

INSPECTION REPORT

HEALEY JUNIOR, INFANT AND NURSERY SCHOOL

Batley, West Yorkshire

LEA area: Kirklees

Unique reference number: 107638

Headteacher: Mr D Ellis

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 19th – 22nd November 2001

Inspection number: 196225

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: mixed

School address: Healey Lane
Healey
Batley
West Yorkshire

Postcode: WF17 8BN

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Appropriate authority: The Governing Body

Name of chair of governors: Mr M Lee

Date of previous inspection: 28th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S E Hall	Registered inspector	English as an additional language. Art and design	The school's results and achievements. How well are pupils taught? What could the school do to improve further?
15181	Mrs M Hackney	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
18130	Mr A Ford	Team inspector	Equal opportunities Information and communication technology. History	
7983	Mr I Johnston	Team inspector	The Foundation Stage. Religious education	
30398	Mr C Scola	Team inspector	English. Design and technology	
23686	Mrs P White	Team inspector	Mathematics	How well is the school led and managed?
18027	Ms S Mawer	Team inspector	Special educational needs Geography Music	
21372	Mr K Hobday	Team inspector	Science Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Healey Primary School is in Batley in West Yorkshire. The school is larger than average with 373 pupils in the main school and the full-time equivalent of 26 children in the Nursery class. Pupils are aged from three to eleven. Ninety-four pupils are eligible for free school meals, which is above the national average, but the number claiming free school meals is lower than those eligible. Forty-seven percent of pupils are eligible for clothing grants. Sixty-seven percent of the pupils are of white ethnic heritage, and thirty percent are of Pakistani origin, with 27 pupils at an early stage of English language acquisition. There are 101 pupils on the school's special educational needs register, which is broadly average. There are ten pupils with statements of special educational need, which is above average. There is quite a high level of family mobility in and out of the local area. Many families experience social and economic difficulties. The attainment of pupils on entry to the school is well below average, especially in the development of communication and language skills.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education. While standards in English, mathematics and information technology are below national expectations at the age of seven and eleven, attainment is rising and is often close to the expected standard in some areas. The quality of teaching and learning is good overall. The leadership and management are satisfactory and the school provides satisfactory value for money.

What the school does well

- The quality of teaching and the support of pupils are good and this enables them to make good progress in the main subjects as they move through the school.
- Pupils' attitudes to school are good. Most behave well and relationships are good.
- Staff know the pupils well and the pastoral care of pupils is good.
- The provision for pupils with special educational needs is good and where support is provided for pupils with English as an additional language, this is good.
- The provision for the moral development of the pupils is very good.

What could be improved

- Standards in English, mathematics, information and communication technology and art and design throughout the school.
- The rigour with which the school's management evaluates its performance and sets targets for improvement.
- The effectiveness of co-ordinators in monitoring teaching and learning in subjects other than English, mathematics and science.
- The quality of the accommodation and resources for children in the Nursery class and in the library.

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 previously inspected in 1997 and has made satisfactory overall improvement since then. The headteacher, staff and governors have directed their energy towards raising standards particularly in English and mathematics. Teaching is good and standards of attainment at the end of both key stages have begun to rise and are now often close to national averages. In the previous inspection several key issues for improvement were identified, including the need to ensure improvement in the overall provision and the quality of learning in particular subjects. There has been good improvement in science at Key

Stage 2, and satisfactory improvement in writing and in mathematics throughout the school. There has also been satisfactory improvement in assessing the progress of pupils more systematically and in the use of this information when planning later work. There has been good improvement in lesson planning by making clearer what pupils are to learn next. Staff generally have higher expectations of the ability of pupils to tackle harder work. The attendance and punctuality of pupils has improved. However, there has not been enough improvement in making use of the expertise of all co-ordinators through sharing their knowledge and understanding throughout school and this remains an area for improvement.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	C
mathematics	E	E	E	C
science	E*	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that by the age of eleven, on the basis of the national tests for pupils aged eleven, pupils' attainment in English, mathematics and science is well below the national average. In comparison to schools with between 35% and 50% of pupils entitled to free school meals, attainment is average. The test results have generally been very low over the last five years. However, in the last two years standards have begun to rise, and overall improvement is in line with national trends. Pupils in the juniors currently make good progress in English and mathematics, although comparisons between test results at age seven and those at eleven suggest only limited progress. This is not the case, as high levels of pupil mobility in the area affect progress. Twenty percent of pupils in the juniors have changed school during this phase of their education. Appropriate targets are set in English and mathematics, but it is difficult for the school to be accurate because of the higher than average level of pupil mobility. The inspection findings, which take account of a greater range of evidence than the national tests, indicate that at the age of eleven standards in English and mathematics are below average but those in science are average.

By the age of seven, on the basis of national tests, pupils attainment has been low in comparison to schools nationally over several years although sometimes this has been slightly better in writing than in reading and mathematics. When standards in national tests in 2001 are compared to those of pupils in similar schools, achievement in reading, writing and mathematics was average. Again, pupil mobility is quite high. In the Year 2 group, 18% of pupils changed school during the year and this affects the progress that these pupils make. Inspection findings are that standards in reading, writing and mathematics are currently below national expectations. Standards in science are average. Pupils' initial low level of skills in speaking, reading and writing hinder overall progress, but pupils' 'fact based' knowledge of subjects, including science, is improving. Whilst the proportion of pupils attaining the expected level in national tests improved considerably in 2001, there is a low proportion of pupils attaining the higher levels and this is something the school is working hard to address.

