example Picasso, Marc Chagall and Mark Rothko. There are opportunities to study art from different continents, for example Africa and India. There is a whole school focus on the *Composer for the Month*, for example Mozart. In geography, pupils consider the life of families overseas, for instance those in India. These studies enable them to develop a good understanding of both their own culture and of the diversity of cultures within modern Britain and the wider world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school is a warm and caring institution, which does its best to ensure all pupils reach their potential. It has largely maintained the high standards found at the time of the last inspection. The school has a very good range of assessment procedures, which are used well. On entry to the school, results of baseline tests in English and mathematics are used to place pupils in sets for literacy and numeracy. Pupils' progress is carefully monitored each half term, and movement between sets can take place as necessary. The close match of pupils' work to attainment – the 'best fit' - means that pupils make good progress and gain in confidence as they do so. The school also uses optional standard tests in Years 3, 4 and 5 to track progress. In the core subjects of English, mathematics and science, portfolios of pupils' assessed work maintain a consistent approach to assigning National Curriculum levels across the school. Assessment in mathematics and science is particularly thorough, analysis of results being used to inform curriculum planning, indicating, for example,

the need to pay more attention to investigative work in science. The school plans to introduce a similar targeted focus in English next term, concentrating on writing. Assessment in ICT is less thorough, there is no co-ordinated school approach and teachers are left to maintain their own records of pupils' attainment. The school is aware that this requires further development. In the other subjects assessment is satisfactory, being largely based on teachers' own judgements.

31. Behaviour management is generally good with clear procedures in place to check on pupils' behaviour. Rules for each classroom and a Code of Conduct for the playground have been negotiated with the pupils. Year 6 prefects at break times do a good job of monitoring pupils coming in and out of the building. There is a clearly understood system of rewards and sanctions such as team points for good behaviour or effort, and classroom or playtime reports for unacceptable behaviour. The programme for personal, social and health education strongly supports good personal development, for example through sessions on 'bully busting'. A small number of pupils and parents report some instances of minor bullying on the playground. Procedures for dealing with incidents of this nature are clear and most parents are appreciative of the school's actions.
32. Procedures for monitoring and promoting attendance are good. A computerised system enables the regular printing out of absentees that are then followed up by teachers or the school secretary. Latecomers are tracked via the office and the late book, and patterns followed up. Standard letters for lateness and absence, and telephone calls to explain absences, are logged by the secretary. Rewards and certificates are given out to those who achieve high levels of attendance. A wall display confirms that attendance has varied only between 92 per cent and 96 per cent for year groups, whereas about a quarter of pupils have received individual awards for 100 per cent attendance.
33. Arrangements for pupils' health, safety and welfare are adequate. Child Protection is covered by detailed, recent policies, clear guidelines and a section in the staff handbook. All staff, including auxiliary staff and lunchtime supervisors, are given regular refresher training. There is a medical room and all staff have had first aid training; a medical register is kept of those pupils with any conditions such as asthma or peanut allergy. The building is well cared for by the site supervisor and his team. Classrooms and corridors have recently been refurbished, resulting in an improved learning environment for pupils, although there are still areas in need of attention. For example the toilets are old and shabby and some have persistent leaks and there is no source of drinking water other than in the toilets, which sometimes causes long queues at lunchtime. The school is aware of these problems and is taking action to deal with them. The uneven nature of the playground remains a problem, as it was at the last inspection. The accident book shows it is still a safety hazard, occasioning too many daily minor injuries.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school works well with parents who generally make a significant contribution to their children's education. The large majority of parents are pleased with provision at the school and are especially approving of the teaching their children receive. Parents are appreciative of the fact that their children like the school and make good progress. They feel the school has high expectations, is well led and managed and is helping their child become more mature. Parents whose children have special educational needs are fully involved in their children's education and there is a

unanimous feeling that these pupils are given good support. Parents are happy to approach the school if the need arises. Whilst a large majority of parents of parents indicate that behaviour in the school is good, a small number of parents at the school gate commented on unresolved cases of bullying involving their own children, and the inspection found some evidence to support this from children's own views.

35. Information for parents is satisfactory overall. Three parent/teacher evenings are held throughout the year and staff are willing to talk to parents at any mutually convenient time. Newsletters detailing events are sent out termly and other letters as the need arises. However, a small minority of parents expressed concern about the lack of information provided by the school, for example it was left to the pupils to tell their parents about various events such as swimming. In addition the quality of annual reports varies, some not being very informative and making inconsistent reference to what a child needs to do to improve. Other information provided by the school is not always complete, for example, the prospectus omits information on admissions. The Governors' annual report to parents has a number of more serious omissions of statutory information, such as reporting on the post-inspection action plan, the treatment of pupils with special educational needs or teachers' professional development.
36. Parents make a good impact on the work of the school. The school has undertaken a number of initiatives to involve parents more closely with its life and work. A teacher with special responsibility for parental involvement has organised various curriculum-related courses such as how to help your child with reading or make maths games. Although held during the day, these courses were well supported by parents and have yielded some parent helpers, although they come in intermittently rather than regularly. There is a sound home-school agreement and homework policy and homework diaries go home regularly.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. Leadership and management are good, maintaining the position found in the last inspection. The headteacher sets very high standards for herself and others and plays a significant part in encouraging a sense of shared commitment. She has a very clear vision for the school and has developed a successful team approach in order that this vision is shared by all staff and by the governing body. She successfully involves teaching staff by delegating responsibilities and by involving everyone in making decisions. The headteacher and deputy head work very well together and have an accurate view of the school's strengths and weaknesses. They are strongly committed to ensuring that pupils attain highly and achieve as well as they can in line with the school's aims, which are evident in all of its work.
38. The governing body carries out its duties well and its overall involvement in the strategic management of the school is very good. Governors are both supportive yet challenging of the work of the school, fulfilling the role of 'critical friend' very well. They work very hard to find out how well the school is doing and are well informed as a result of the effective communication systems. They gather information through the headteacher's regular written reports and also from designated governors who take a special interest in their area of responsibility and regularly visit the school. Governors consequently have a very good understanding of the school's strengths and weaknesses. This enables them to play a significant part in improving the performance of the school. The governing body largely fulfils its statutory duties although some aspects of its annual report to parents are lacking in sufficient detail.