Pupils' attainment at the age of seven and eleven is below national expectations in information and communication technology and art and design. Their attainment in other subjects, including religious education, is in line with national expectations. Pupils of all ages generally do well in English, mathematics and religious education because teaching in these subjects is consistently good, as it is in science in Key Stage 1. From a low start, most pupils achieve well in relation to their ability in these core subjects. Children enter the Nursery class with skills that are well below average for their age, they make good progress in the Foundation Stage but nevertheless enter Year 1 with attainment that is below average. Children's communication skills are often poor. Throughout the school, pupils speaking English as an additional language and those with special educational needs learn well when receiving additional support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school; most are interested in their work, are well motivated and try hard.
Behaviour, in and out of classrooms	The behaviour of the large majority of pupils is good. Incidents of bullying, sexism and racism are rare and pupils work well together. This has a positive impact on creating a purposeful learning environment.
Personal development and relationships	Good. The relationships between staff and pupils are good. Pupils take on responsibilities readily but there are only limited opportunities for pupils to show initiative and make choices in their learning.
Attendance	Satisfactory, most pupils attend school regularly and arrive on time, although there is a small minority of families who take extended holidays and this affects the learning of these pupils.

There have been four fixed-term exclusions from the school and one permanent exclusion recently.

TEACHING AND LEARNING

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

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

The quality of teaching is good in each part of the school. Standards are beginning to rise because teachers have developed a clear focus on improving planning. The teaching of English and mathematics is good. Pupils make good progress in developing literacy skills because lessons are well structured to teach these basic skills in small steps. Numeracy skills are well taught and pupils make good progress in using numbers in a variety of calculations, although pupils' achievement in other areas of mathematics is not as strong. Strengths in teaching are in the good management of pupils. Relative weaknesses are in the ineffective marking of pupils' work and the inconsistent use of homework. On occasions teachers direct the pupils too much and this limits their opportunities to plan and carry out

independent investigations. The teaching of art and design is unsatisfactory because teachers do not plan enough opportunities to develop drawing and painting skills in a systematic manner. There is only limited staff expertise in the teaching of music, and the teaching of skills in information and communications technology is variable. The very effective work of support staff enhances the quality of teaching and provides support to different groups of pupils. The planning of work for pupils with special educational needs is good, and this enables pupils to be fully included in lessons. Pupils are well supported and make good progress towards the targets identified for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The Foundation Stage curriculum is good. The school has a broad and reasonably balanced curriculum. However, the time available for some subjects is quite limited. Curriculum developments are sometimes piecemeal and not well co-ordinated to ensure planning builds in a continuous manner on previous learning.
Provision for pupils with special educational needs	Good. The planning and provision are generally good and enable pupils to have access to the curriculum at a level that is appropriate to their needs. The quality of support provided by special needs support staff is good and has a significant impact on learning.
Provision for pupils with English as an additional language	Satisfactory overall. Staff work hard to support pupils' inclusion in the range of activities. The quality of this work and the progress made where support is available are good. However, the number of hours of bi-lingual support is limited.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral development is very good and that for social development is good. Pupils are taught the difference between right and wrong and the value of establishing a set of rules and principles in their life. Provision for pupils' spiritual and cultural development is satisfactory but could be improved through better planning across the curriculum.
How well the school cares for its pupils	The school cares well for its pupils. The assessment of pupils' work is satisfactory in English and mathematics but assessment procedures in other subjects are often informal. This affects the planning of lessons to meet the needs of pupils who make different rates of progress.

The school is fully committed to the social and educational inclusion of all pupils and makes appropriate efforts to translate this aim into practice to ensure all pupils make appropriate progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher manages the school efficiently and encourages senior staff to take on areas of responsibility, but school development planning lacks clarity and rigour in identifying and addressing weaknesses in provision. There is a lack of urgency in completing projects and curriculum developments.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive and are extending their direct involvement in the work of the school. Evaluation procedures have been introduced and governors' involvement in development planning and acting as a critical friend of the school is increasing.
The school's evaluation of its performance	Satisfactory. The school makes sound use of an appropriate range of information to track the progress made and to set targets for further improvement. But the monitoring of planning, teaching and learning lacks rigour and is ineffective in informing areas for development.
The strategic use of resources	Satisfactory. The school is beginning to apply the principles of best value to purchases and evaluate the effectiveness of expenditure in raising standards. There is a good number of support staff but gaps exist in teaching expertise. Accommodation in the main school is satisfactory but that in the Nursery class is poor. Learning resources are occasionally inadequate and there are not enough classroom computers or enough good quality books in the library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That children are happy at school. • That children make good progress. • That the school expects children to work hard and achieve their best. 	<ul style="list-style-type: none"> • More extra-curricular activities • The use of homework.

Inspectors agree with the views of parents. Whilst the provision of extra-curricular activities and homework is satisfactory, more could be provided to enhance pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Inspection findings are that standards in English and mathematics at the age of seven and eleven are below national averages, but rising. These findings reflect the standards achieved in national tests in 2001 and in previous years. Pupils in both key stages make good progress from a low base because of the good quality of teaching they receive, particularly in the core subjects. In English and mathematics, all groups of pupils make similar progress to their classmates throughout the school. Standards in science are slightly better and are broadly in line with national averages at the end of both key stages.
2. The previous inspection of the school in 1997 noted satisfactory progress and broadly average standards in subjects other than mathematics, particularly in Key Stage 1. However, these judgements were not reflected in the national tests in that or any subsequent year. In 1997 standards in national tests in reading and writing at the age of seven were below average. In mathematics at the age of seven, and in English, mathematics and science at the age of eleven, attainment was well below the national average. In each of the last five years, overall standards have been below or well below the national average and did not reflect the findings of the previous inspection. There has been only very slow and intermittent improvement in the standards achieved until quite recently. However, the current trend is that standards are rising, albeit slowly. There has been more improvement made in the last two years than previously. Pupils throughout the school now make good progress because the quality of teaching has improved.
3. There are several key factors that affect the standards achieved by the pupils. In some classes almost a third of pupils have recognised special educational needs. These pupils are well supported, and make progress towards the targets in their individual education plans. There is also a higher than average number of pupils with English as an additional language. Again, these pupils make good progress when receiving support but some pupils are new to the school and to speaking English. An important factor is the higher than average mobility in the area. In some year groups, such as last year's Year 2, 18% of pupils changed school during the year. This mobility affects the progress that pupils make.
4. Children enter the Nursery class at the age of three or four with attainment that is well below that expected of children of this age. The communication skills of many are very restricted. Whilst most listen, understand and react to what is said to them, some are very quiet and a small number do not speak to anyone. The children's knowledge and understanding of the world beyond their very immediate environment is limited. Because teaching is good, children in the Nursery and Reception class make good progress overall. But, nevertheless, children enter Year 1 with skills that are below average in most areas of their development, except in personal, social and emotional development where attainment is close to the expected average.
5. Inspection findings are that by the age of seven standards are below the national average in speaking and listening. Most pupils listen well and respond appropriately. Some pupils use a reasonable range of vocabulary, but the majority of pupils have only limited speaking skills, they use only a restricted vocabulary and often speak in short sentences or phrases. Standards in reading and writing are also below national