39. The school monitors its performance well. The analysis of test and assessment results is used well to both track pupils' performance, indicating the need for action for the individual, and to monitor trends generally, indicating curriculum areas requiring attention. Co-ordinators audit their subjects by monitoring planning, examining samples of pupils' work and evaluating resources in order to draw up an action plan. These plans focus on the raising of standards in the subject and form an important part of the successful school development planning process, which involves all staff and governors. The co-ordination of some subjects, notably science, music, art and physical education, is particularly positive in raising the standards achieved by pupils. The monitoring of what is happening in lessons is less well developed. Teaching has been observed by the literacy, numeracy and physical education co-ordinators but less attention has been given to other subjects.
40. Good provision is made for pupils with special educational needs. The recently appointed co-ordinators have worked very hard and have a clear view of their responsibilities. They have a good awareness of the needs of pupils. Specific funding for this aspect of the school's work is used effectively. There are a small number of pupils having English as an additional language and no specific support is provided through targeted funding but the school makes satisfactory provision for their needs from its budget.
41. The school has made a good start to implementing performance management. All teachers have targets that are supported through release time and attendance at appropriate in-service courses. Targets from review meetings are linked to the school development planning process and inform staff development plans. The programme of staff development is suitably targeted at school priorities ensuring effective use of the training budget. The induction of new staff is given a high priority and procedures are very good. There has been very good improvement in these areas of the school's work since the previous inspection and this contributes in great measure to the clear educational direction and to the improvement in standards. Relationships are good. There is a happy, supportive atmosphere that lays important stress on equality of opportunity for all.
42. Financial planning and management are good and the school is efficiently run. The governors have a high level of financial expertise and are fully involved in the drawing up and monitoring of the budget. There is a prudent approach to managing the budget and an appropriate long-term view is taken. For example, the build up of a large surplus in the budget was earmarked for improvements to the internal fabric and decoration of the building and the external environment of the school, required as a result of a period of neglect. A large proportion of this has now been spent and has resulted in improvements to classrooms and corridor areas in particular. Governors understand and apply best value principles well and the school constantly challenges and compares the provision of all resources with regard to the effect they have on standards. Monies allocated for specific purposes are used effectively and the budget is carefully monitored. The school has purchased support from an external agency to monitor finances and as a result very good systems are in place. Day-to-day administration is very effective with good use being made of ICT to manage the budget and monitor pupils' attendance.
43. There is a sufficient number of teaching and support staff in the school. They are deployed effectively and are well matched to the needs of the school and the curriculum. The accommodation is adequate and the school makes the best use of it

can of all available space. Resources for ICT have been improved since the previous inspection and the new computer suite enables the teaching of computer skills to the whole class when pupils work in pairs. Resources for learning are generally effectively used although use of the library to support pupils' individual research is limited by its location.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

(1) Raise standards in ICT by:

- Improving the teachers' subject knowledge in the use of ICT, particularly control;
- Ensure that all aspects of the subject are taught;
- Further develop pupils' basic skills throughout the school by giving them regular opportunities to work on computers;
- Develop the use of ICT in other subjects.

In addition, the governing body should consider the following for inclusion in its action plan:

- Ensure the Governors Annual Report to parents complies with all statutory requirements.
- Take action to reduce the risk to pupils' health and safety of the uneven surfaces in the school playground.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 75 |
| Number of discussions with staff, governors, other adults and pupils | 24 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1 | 23 | 33 | 43 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Y3 – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 384 |
| Number of full-time pupils known to be eligible for free school meals | 103 |

FTE means full-time equivalent.

| Special educational needs | Y3 – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 1 |
| Number of pupils on the school's special educational needs register | 60 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 17 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 20 |
| Pupils who left the school other than at the usual time of leaving | 9 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 5.0 |
| National comparative data | 5.2 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 2

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 49 | 41 | 90 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 36 | 34 | 44 |
| | Girls | 36 | 34 | 40 |
| | Total | 72 | 68 | 84 |
| Percentage of pupils at NC level 4 or above | School | 80 (75) | 76 (72) | 93 (73) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 33 | 37 | 41 |
| | Girls | 37 | 38 | 39 |
| | Total | 70 | 75 | 80 |
| Percentage of pupils at NC level 4 or above | School | 79 (81) | 85 (76) | 90 (76) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | |
| Black – African heritage | 2 |
| Black – other | |
| Indian | |
| Pakistani | |
| Bangladeshi | 1 |
| Chinese | 11 |
| White | 359 |
| Any other minority ethnic group | 6 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | 2 | |
| Other minority ethnic groups | | |

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 13.5 |
| Number of pupils per qualified teacher | 28.1 |
| Average class size | 31.6 |