averages. Whilst pupils make good progress, attainment is limited by their restricted knowledge and use of a wide or imaginative vocabulary. The basic skills of reading and writing are taught in a well-planned and thorough manner and pupils make consistently good progress.

6. Standards in mathematics for pupils by the end of Year 2 are average in number but below average in other areas of mathematics. Pupils make good progress in using numbers in a range of mental mathematics activities and achieve well. The planning of number work is very thorough and, coupled with good teaching, enables pupils to make good progress in a variety of calculations. The school has chosen to implement an alternative arrangement to the National Numeracy Strategy through a specific scheme of work and has acted as a pilot school for this. A lot of work has been put into implementing this scheme and the subsequent improvement in the pupils' use of numbers pays testament to the hard work of staff. Standards in science are slightly better than in other core subjects because of teachers' good subject knowledge. Pupils are able to observe scientific activities carefully and make good progress. Discussion with pupils indicates that their depth of understanding of science is greater than is apparent in written work and attainment is broadly in line with expectations for their age.
7. Standards in English by the end of Year 6 are below the national average in each area of the English curriculum. Whilst pupils make good general progress in developing speaking skills and in using a wider and more interesting vocabulary, quite a large proportion of pupils still have skills below the average for their age. Whilst some are confident enough to offer answers in class discussions, several pupils, including those with English as an additional language, offer little but answer politely when asked a question. The school organises few debates, pupil presentations to class or drama activities and this does not help to build pupils' confidence.
8. Standards in reading and writing by the end of Year 6 are also below average, although improving. The school works hard to help pupils improve these skills and has implemented the National Literacy Strategy well. The basic skills of learning to read are taught well and good progress is made in group reading activities within literacy lessons. However, further progress in extending reading skills is limited because of the inconsistent use of and support for homework. Writing skills are also taught well and many pupils achieve a neat and carefully presented handwriting style.
9. Standards in mathematics at the age of eleven are below the national average but improving well. The quality of teaching and learning is good. Pupils' area of strength in mathematics is their understanding and use of number which is developed in the infants and maintained in the juniors. Pupils have a good understanding of, and confidence in, their use of numbers in a range of calculations. Relative weaknesses in mathematics are in pupils' understanding of shape and measures and aspects of data handling. Standards in science at the age of eleven are generally in line with national expectations. The strengths in careful observation seen in the infants are maintained in the juniors.
10. The targets that the school sets for pupils in Year 6 are below national averages but are realistic and challenging. In 2001 the school exceeded the target of 55% of pupils to achieve the expected Level 4 in English but did not reach the target of 60% in mathematics. Targets for 2002 will be difficult for the school to achieve because of the high number of pupils with special educational needs within the age group. However, the high mobility factor makes it difficult to set targets accurately.

11. Overall, the pupils generally achieve well in relation to the low level of skills that they have when they enter school. Most pupils make good and consistent progress, especially in the core subjects as they move through the school. Children in the Foundation Stage make rapid progress, particularly in the Reception class where teaching and learning is very good. Good progress is maintained in Key Stage 1 where the quality of learning is good in each class. Whilst overall progress in Key Stage 2 is good, it is more consistent for older than younger pupils within the key stage.
12. Throughout the school there are relatively few pupils working at levels above the average for their age. Activities in English and mathematics are suitably planned for groups of pupils who make different rates of progress. However, in some other lessons planning is similar for all groups of pupils. Whilst this is satisfactory overall in that activities are open-ended enough to allow for different attainment, and extension activities are often planned, this does not always offer a high level of challenge to all pupils. The school has appointed a member of staff to co-ordinate the provision for gifted and talented pupils, but the school is only in the very early stages of such work.
13. Standards of attainment are very similar for all groups of pupils. Whilst there are slight differences in the attainment of boys and girls, with girls doing slightly better in national tests than boys, this is not apparent in class lessons. Pupils with English as an additional language achieve well when they are supported appropriately. The teaching of these pupils is good and enables them to be fully included in all activities when receiving support.
14. All pupils with special educational needs make good progress in lessons and achieve well in meeting their targets. There was a similar picture at the last inspection. The good levels of achievement and progress are due to the effective teaching of literacy and numeracy which takes account of the standards that the pupils have reached in their individual education plans, and the good support that pupils receive from the support assistants and a part-time teacher.
15. Standards in information and communication technology are below average throughout the school. The quality of pupils' learning and the progress made is unsatisfactory over time and pupils do not achieve the standards of which they are capable. The school has been slow to bring about improvement in provision and has not kept pace with the changes in the subject. Pupils' achievement is limited by an insufficient number of classroom computers. Some classrooms have no computers and often when they are available they are not switched on. This limits the development of pupils' skills in using information and communication technology as a tool to support learning across the curriculum.
16. Standards in all other subjects, except art and design, are average by the age of seven and eleven. In art and design the limited amount of work undertaken and the unsatisfactory teaching of the basic skills of drawing and painting restrict standards. Pupils achieve satisfactory standards in all other subjects because teaching and learning is at least satisfactory and sometimes good. Overall, there has been satisfactory improvement in standards in most subjects since the previous inspection.