Education support staff: Y3 – Y6

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 50 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 668,576 |
| Total expenditure | 641,987 |
| Expenditure per pupil | 1,681 |
| Balance brought forward from previous year | 77,944 |
| Balance carried forward to next year | 104,533 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 379 |
| Number of questionnaires returned | 122 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 52 | 48 | 1 | 0 | 0 |
| My child is making good progress in school. | 57 | 41 | 2 | 0 | 0 |
| Behaviour in the school is good. | 43 | 54 | 2 | 0 | 2 |
| My child gets the right amount of work to do at home. | 31 | 57 | 8 | 2 | 2 |
| The teaching is good. | 48 | 49 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 30 | 49 | 18 | 2 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 52 | 42 | 6 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 54 | 41 | 1 | 1 | 3 |
| The school works closely with parents. | 32 | 48 | 12 | 2 | 6 |
| The school is well led and managed. | 43 | 49 | 2 | 1 | 6 |
| The school is helping my child become mature and responsible. | 45 | 48 | 5 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 32 | 43 | 14 | 5 | 6 |

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

ENGLISH

45. Standards in English overall are above the national average but there are variations in the different aspects of the subject. Standards found in the previous inspection have been maintained.
46. In speaking and listening, standards are broadly average. Listening is very good. The pupils are usually very attentive to what the teacher is saying so that they participate and share in oral activities. When work is explained to them, sometimes fairly briefly, the pupils start work quickly and know clearly what the tasks entail. In the majority of lessons teachers provide many opportunities for pupils to speak and to give extended answers. However, in a few lessons, unless a pupil raises a hand, he or she is not asked to speak. When pupils speak or read aloud they sometimes lack clarity and expression.
47. Standards in reading are above average. Pupils make good progress throughout the school, including those pupils with special educational needs. The pupils are constantly encouraged to read and there are specific times set aside for reading daily. Texts selected by the teachers and shared with the pupils in literacy lessons are interesting. Pupils select from a wide range of books. Some of them choose to read poetry and express views on poets as well as authors. The pupils' enthusiasm for reading is clear; sometimes lower-attaining pupils struggle successfully with a difficult library book chosen for interest. Pupils' understanding is good and they explain the vocabulary encountered. If they do not understand, their familiarity with the dictionary allows them to find and explain words such as 'philosopher'. Strategies for pronouncing difficult words, such as dividing them into syllables, are well established. Whilst most pupils can find information in books, many of them are unfamiliar with how a library is organised.
48. High standards are evident in the quality of pupils' written work and its presentation. The improvement in pupils' handwriting through the school is very good. Initially many Year 3 pupils struggle to progress from printed and sometimes ill-formed letters, but throughout the school pupils work hard at a cursive script so that many of the oldest pupils write in a very fluent and mature hand. An important factor in this is that most of the teachers present very good models for the pupils to emulate. Spelling is generally good although some pupils tend to make careless errors by copying words incorrectly on occasions. The quality of written work develops well through the school. The pupils are set interesting tasks and enjoy writing. A lower-attaining group in Year 3 read together a short, entertaining poem. They had to work out what creature the poet had in mind and were successful because the teacher directed them to key vocabulary. She also made a good link with their knowledge of the life cycle of a frog. As a result, some pupils with limited writing skills shared their ideas to produce a similar poem. Pupils' knowledge of grammar and punctuation increases well. Year 6 pupils use commas, apostrophes and speech marks accurately. Higher-attaining pupils convert from active to passive voice. Their writing is interesting to read and extended stories include a wide range of vocabulary. Pupils of all abilities, including those with special educational needs are inspired to write and make good progress. They are familiar with adaptation of their writing according to its purpose. Year 3 pupils plan a story, thinking about the setting. They learn to write a set of ordered instructions, for example fire procedure or taking a bath. Year

4 pupils write a play script for Cinderella. They also examine newspaper articles and dissect them into different elements. A higher-attaining pupil writes about the eagle 'with its piercing eyes'. Pupils in Year 5 write to the Prime Minister about the recycling of waste. They write book reviews and research information about the lives of authors such as Anne Fine. Year 6 pupils are well prepared for many tasks - comparing the characters of Frances Hodgson Burnett, writing curriculum vitae, persuading us that spiders are harmless and comparing Yorkshire dialect to Standard English.

49. Teaching is good throughout the school and often it is very good. The teachers understand and implement the literacy strategy well. This has a positive impact on pupils' written work across the whole curriculum. In religious education, for example, pupils are well prepared to recount Bible stories in different styles. Teachers have a love of language and are generating this among the pupils. The planning of work is very good. Careful selection is made of texts to which the pupils respond well. A group of pupils with special educational needs in Years 3 and 4 showed great enjoyment in their reading of 'On the Ning Nang Nong'. They worked hard to read all the words and practised group reading of it. When another class applauded their final performance, their pride was evident. Interesting lessons and high expectations ensure that management of pupils is very good. This allows the teachers to use the lesson time most profitably. Some very good teaching in Year 6 saw teachers modelling superbly the reading of expressive poetry. A love of literature is also shared with pupils studying 'Mr Tom'. In these lessons the pupils think about and use expressive vocabulary very well. High-quality teaching is the stimulus for very good learning. The pupils listen well, behaviour is generally good and they apply themselves to tasks with interest and endeavour. Relationships are good. When pupils share in groups or with partners they collaborate well. This attitude also stems from teachers. It is exemplified when Year 5 pupils arrive for their lesson; they smile at the teacher and assemble quickly, pleased to be with her and eager to learn.
50. The subject is planned and organised well, so that the pupils have a wide range of learning opportunities, matched well to their levels of attainment. The setting of pupils provides for the higher attainers to be challenged effectively and for appropriate teaching of those with special educational needs. In some lessons the use of adult support is not effectively used, particularly during the introductory part of the session. Assessment of pupils' attainment and records of progress are very good. Good use is made of this in grouping of the pupils and in planning for them to make the best possible progress. Work in class is well supported by regular and relevant pieces of homework. Although the literacy strategy is implemented well overall, not all teachers make effective use of the plenary session at the end of the lesson to review and develop learning. All classes are allocated time in the library but this is not planned for pupils to develop their library skills progressively. ICT is not yet used as a strong support for pupils' learning. These are areas for development.