Pupils' attitudes, values and personal development

17. Pupils' behaviour and attitudes are good, and this standard has been successfully maintained since the previous inspection. Parents speak positively about the good behaviour of the majority of pupils and the school's expectations of pupils to behave

well. Almost all parents believe that the school is helping pupils to become mature and responsible. Children in the Foundation Stage settle happily to school routines. The majority of pupils, including those with special educational needs, have a good attitude to school. Pupils of all abilities, including those for whom English is an additional language, are keen and interested to learn and enjoy being involved in a range of activities. Most pupils are enthusiastic and interested, and many are keen to talk about their work and involvement in activities. Pupils know the school rules well and they have helped to write their own class rules.

18. The school is an orderly environment where pupils of different cultures get on well together. In most lessons, and particularly where teaching is challenging, pupils of all abilities participate willingly. Many are keen to answer questions and to take an active part in the lesson. Although a significant number of pupils lack confidence in speaking skills, some good examples were seen of pupils contributing their ideas and observations particularly during lessons in personal and social education. For example, during a Year 6 circle time, pupils shared their observations thoughtfully about playground conflict and suggested a resolution.
19. The majority of pupils listen well to their teachers and to each other during lessons. Most pupils concentrate well on their work, and learning support assistants provide good support to encourage those pupils who find concentration difficult. The school has a positive ethos and most pupils respond well and are happy and settled. This makes a strong contribution to their academic and personal development.
20. Pupils' behaviour during lessons and in the playground is generally good. There are a number of pupils whose behaviour can be challenging and the school works hard to successfully manage this. At lunchtime pupils in both key stages behave well in the hall when they sit together to eat lunch. Pupils in all classes know the difference between right and wrong. They are polite and friendly towards visitors. Throughout the school pupils understand the impact of their actions on others. They show clear respect for each other's culture, and for different feelings, values and beliefs. During the last academic year there have been four fixed-period exclusions involving three pupils, one of whom was permanently excluded. Since the last inspection the number and length of exclusions has fallen.
21. Relationships throughout the school are good, and for a number of pupils this provides stability in their lives. Pupils are secure in the daily routines of the school. In class most pupils share resources willingly and sensibly during lessons and outside in the playground. Pupils support each other well in classrooms, at lunchtime and in the playground. The good relationships amongst pupils and between pupils and all adults in the school make a very positive contribution to progress and the raising of standards.
22. Pupils' personal development is good. Most respond well to the opportunity to take on special responsibilities. In all classes pupils act sensibly as classroom monitors and help to clear away resources, fetch and give out milk and deliver registers to the office. After some training in counselling skills, pupils in Year 6 are successfully taking responsibility as 'Befrienders' to younger pupils in the library at lunchtime. The School Council, which is currently being re-developed, has an elected representative from each class. Pupils are interested and enthusiastic to bring their class suggestions to the Council for consideration for improvements to the life of the school, although currently this is rather dominated by adult supporters. Pupils regularly visit places of educational and cultural interest including a residential visit in Years 5 and 6. This

extends their knowledge and experience well, and has a positive effect on their social and cultural development.

23. Attendance and the rate of unauthorised absence have improved since the last inspection and are satisfactory. At 94.4%, attendance is now in line with the national average. Unauthorised absence at 0.9% remains above the national average. The school works hard to promote good attendance, but a number of pupils take extended holidays to their countries of origin during term time. Punctuality has improved and most pupils arrive on time. Registration and lessons start on time and there is an efficient and well-ordered start to the day. This has a very positive effect on pupils' attitude towards school and on their academic and personal achievements.
24. The school has a good reputation for effectively managing pupils who have behavioural problems. Because of this it is sometimes asked to admit pupils who have been excluded from other schools. There are five pupils who are specifically on the special educational needs register for emotional and behavioural difficulties, but there are many others who have a combination of learning and emotional problems. The staff, who understand their needs and work towards meeting their individual education plans within the normal classroom setting, support these pupils very well. This support helps these pupils to take an active and inclusive part in the lesson, as well as enabling other pupils to learn without disruption. These pupils generally have positive attitudes to their work and are developing better relationships with their peers and adults. All of the special needs pupils are totally integrated and included within the life and work of the school and everything is done to build up their self-esteem and avoid highlighting the disabilities of any pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25. The quality of teaching is good overall. This indicates an improvement from the previous inspection when teaching was judged to be satisfactory. There was no teaching that was unsatisfactory in this inspection, whereas 15% of lessons were judged unsatisfactory during the previous inspection. Of the 86 lessons observed in this inspection, teaching was excellent in 1%, very good in 15%, good in 55% and satisfactory in 28% of lessons.
26. The numerous support staff are used very effectively throughout the school and this enhances the overall quality of teaching. The large team of classroom support assistants; special educational needs support staff, nursery nurses, bi-lingual support staff and a learning mentor all work very effectively. They make a significant contribution to the management of pupils and the establishment of a calm and well-ordered learning environment where the teachers are able to focus on the objectives of the lesson and on enabling pupils to develop positive attitudes to their work. Support staff are involved in planning meetings and most have a good grasp of their role in supporting teachers. Staff work unobtrusively and effectively even when four support staff work in a classroom at one time. This has been particularly effective in enabling the school to integrate pupils excluded from other schools and in supporting the educational inclusion of all pupils. This has a positive impact upon learning.
27. Teaching in the Foundation Stage and in Key Stage 1 and 2 is good and the generally consistent quality of teaching has been an important factor in improving standards, particularly in the last year. The creation of a suitable learning environment has been an important improvement since the previous inspection. The calm and supportive management of pupils enables them to concentrate well and to develop positive

attitudes to their learning. This has enabled pupils throughout the school to make good progress and achieve well from a low starting point. Parents are appreciative of the good quality of teaching, the support of their children and the approachability of the staff.

28. Whilst teaching is good overall, it is better in some parts of the school than in others. Teaching is occasionally excellent where subject expertise in physical education, for example, leads to excellent progress being made within the lesson. This is seen when staff have high expectations of the pupils and make clear demands upon them. In some lessons teachers create a very effective learning environment by using taped classical music as a background to pupils' work. This signals to the pupils when they are expected to get on quietly whilst the teacher very calmly, but in a purposeful manner, moves around the pupils, checking what they are doing and unobtrusively supporting them where necessary.
29. Teaching in the Foundation Stage is good and often very good. Teachers are enthusiastic and children know exactly what they have to do in each activity. Because the children are keen to live up to the expectations of staff, they try really hard to do what is asked of them and this considerably boosts the progress that they make.
30. Teaching is consistently good in Key Stage 1. The staff team is well led. Teachers work well together and have created a mutually supportive environment clearly focused upon raising attainment. In each of the parallel Year 1 and Year 2 classes, teaching is good. Staff have worked hard to use the assessment and observation information available to them to continually refine and revise exactly what the pupils need to do to improve the quality of their learning.
31. The teaching of pupils in Key Stage 2 is good overall, but is more variable and occasionally flat in comparison to the livelier pace and higher expectations in other parts of the school. The quality of teaching ranges from occasionally excellent to sometimes being barely satisfactory. In some lessons teachers talk for too long and overly direct what the pupils are to do, for example, where the teacher led a discussion on what information pupils needed to gather to conduct a survey and narrowed the lines of enquiry to pursue. There are only limited opportunities for pupils to carry out focused research tasks. Even when classroom computers are available, they are rarely used in lessons to support the use of information and communication technology as a learning tool across the range of subjects and this limits the progress made.
32. Literacy and numeracy skills are generally well taught throughout the school. The planning of lessons in English and mathematics is good, as it is in most other subjects. Staff have developed a thorough programme of activities designed to teach the small steps necessary to build pupils' knowledge and understanding in reading, writing, spelling and handwriting. Pupils make good progress because teaching and learning is thorough and well co-ordinated. Teaching in all other subjects, with the exception of art and design is at least satisfactory.
33. Teaching in art and design is unsatisfactory because only a minimum of time is allocated to the teaching of the subject and the basic skills of drawing and painting are not taught in a systematic manner. As a result, pupils do not make enough progress in developing these techniques and skills are often at a low level. The teaching of music is limited by a lack of subject knowledge. During the period of the inspection the teaching of the skills of information and communications technology was good, but

over time this has been less effective and some teachers do not have a high level of confidence and competence in teaching the subject.

34. Teachers mostly have a good understanding of the learning needs of pupils appropriate to their age and their different levels of achievement. Most teachers have good expectations of what the pupils can achieve, although very occasionally more could be expected of some higher attaining pupils. In a small number of lessons in non-core subjects and as seen in the sample of recent work, pupils of different abilities sometimes undertake the same or very similar work. Whilst this is satisfactory overall, in that many tasks are sufficiently open-ended to allow for different responses, this is an area that the school is rightly considering for future monitoring. Whilst one member of staff has nominal responsibility for co-ordinating the activities to support gifted and talented pupils, in practice there have been limited opportunities to extend this role.
35. The verbal feedback that staff give to pupils is good. Staff are caring and supportive and keen to develop pupils' self-esteem. This is generally coupled well with appropriate comments as to what the pupils need to do next to improve their work. However, though satisfactory overall, the marking of the pupils' work is more variable. Some teachers clearly indicate to pupils where they have been successful and what they need to improve, but the marking of some work is cursory and sometimes little more than a tick. The use of resources where they are available is satisfactory, although the limitations in the range and quality of resources, including library books, put restrictions on some activities. Several classes have no computer and this limits the teaching of skills in information and communications technology in support of other subjects.
36. The use of homework is satisfactory overall but the quality of this is variable and not used in a sufficiently co-ordinated or systematic manner to build on the work in lessons. Some staff are consistent in their use of homework. However, several staff have previously been disappointed by the response of parents in supporting homework and in some classes this has tailed off to being barely satisfactory.
37. The teaching of pupils with special educational needs is good in those lessons where pupils receive additional support. This mostly happens in literacy and numeracy, where the help is most needed. In the best teaching, the work given closely matches the pupils' identified needs. It is carefully planned and skilfully taught so that pupils are helped to achieve their targets. A very good example to demonstrate the good match of work and effective inclusion was the way in which a Year 1 teacher carefully adapted her questions for a pupil with a statement of special educational need so that he could join in the lesson with everyone else. A new format for individual education plans has been in use for several months, but it is not satisfactory. Important information such as the next review date and the stage the pupil is on is missing from some of the plans. The format, which is written as a letter to parents, is not helpful for teachers in measuring the progress that pupils are making. Occasionally targets are much too general and not easily built into the normal planning of the lesson. The annual reviews for the statemented pupils with are all up to date, with appropriate and clear targets.
38. The school has a part-time member of staff with responsibility for the co-ordination of the programme for pupils with English as an additional language, and a full-time bi-lingual teacher working in Key Stage 2 classes during different parts of the school year. The quality of this teaching where it is available is consistently good and enables the pupils receiving support to learn well and make good progress. The school also benefits from these teachers' good overall teaching skills, which support the learning of other pupils in class activities. There are three bi-lingual support assistants who work

effectively and with a good grasp of their role. The amount of direct support is relatively limited for the number of pupils in the school at the early stages of learning English.