MATHEMATICS

51. At the age of eleven pupils attain standards above those expected for their ages in mathematics, maintaining the position at the time of the previous inspection.
52. The higher attaining pupils have a good understanding of all four number operations. They demonstrate a good working knowledge of fractions, percentages and decimals and are able to identify all the symmetries of two dimensional shapes, use a formula to calculate the area of a rectangle and construct and interpret pie charts.

The average and lower attaining pupils are constantly challenged to develop their mathematical knowledge and understanding. They work accurately using all four number operations, show recognition of appropriate proportions using fractions and decimals, reflect basic shapes on a mirror line and collect data and construct and interpret graphs. Pupils apply their mathematical knowledge to investigate and solve problems and use this knowledge effectively in other areas of the curriculum such as geography, history, design technology and science. In a Year 3 lesson, for example, pupils made constructive use of graphs to record and interpret the results of a transport survey.

53. Pupils are taught in groups based on their attainment and this results in work being well matched to their needs. As a result all pupils make good progress.
54. The quality of teaching is good overall and has a positive impact on pupils' learning. Interesting and stimulating lessons result in pupils being enthusiastic and enjoying the subject. Pupils' attitudes to mathematics are good throughout the school. Planning of lessons follows the National Numeracy Framework and work is carefully planned in year groups to cover the requirements of the National Curriculum Programmes of Study. The three-part mathematics lesson is securely in place. In all lessons pupils are informed about the learning objectives and these are also prominently displayed to reinforce them. Teachers make effective use of the mental activity session and set a brisk pace, using the correct technical language. Good examples of this were observed in a Year 6 lesson on fractions and percentages using number fans and in a Year 5 lesson on the properties of shapes, where pupils demonstrated confident and accurate use of vocabulary such as quadrilateral, hexagon, pentagon, parallel and perpendicular. Teachers use clear explanations to introduce and explain the main group activity, as in Year 5 for example, when a large quadrant grid was used as part of an activity on rotational symmetry. They use well-focused questions to check pupils' mathematical knowledge and understanding and make careful observations of the children during the lesson to inform the planning of the next steps for learning. However, the plenary session is not always effectively used to develop learning. Whilst in some lessons it is used well to review learning objectives, highlight the key facts of the lesson and vocabulary learned and develop links to the next lesson, this is not consistent throughout the school. Homework is regularly set and is linked to the planned learning programme, for example Year 6 pupils were collecting data on TV programmes as part of their work on data handling.
55. Very thorough systems for assessing and tracking pupils' attainment are used to group pupils and inform the target setting process. Analysis of pupils' responses to particular questions in the national tests is used to inform the planning of the curriculum. A good example of this is the whole school emphasis on data handling as a result of the analysis of the 1999 Year 6 Standard Assessment Tasks (SATs) undertaken by the co-ordinator and staff.
56. The subject is well managed by an enthusiastic and well-organised co-ordinator, who has been responsible for the successful implementation of the National Numeracy Strategy. Monitoring procedures are good and the information gained has been used effectively to develop the subject. Planning is monitored on a regular basis and informal and formal lesson observations are undertaken termly. A report on progress is given to the Headteacher, who in turn informs the governing body. In-service sessions and curriculum meetings are held regularly. A well thought out annual action plan has been drawn up as part of the school improvement planning process and the co-ordinator has recognised the need to develop the use of ICT to support mathematics. The use of mathematical resources has improved since the last

inspection and each class has its own mathematics trolley and mobile whiteboard. The school has recently been awarded the Basic Skills Award and is justifiably proud of its success.

SCIENCE

57. By the age of eleven pupils attain standards above those expected in all areas of science. This is a good improvement since the last inspection, when standards were below the national average. This improvement is largely due to better teaching, improved planning and improvements in the science curriculum. Concern was expressed in the last report that progress was limited by the lack of opportunity for pupils to plan their own investigations. The subject co-ordinator and teachers have taken effective action to address this. The curriculum now appropriately focuses on investigative work with pupils participating in the planning of investigations at a level appropriate to their attainment. As a result pupils reach good levels of attainment in scientific enquiry. Pupils of all levels of attainment, including those with special educational needs and those having English as an additional language, make good progress as a result of the good support they receive in the classroom.
58. In Year 6 pupils of all levels of attainment measure accurately, take careful readings and record their results well. They develop good investigative skills and use graphs to display their results in a range of investigations. For example, in their investigations into solubility pupils apply their knowledge and skills to finding the saturation point of a range of substances. Higher attaining pupils devise simple investigations to find this information and have good knowledge of what are the essential constants in such an investigation and what is the variable. Lower attaining pupils carry out their investigations successfully with support from the teacher, class assistants and other pupils. Higher attaining pupils draw graphs unaided to display their findings, whilst average and lower attaining pupils do so with teacher support. Pupils use their literacy skills well in science, for example expressing findings concisely in note form, sometimes as bullet points. The subject makes a good contribution to personal development. Elements of sex education and the raising of levels of drugs awareness are integral to the study of the human body and healthy living in Years 5 and 6.
59. Pupils cover a good range of work and there is an increasing emphasis on independent investigation. Pupils get a good grounding in the development of investigative skills in Year 3 and 4. They are introduced to the idea of 'fair testing' in Year 3 and are encouraged to predict as part of the process of investigation. They learn to devise simple experiments, predict outcomes and observe and record their findings. This continues in Year 4; in a very good lesson pupils were investigating a range of materials to decide which was the most suitable to use in the making of an umbrella. Pupils displayed good investigative skills, working carefully and accurately and recording their findings, taking care to count out ten drops of water from a pipette as part of the investigation. They effectively developed their understanding of how to plan an investigation by using planning sheets to guide them in their thinking. Year 5 pupils investigate the effect of exercise on heart rate and satisfactorily apply their mathematical understanding by working out the average of five readings taken of the pulse. They construct simple electrical circuits to investigate the conductive properties of a range of materials. In this way they are able to apply their knowledge about electricity and electrical circuits.

60. The quality of teaching is good overall, with a number of strengths that account for pupils' good progress. Lessons are interesting and, as a result, pupils have very good attitudes towards science and apply themselves to tasks well. Teaching is never less than satisfactory, often good and sometimes very good. In the good and very good lessons teachers plan well taking account of the learning needs of all pupils. Lessons have well-defined learning objectives which teachers make clear to pupils when lessons begin. Teachers challenge pupils well, presenting them with demanding and interesting investigative tasks. They generally set a lively pace of work. They use ends of sessions well to assess and reinforce learning. Lessons are well organised and effectively resourced with equipment on hand when it is required. Where teachers are confident and have good subject knowledge, they give clear explanations when appropriate. They ask challenging and probing questions which help pupils to clarify their own understanding. In satisfactory lessons teachers display less confidence in their own science knowledge with the result that pupils are not challenged as much as they are in the good lessons. Throughout the school, teachers encourage pupils to widen their understanding of a range of scientific vocabulary.
61. The subject is managed well. The co-ordinator supports teachers well and effectively monitors all aspects of the subject, including teachers' planning, pupils' completed work and classroom teaching. Pupils are assessed formally at the end of each year. The co-ordinator scrutinises assessment test results thoroughly and uses the results of analysis to build a clear view of the subject's strengths and weaknesses. The scheme of work meets National Curriculum requirements and supports teachers well in their planning. There is a well-devised action plan in place for the further development of the subject.

ART AND DESIGN

62. Standards are very good and by the age of eleven well above national expectations for most pupils. This is an improvement on the last inspection when attainment was in line with that expected nationally. Teachers' subject knowledge and expertise has been developed and as a result they are now more confident in their teaching. Portfolios of pupils' work are collated to assess standards and share information in order to raise teachers' expectations. A scheme of work has been developed and teachers use this to plan jointly and develop pupils' skills systematically. This results in lessons, which are well planned and stimulating for the pupils who consequently make good progress. Pupils with special educational needs and those having English as an additional language make as good progress as their classmates.
63. Pupils are taught an increasing number of techniques using a wide range of media and are given very good opportunities to use their skills creatively and learn about a wide range of European and non-European artists. They learn about art from other cultures and apply the ideas generated to their own work. As they move through the school, the pupils explore a range of starting points for their work. A notable example of this was the effective use of African facemasks in three Year 6 lessons. The teachers developed pupils' close observational skills during an examination of the masks and their use in African culture. The enthusiasm and knowledge of the teachers resulted in stimulating introductory sessions involving lively discussion with pupils. The pupils were highly interested and motivated and as a result were engrossed in the production of some excellent pictures using paint, pastel and chalk. Their work showed good appreciation of the need to give close attention to detail and develop depth and tone in their pictures through skilled use of their fingers to

blend the colours. Pupils in Year 4 investigated letter formation and were set the task of designing and producing a logo for Papas' Perfect Pizzas. The teachers made good use of sample logos to arouse the pupils' interest in an introductory discussion. The pupils were eager to produce their own and worked well in pairs. The finished pictures showed an appreciation of the need to use line and shade to make drawings more appealing and reflected the planned development of skills

64. The range of work displayed around the school is impressive and indicates good coverage of the National Curriculum. Pupils develop their skills and techniques by studying the work of artists such as Salvador Dali, Kaethe Kollwitz, Pablo Picasso, John Constable and Mark Rothko. Observational skills are very good as evidenced by the high quality 'Images of Africa' drawings by Year 6 pupils and work on patterns used in Indian art by pupils in Year 5. Three-dimensional work develops pupils' skills making clay figures in Year 4 and silver foil models in the style of Alberto Giacometti in Year 5. In Year 3 work in art is linked to studies of the Ancient Egyptians and pupils have produced attractive hieroglyphs. Effective use is made of sketchbooks to develop pupils' sketching and explore skills and techniques, particularly noteworthy are sketches of the human body in Year 6. These drawings show clear attention to proportion and convey a good sense of movement.
65. The quality of teaching and learning is good overall and that of Year 6 pupils is often very good. Teachers have good subject knowledge, and a clear understanding of National Curriculum requirements. Lessons are well planned and stimulating with effective use made of a range of artefacts to arouse pupils' interest. Pupils respond well to this, showing their enjoyment of art by the lively way they participate in discussions. For example, in Year 6 a discussion on African facemasks skilfully developed pupils' awareness of the use of 'earth' colours as a result of the limitation placed on the artist of having to use natural resources. Pupils become engrossed when producing their paintings and drawings and maintain concentration well. They are encouraged to appraise their own and each other's work in a critical and supportive way and their learning is developed by the way teachers' illustrate teaching points by drawing attention to features in other pupils' work.
66. The enthusiastic co-ordinator manages the subject well. She ensures that a wide range of materials is available to support teaching and has provided training for staff as well as giving advice and guidance individually. Assessment procedures make good use of a portfolio of work for assessing standards. The co-ordinator has a clear understanding of what needs to be done to maintain standards and develop the subject further.