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

39. There is a strong emphasis in the school on acquiring the skills of literacy and numeracy. This has had a positive impact in raising the levels of attainment of the pupils, many of whom enter the school with low levels of skills and understanding. The school has generally maintained a broad curriculum, with good provision for pupils' personal development. However, some subject areas receive less attention than is preferable and the curriculum is not as well balanced as it was at the time of the previous inspection.
40. The school fulfils its legal requirements to teach all the subjects of the National Curriculum. Religious education is taught as specified in the locally agreed syllabus. The planning of lessons for children in the Foundation Stage is based upon the appropriate areas of learning. Use of the to the National Literacy Strategy to provide appropriate lessons in reading and writing is well established and effective. In mathematics, the school is piloting a specific scheme of work as an alternative to the National Numeracy Strategy. This is having a very positive impact, as pupils systematically acquire the basic concepts of number.
41. The science programme of study ensures pupils acquire knowledge of scientific concepts, but a weakness is that all pupils work on similar activities. This gives only limited opportunities for higher attaining pupils to progress at a faster rate. There is little opportunity for pupils in Key Stage 2 to use research and reference skills to widen their understanding. Insufficient attention is given to the progressive development of investigational skills to enable pupils to plan, carry out and record their own experiments independently.
42. In most other subject areas, national guidance is being used well to provide a suitable programme of study. This guidance is adapted or augmented to take account of the particular circumstances of the school. In subjects, such as physical education, commercial schemes of work are used to provide termly planning for all teachers. However, the policy statements, which should underpin the school's work in all subject areas by setting aims and principles, are mostly out of date and do not fully reflect current practice. Teachers in parallel classes plan most of their lessons together. As a result, equality of opportunity and inclusion is assured as pupils of the same age experience very similar lesson content.
43. As a high proportion of time is spent on the teaching of English and mathematics, less time is available for other subjects. The school is committed to maintaining a broad and balanced curriculum and has taken action to ensure pupils continue to have regular lessons in music despite a shortfall in teaching expertise. However, there are some areas of imbalance. For example, the potential of subjects, such as history and religious education, to provide the vehicle for extended writing is now recognised, but is not exploited consistently throughout the school. Too little time is devoted to art and design, so that skills are not developed progressively and to sufficient depth. Progress in history and geography is often hindered by the long gaps between work undertaken. There are insufficient opportunities for pupils to become confident in developing speaking skills, for example, through speaking in assemblies or through the medium of drama.

44. The school makes good provision for the pupils' personal, social and health education, which includes sex education and learning about the misuse of drugs for the pupils in Year 6. All classes spend time discussing aspects of behaviour as well as personal, social and moral issues and some classes have regular Circle Time during which the pupils discuss relationships and their attitudes and feelings towards each other. In Year 1 the class teacher led a short discussion about truthfulness that helped the pupils to understand the problems brought about by telling lies. During Year 6 Circle Time pupils discussed problems with relationships both inside and outside school and the class teacher's focused questions helped them to think through their reactions and responses.
44. The school successfully integrates and emphasises social awareness into most classroom activities. The pupils know they are free to share their thoughts, ideas and opinions and that they will be listened to and this makes a positive contribution to their good attitudes and behaviour. The pupils are proud to be members of the School Council and have plenty of ideas and suggestions for improving school life, such as a specific play area for ball games, additional outdoor equipment and more games and puzzles for wet break and lunchtimes. The school has recently introduced a programme of learning for citizenship but this is at a very early stage of development and few lessons have been delivered from the new scheme. The contribution of the community to the pupils' learning is satisfactory and there are good relationships with partner institutions such as local schools. Home visits are made to ensure a smooth start when the children first enter school.
45. The school meets the requirements of the Code of Practice for pupils it identifies as having special educational needs and provision has improved from satisfactory to good since the previous inspection. The school makes every effort to ensure that pupils with special educational needs have full access to the same learning opportunities as their classmates. Support is also provided for pupils speaking English as an additional language to enable them to have access to the curriculum. However, the amount of mother tongue and teaching support is limited and there are several times in the school day when pupils have little additional help and this limits the progress made in some areas of development.
46. The school provides a satisfactory programme of extra-curricular activities, which enriches the experiences of about a fifth of the pupils, mostly in upper Key Stage 2. A significant minority of parents do not feel that there are enough activities for their children after school. The school notes that there are fewer clubs than in the past and because of this is gradually introducing additional sporting sessions. This term there is a focus on netball, football and hockey. Art and music clubs are not represented well, although a weaving club was started this term. The homework club, which runs twice a week is a positive addition to pupils' learning in Year 6 and supports and extends the work being covered in lessons. It is less effective in the rest of Key Stage 2 because work is not set in time for the pupils to complete it during the homework session. A satisfactory range of educational visits and visitors to the school also helps to successfully widen the curriculum. Older pupils have the opportunity to take part in two residential visits in which history; geography and outdoor education are promoted well.
47. Since the previous inspection, the school has broadly maintained the standards it achieved in providing for pupils' personal development, including their spiritual, moral, social and cultural, development. Provision for moral development remains very good and that for social development is good. Provision for spiritual and cultural development is satisfactory, as at the last inspection.