DESIGN AND TECHNOLOGY

67. Standards attained by eleven year olds are broadly average. The picture is very much the same as found at the last inspection. The subject has moved on with the scheme of work being revised to meet the requirements of Curriculum 2000. It was possible to observe only two lessons during the inspection but analysis of completed work throughout the school indicates that all pupils, including those with special educational needs and for whom English is an additional language, achieve satisfactorily.
68. Throughout the school there is an appropriate emphasis on both designing and making. In Year 3 pupils plan, design and make a range of objects, sometimes being able to apply skills and knowledge learned in other subjects. For example, they make

simple packages to hold presents for 'Mother's Day' using knowledge of nets from work in mathematics. They make finger puppets from patterns they have previously designed, learning to cut material accurately and apply basic sewing skills. In Year 4 pupils learn about structures. Using art straws and wood they make bridges and test these for strength and suitability in construction. They are encouraged to evaluate their work and to decide what is good and what could be improved. Year 5 pupils respond to a design brief to make a moving vehicle. Their designs are labelled and of satisfactory quality. They construct their models and some pupils incorporate an electric motor drive, applying knowledge of simple circuitry learnt in science. Year 6 pupils study simple pneumatics and apply their knowledge to create moving models. The making process follows the planning and designing stage and is followed by an overall evaluation of the whole project in terms of what went well and what could be improved.

69. In the two lessons seen teaching overall was satisfactory with some good features. Teachers supported pupils well. They gave clear instructions and at times effectively taught skills and techniques by demonstrating particular ways of doing things, for example the correct way to use a pair of scissors. Teachers have a secure knowledge of the subject, due in part to the good support they receive from the subject co-ordinator.
70. Management of the subject is good. The co-ordinator is knowledgeable, enthusiastic and keen for the subject to improve and develop. She has revised the scheme of work so that it meets the requirements of the new National Curriculum. The scheme of work is good and incorporates advice on planning which gives considerable support to teachers when they are planning lessons. An action plan for the subject identifies as an appropriate priority the further development of food technology in the curriculum.

GEOGRAPHY

71. Standards are in line with those expected for eleven year olds. This represents a similar picture to that found in the previous inspection. Planning has been addressed by the introduction of a newly implemented scheme but this has yet to make a significant impact on progress across the school.
72. Pupils' learning, including that of pupils with special needs, is satisfactory overall. Pupils in Year 6 demonstrate a secure knowledge of the study of climate, people and places, both locally and in other parts of the world. They particularly related this to a study of Tanzania and the study of Shrewsbury and its surrounding area, which they had undertaken as a local study. Pupils in Year 3 make good progress, using their mathematical skills to make graphs of their transport survey, leading to a discussion on the impact of different forms of transport on the environment. Year 4 pupils are able to locate India on the globe and world map and explain the similarities and differences between life in an Indian village and life in Britain. The pupils have positive attitudes towards the subject. They listen attentively and respond well to questions. When sufficiently challenged they demonstrate their ability to follow a line of enquiry independently, for example, work undertaken on fact files, linked to Year 6's Study of Shrewsbury. The structured nature of much of the work means that pupils are given insufficient opportunities to use their writing skills in extended pieces of research.

73. Teaching is satisfactory overall with some good and very good lessons. The very good and good teaching is marked by lessons having a brisk pace with clear learning objectives, which are made clear to pupils and the use of well-focused questions. For example, in a Year 3 lesson on a transport survey, the teacher's skilled questioning resulted in pupils interrogating a graph well and being able to determine which forms of transport are kindest to the environment. The satisfactory teaching presents less challenge to pupils and opportunities for pupils to follow an independent line of enquiry are not sufficiently developed.
74. The newly appointed co-ordinator is knowledgeable and enthusiastic. A comprehensive audit of planning and resources has been used to draw up an action plan, which is part of the current school improvement plan. The school has rightly identified local studies and geographical fieldwork as an area for further development. In consultation with staff the co-ordinator has written a new scheme of work based on the National Curriculum Programmes of Study. Resources have been upgraded as a result of the audit, with a particular focus on the provision of a range of maps.

HISTORY

75. Pupils attain standards which are above those expected nationally for eleven year olds. This represents an improvement since the last inspection when attainment was in line with national expectations. All pupils, including those with special educational needs and those having English as an additional language, achieve well and make good progress.
76. Pupils in Year 6 were finding out what it felt like to be an evacuee during World War II. They watched video containing newsreel footage, looked at photographs and handled artefacts. The activity of "writing a postcard home", demonstrated their ability to empathise with the feelings of the evacuees. In one class good links were made with a literacy lesson, in which they had read and written about being an evacuee. In Years 4 and 5 the pupils had the experience of a Viking Day and Tudor Day, during which they dressed in costumes of the period and experienced a range of activities, including re-enacting a Viking funeral and a Tudor banquet. However, the opportunity to use these experiences for further independent research in order to develop the pupils' use of extended pieces of writing on the periods was missed. Year 3 pupils' independent research on their Egyptian project demonstrated their keenness to collect information from a variety of sources, including the Internet.
77. Teaching is good overall. Teachers generally have secure subject knowledge. The most effective lessons are well planned and the learning objectives are made clear to the pupils. Teachers make good use of a range of sources of evidence, artefacts, photographs and books. As a result pupils enjoy history and have a good attitude to the subject. They listen attentively when the teacher is explaining about events in the past and indicate their interest and involvement by their lively responses in discussions. For example, in a Year 6 lesson, the teacher used a gasmask, teddy bear and suitcase from World War II to hold a lively discussion prior to deciding what each child would take with them if they were evacuated. Good use of open-ended questions encourages pupils to express opinions, follow lines of enquiry and think like historians. They were particularly enthusiastic when discussing first hand experiences such as the Tudor day. Pupils in Year 4 had a clear idea of chronology and are able to place the Ancient Egyptians and Vikings on a timeline.

78. The newly appointed subject co-ordinator has recognised the need to build on the good practice that is in place and further develop the existing scheme of work and resource provision.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

79. Attainment is below that expected nationally for pupils aged eleven. Whilst there have been some improvements since the last inspection, notably the increase in the number of computers and the creation of a computer suite with a smart board, standards remain too low. Pupils' basic skills require further development and there are areas of the subject which receive insufficient attention, in particular work in monitoring and control, use of the Internet and e-mail and media presentations. Too few opportunities are taken to involve the use of ICT in other subjects. At the time of the last inspection standards were similarly below the national expectation: since then requirements in the subject have increased significantly, but the school has not managed to keep up with these increased requirements.
80. The installation of the computer suite has made it possible for more direct teaching of ICT. This is having a positive effect on the development of pupils' basic skills throughout the school. They have good attitudes to the subject but at present many lack confidence using computers and have limited keyboard skills. Although word processing skills are satisfactory and pupils can amend text and combine information from various sources, for example when writing humorous poems, by the age of eleven many still have to search for letters on the keyboard and slowly type using one finger. In a lesson on handling data using spreadsheets, Year 6 pupils enjoyed using Excel to calculate the costs for a holiday. Pupils were able to load up the program and to widen cells and input data but many had difficulty in applying the same formula to a number of cells and working out a total cost to deduct from their budget. Pupils in Year 5 use graphics to create badges and insert pictures to their text. Younger pupils in Year 4 learn how to control a Roamer and some transfer this skill to controlling a screen turtle using the First Logo program. A number of pupils have difficulty in directing the turtle left or right and programming the angle of turn and, although they are starting to grasp the idea of controlling the turtle quite quickly, at the moment their skills are below average. Pupils in Year 3 demonstrate low levels of skill when using the computer. When editing a piece of text they are able to use the spell check tool but lack confidence in using the mouse to move the cursor and do not know how to delete text. As a result many pupils have difficulty in correcting a piece of text on the Ancient Egyptians. Pupils work well in pairs and help each other; together with the support given by the teacher and class assistant this enables pupils with special educational needs and those having English as an additional language to achieve well.
81. Overall, the quality of teaching is satisfactory and occasionally good or very good, but there are some weaknesses. Teachers generally have satisfactory word processing skills but some lack confidence in control, use of the Internet and email and the use of the large screen in the computer suite. Teachers plan their lessons effectively and most make clear the lesson objectives to pupils. In some lessons teachers use their knowledge of the different skills of pupils to vary the tasks but where this is not the case pupils' make slower progress. Many teachers fail to make use of the large screen in their introductions to lessons due to their lack of confidence and this results in pupils being unclear about what they have to do. Good teaching is marked by the more confident approach of the teacher and the effective demonstration of what is to be done by using the large screen. For example, in a lesson in which pupils had to input data to a spreadsheet, they were confident when widening and boldening individual cells because of the teacher's clear demonstration. Pupils understood the task and were eager to discuss the compilation of data on the costs of a holiday. Teachers do their best to provide for pupils equally when they are using the

computers, but sometimes one pupil working in a pair can dominate, leaving a partner who is less involved unsure of the skill being taught.

82. A sound policy and scheme of work is based on national guidelines. The co-ordinator, who provides satisfactory leadership, examines teachers' planning and gives appropriate advice. Teachers are to commence training to improve their skills in the use of computers as part of the New Opportunities Fund Project in the autumn term.

MUSIC

83. Standards are generally in line with national expectations. However, many pupils show good levels of performance in both singing and in the playing of musical instruments. The school provides very well for those pupils who are particularly musically inclined. A number of talented pupils have been identified, justifiably so. Many pupils play orchestral instruments, taught by visiting specialist teachers. They join together as a school orchestra. The school choir is of high quality. The members sing with enthusiasm and clear diction, responding well to the prompting of the conductor. Tuneful music is heard in both unison and part-singing.
84. Teaching is satisfactory. Teachers are competent but many lack the confidence to allow lessons to 'take off'. They plan well so that the pupils participate fully and manage the lessons well. Sometimes, in order to ensure firm control over a room full of pupils holding a range of percussion instruments, lessons are a little laboured. This means that the time allowed for pupils to perform is decreased. Younger pupils sing songs such as 'I do like to be beside the seaside' with gusto but not always tunefully. Credit is due to the teachers that this changes through the school and good progress is made in the quality of singing. This is only apparent, however, when the pupils are led well. In some assemblies, particularly for the upper school pupils there is a distinct lack of effort. The pupils' true capabilities are revealed when the music co-ordinator leads them. Her infectious enthusiasm galvanises them to sing out well and her very good knowledge means that she addresses their posture and diction. Pupils in Years 5 and 6 begin to understand and read graphic notation. The Year 5 teachers effectively use a map of Treasure Island as the basis for pupils to produce their own composition. The pupils work successfully in groups to plan their contribution and perform with due awareness of others. Pupils with special educational needs are fully involved in all activities and make similar progress to their peers. An outstanding lesson in a Year 6 class based on pupils' understanding and use of ostinato saw pupils progress from clapping rhythms to a full 'choral/orchestral' performance in 35 minutes. Some highly skilled and dynamic teaching drove them so that there was good musicianship and a shared enjoyment in making music.
85. A committed musician leads the subject providing a superb role model for her colleagues. A very good range of resources are used to good effect. Assessments are made of Year 3 pupils and some are offered the loan of string, woodwind or brass instruments. The subject makes a strong contribution to the pupils' social and cultural development. Small groups of very competent flautists take the lead, independently, in accompanying singing in assemblies. Talented pianists play at the beginning and end of these occasions. A boy who has been learning the flute for less than one year performed a solo with maturity and great expression. The choir and orchestra participate in musical gatherings in the city, sharing in making music with other schools.