48. The school's programme of religious education and the presence of both pupils and teachers with varying religious backgrounds provide pupils with good insight into the beliefs of many of the world's religions. Pupils are taught to respect the values and views of others. A good example of this was the respectful way pupils listened during an assembly when Muslim pupils and teachers sang a chant together. Incidents of bullying or racism happen only occasionally, and pupils know that the school will deal promptly with any inappropriate behaviour. The daily act of collective worship is used effectively to enrich pupils' experiences. During the inspection there was an atmosphere of reflection and respect as pupils' differences were celebrated. In some classrooms, too, there is time to reflect on special occasions and to express wonder and appreciation. However, many opportunities are missed to heighten pupils' awareness of the spiritual dimension. As at the last inspection, the planned programmes of study in art and music contribute little to this area of personal development.
49. Provision for pupils' moral development is very good and strong teaching of the principles of right and wrong underpin the school's work. A good proportion of teaching time is devoted to personal, social and health education, which includes moral education. However, there is some inconsistency between classes as the scheme of work in this area has to some extent fallen into disuse. All adults in the school show consistent attitudes to behaviour and take time to explain why pupils' misbehaviour is inappropriate rather than simply applying sanctions. Rules and responsibilities are clear, usually formulated with the assistance of pupils, and displayed prominently in classrooms.
50. There is good provision for social development. The school functions as an orderly and caring community in which pupils are encouraged to support each other and to exercise good levels of responsibility. An example of this is the 'Befrienders' scheme, in which trained Year 6 pupils are available at lunchtime to listen to pupils who are experiencing problems and where possible to help them. Raising pupils' self-esteem is a central aim, which the school rightly recognises as an essential pre-condition for successful learning. Pupils are encouraged to be polite and value others, irrespective of gender, class, belief or ethnic origin. Within lessons there are good opportunities for pupils to co-operate or collaborate. Pupils of different ethnic origins relate very well to each other and all pupils, including those with special educational needs, have equal opportunities to be fully included in all the school's activities. There is less opportunity to exercise initiative because many activities are too closely prescribed or dominated by teachers.
51. Provision for cultural development is satisfactory. Most multi-cultural education occurs through religious education or through assemblies. Themes are developed further through displays in classrooms and corridors and through visits to places of interest. The programmes of study in geography and history are too limited to explore other cultures in any depth. There is scant attention to non-Western European traditions in art and music. A programme of visits to the school by theatre groups, dance groups and artists, and visits to places of interest enhance pupils' understanding of the cultural traditions of Britain. A widening of these visits is necessary to further develop pupils' understanding of the culture of their own locality.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The provision for pastoral care and welfare of pupils is good and most parents are happy with the educational and personal support and guidance their children receive.

Through better procedures, aspects of provision have improved since the last inspection. Pupils with special educational needs receive good help from learning support assistants and learning mentors to enable them to make good progress. Bilingual support staff, where they are available, provide good support in classrooms for those pupils with English as an additional language. Children in the Foundation Stage are well looked after and staff are very sensitive to their individual needs. The school pays good attention to the inclusion of all pupils, and this enables pupils of all abilities to take advantage of all educational opportunities the school has to offer.

53. Pupils learn in a secure and safe environment where they are well known to staff. This makes a strong contribution to the positive ethos of the school and to pupils' progress and achievements. The school places a clear emphasis on personal, social and health education and this successfully promotes pupils' awareness of the need to care for themselves and for others. For example, as part of a theme on citizenship, pupils in Year 5 thoughtfully discuss whether individuals have responsibility to the community in which they live and how they might help an elderly neighbour.
54. Procedures for Child Protection are good, and any issues and concerns are well recorded and monitored. All staff, including lunchtime supervisors, are aware of procedures through clear guidelines. The school works closely with outside support agencies to which all pupils have full access. Good computerised personal records are kept up-to-date, and these are used well by the school to support pupils' needs. Good attention is paid to Health and Safety by staff and governors. An annual Risk Assessment is conducted. There are a number of qualified first-aiders on site who follow good procedures in the event of accidents. During lessons and in the playground staff ensure that pupils are alerted to safe practices.
55. Very good procedures are followed for monitoring and recording attendance and these have improved since the last inspection. Registers are completed accurately. With the regular assistance of the Education Social Worker the school works hard to encourage good attendance and punctuality. The use of a new computerised system has improved monitoring of attendance. The school's practice of contacting parents on the first day of absence has had a positive effect on attendance and punctuality. A good reward system has been established to celebrate the achievement of full attendance for a term or the whole year. The school faces the on-going issue of a few families taking extended holidays in term time.
56. Procedures for monitoring and promoting good behaviour are very good. The school's policy is one of positive behaviour management and procedures are followed firmly and consistently throughout the school. All staff, including those who are newly appointed, have attended courses to ensure a consistency of practice. All adults in the school act as good role models, and their high expectations ensure that most pupils behave well and the school is an orderly and calm environment. This has had an important impact on creating a positive learning environment and is an improvement since the previous inspection. A good and positive system of reward and celebration is in place to encourage pupils to do their best both academically and socially. The school works hard and follows very good procedures to eliminate bullying or harassment of any kind, and any incidents are followed up and dealt with quickly.
57. All pupils, including those in the Foundation Stage, are well supervised in the playground by staff, who pay close attention to their safety and welfare. Children and their parents receive good support prior to induction into the Nursery class. Staff conduct home visits and children and parents have the opportunity to spend time in the

Nursery class. Although pupils in Year 6 transfer to a large number of secondary schools, they receive good academic and pastoral support prior to transfer.

58. Assessment was highlighted as an area for development in the school's previous inspection report. There were weaknesses in assessing the progress and achievements of pupils and using the information when planning later work. The school has made suitable improvements in this area in relation to English, mathematics and science. The recording of pupils' attainment in other subjects and the subsequent use of this information whilst broadly satisfactory remains under-developed. Tracking procedures in English, mathematics and science enable the school to identify groups and cohorts of pupils and to forecast likely outcomes in end of key stage tests. Targets for pupil groups and cohorts are being set to inform planning, which is now a shared activity amongst the staff. This is helping teachers to plan appropriate work and to focus attention on particular groups of pupils.
59. Good procedures are in place in the Foundation Stage where samples of children's work and achievements are included in a Record of Achievement, which is shared with parents and successive class teachers. In the main school, portfolios of work as benchmarks are not sufficiently developed in all subjects, giving new teachers little information as to the standards in the school. There are good procedures in English, mathematics and science, where pupil attainment is evaluated through end of topic and annual tests. Regular testing of spelling, number and multiplication tables take place, the latter linking strongly with and supporting the mathematics project adopted for use by the school. These tests give teachers valuable information about pupil attainment and allow them to plan new work in order to challenge pupils of all abilities. In information and communication technology teachers are well aware of what pupils know and can do and this has led to modification of the taught curriculum.
60. Throughout the school assessment in lessons is good and teachers have a good awareness of their pupils' levels of understanding. Staff use their knowledge of pupils' personal and academic capabilities to set work at appropriate levels. In a history lesson in Year 4 pupils were responding to questions on the Egyptians and the teacher successfully extended their learning from their prior knowledge. Year 6 pupils were asked about their knowledge of a science topic prior to the introduction of new work. By the end of the session pupils were more aware of their own learning and the teacher was able to praise their knowledge, so raising self-esteem.
61. The school is making satisfactory use of test data and a learning skills project for setting writing targets in order to raise attainment. This is having a positive impact on pupil performance particularly where targets are shared and evaluations made against identified criteria. Subject co-ordinators analyse end of key stage data and any identified gaps in curriculum are shared with colleagues and incorporated into future planning. This developing activity is providing information as a focus for booster group activities.
62. The systematic sampling and reviewing of on-going pupil work is not well developed and does not contribute sufficiently to raise standards further. The marking of work is inconsistent throughout the school. Teachers' informal knowledge of pupils' personal development is recorded and information compiled about pupils' achievements throughout their time in the school. Staff turnover and changes in areas of responsibility have not allowed systems in school to become embedded before they are modified or their use diminishes and so their impact on raising standards is severely reduced. The school recognises that target setting could be more challenging.