PHYSICAL EDUCATION

86. Only two lessons were observed during the inspection, but it was possible to see groups of pupils involved in games and dance activities during three after school club sessions. Overall standards are average and in games skills are good. There has been good improvement in provision for physical education since the last inspection. The opportunities for pupils to participate in sporting extra curricular activities have broadened considerably and the range of games activities covered in the curriculum has been extended. Pupils participate in a short programme of swimming each year using the pool belonging to the local secondary school. The school reports that at the end of Year 6 80 per cent of pupils can swim unaided at least 25 metres.
87. Pupils display satisfactory quality of movement and sequencing in dance. In a Year 5 dance lesson pupils demonstrated the ability to perform dance steps and expressive movement in sequences. Working together in small groups pupils developed dance performances of satisfactory quality that were their own interpretations of the beat and rhythm of a piece of music. Pupils' performance was improved during the lesson as a result of the teacher giving them time to reflect and offer opinions on each other's performance.
88. Pupils' games skills are good. They listen well and respond to coaching with improved performance in small team games. The majority have good skills when throwing, catching and hitting a ball with a bat during a rounders session and they display a good understanding of the tactics of the game. They have good bat and ball skills work well in pairs when improving their ability to execute a tennis serve. Pupils work well together and enjoy the challenge of organising their games.
89. The limited amount of teaching observed was good. Teachers display good knowledge of how to teach new skills. For example, in one lesson where Year 4 pupils were learning how to hit the ball in a serving action, pupils were being taught the component skills in a systematic fashion. Because the overall skill was being taught in simple but progressive sequences, pupils were able to enjoy the feeling of success at each separate and less complex stage before the final stage of actually hitting a serve. Pupils work enthusiastically in games. They listen well and respond to coaching with improved performance. This is often due to their ability to work well both individually and with a partner and to their good application when learning and practising skills. Pupils respond well to teaching that presents them with increased challenge and which allows them to build on previously learned skills.
90. The co-ordinator manages the subject well. She promotes good teaching by effectively monitoring all aspects of the subject. She supports teachers well, having developed a good scheme of work and by helping with planning. She has extended the range of extra-curricular activities considerably with good support from teachers, parents, input from the local secondary school and help from local cricket and tennis clubs. In the rounders club session during the inspection parents were supporting teachers effectively by helping to organise the session and coach the pupils. In the cricket club session a pupil from the secondary school and a member of the local cricket club were coaching pupils in cricket skills.

RELIGIOUS EDUCATION

91. Attainment is above what is expected of pupils at the age of eleven measured against the requirements of the locally agreed syllabus. This is an improvement since the previous inspection. The pupils are making good progress through the school particularly in their knowledge of biblical stories and their significance. Emphasis is given to relating the teachings of Christianity and other religions studied to the pupils' own lives. This makes a significant contribution to the pupils' spiritual development and also to moral and social aspects.
92. Teaching is good. The teachers are well prepared for the lessons, which have clear learning objectives. Methods used are very good, with whole-class sharing of stories and discussion, followed by interesting recording activities. A good Year 3 lesson was managed very well and the teacher used effective questioning. The pupils listened with attention and interest. They were then able to relate not only what had happened in the story of the Prodigal Son, but also reasons for the characters' behaviour. The pupils made a link with their own lives, giving examples of 'forgiveness'. Year 6 pupils' study of aspects of Buddhism is also linked to moral issues. The teacher read the story most expressively so that the pupils were fully attentive. A pupil with special educational needs was first to offer an answer and the subsequent praise kept her fully on task. Both the class teacher and the class assistant further supported these pupils in their recording task. By the end of the lesson the pupils had gleaned the moral of the story, which allows them to note similarities between the beliefs of Buddhists and Christians.
93. The planned curriculum is good. Pupils are given a wide experience of different faiths with some in-depth study of Christianity. Pupils know and can talk about a number of stories and characters from both Old and New Testaments. Good reinforcement and use is made of the pupils' literacy skills to ensure that written work supports their learning. Year 4 pupils compare facts about Islam with Christianity. In Year 5 pupils write letters from Miriam to her brother and a reporter 'interviews' one of the Magi. The pupils present their work well, written neatly and carefully produced. Work is marked regularly although sometimes attention needs to be drawn to pupils' spelling of key vocabulary, such as 'lectern' and 'pillows' of Islam.
94. The subject is well led by an experienced co-ordinator. She ensures that the subject is taught thoroughly and effectively. The need to extend and improve the quality of artefacts is already in her action plan.