63. Assessment procedures for pupils with special needs are good. Pupils' pastoral care is given a high profile in the school and outside agencies are used regularly to provide a wide and effective range of services and support. The assessment and recording processes are used effectively to assess the progress of pupils with special educational needs. Teachers and specialised staff from the Local Education Authority carry out more specific tests to identify pupils who might need additional support when pupils are showing limited progress or are moving up a stage in the code of practice. The school follows the recommended code of practice for identification of pupils with special needs. Individual education plans are in place and generalised targets are shared with parents by letter. Support assistants maintain and contribute to the record keeping system but their records are not always directly linked to specific targets. Progress towards these is therefore less easy to track. There is good assessment of pupils with English as an additional language and the information is used well to plan work and provide additional support where necessary to secure pupil progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. The school's partnership with parents is satisfactory overall, with some strengths and areas for development. Parents are happy with the school and feel their children make good progress. A small proportion of parents are very supportive in helping children at home by listening to reading and assisting with homework. This additional help makes a strong contribution to pupils' progress. However, there are a significant number of parents who have limited involvement in their children's education and in assisting the work of the school at home.
65. The majority of parents feel welcome in school and are comfortable in asking questions or discussing any problems with staff. Staff have been disappointed with the response to activities in the past and some initiatives to further inform and involve parents have tailed off. During the inspection only a few were seen taking children into classrooms and talking to teachers. A small number of parents help regularly in classrooms and work with groups of pupils. A few parents have provided valuable help by making story sacks for the library and they help regularly as Reading Friends. More parents assist when pupils go on visits. The Friends of the School group has now been reinstated. A small but active group of parents has organised social and fund-raising events, some of which have been well supported. The curriculum meetings, which the school has organised, have not been well attended by parents.
66. The quality of information provided for parents is satisfactory. Most parents feel they are kept well informed about how their child is getting on. Parents of pupils with special educational needs receive appropriate information with a copy of the individual education plan and an invitation to attend review and assessment meetings. The headteacher sends out a newsletter each half term but these are in a business-like style and do not sufficiently encourage parents to be fully involved in the life of the school. The need to reconsider the provision for translated communication for parents who do not have English as their first language has already been identified by the school. The half-termly newsletters sent out by key stage co-ordinators provide good information about the topics pupils will be learning and encourage parents to help their children at home. However, the diary showing what is being taught which is provided for parents of pupils in Years 5 and 6 is not sufficient to assist them in helping children at home. The written programme of homework for pupils in Years 5 and 6 is clear and helpful but is not always followed consistently. All pupils in Key Stage 1 have a reading

record card but these are not well used as a communication tool between school and home.

67. The annual reports for parents are satisfactory. The school has adopted a computerised system of reporting with a hand-written overall evaluation by the class teacher. Clear individual targets for future development are included. However, insufficient information about progress is provided for parents. The prospectus and governors' annual report to parents meet the statutory requirements and provide a satisfactory amount of helpful information about organisation and the curriculum. Information for parents of pupils entering the Foundation Stage is generally good and helps children and parents discover how the school works.
68. The parents of children with special educational needs are invited to attend regular meetings to discuss the progress and achievements of their children. The school is very anxious to work in partnership with the parents and there is a satisfactory level of parental involvement. The learning mentor in the school has made some good links with the parents of pupils who have behavioural difficulties, in order to achieve a consistency of approach in dealing with their behaviour at home and at school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The overall quality of leadership and management is satisfactory and maintains the position seen in the previous inspection of the school. The headteacher provides a calm and supportive lead to school development and a quiet determination to bring about improvements. During his time in the school he has gradually built a sound basis for a team approach to planning, teaching and learning.
70. Senior staff, teachers and support staff have the best interests of the pupils at heart and have developed a determination to raise standards of attainment. Staff have a strong commitment to the school and a growing sense of purpose. They recognise that attainment is too low. No excuses are made for low standards, although there is a realistic view about the difficulties faced, given the very low attainment of children on entry to the school. This culture of 'no excuses' has recently helped the school move forward from years of low achievement. This developing focus upon standards is reflected in the growing awareness of how effectively the school evaluates its performance in relation to other schools.
71. The headteacher has developed his role in a satisfactory manner through a consultative approach to management and by encouraging enthusiastic members of staff to take on additional responsibilities. The deputy headteacher fulfils his pastoral role well. However, the overall co-ordination of the curriculum and assessment lacks clarity and there is an insufficient focus upon the quality and effectiveness of this work. Some projects, including the development of information and communication technology, have until recently been slow to evolve and have not always been completed. This lack of urgency in promoting school development and completing projects has not supported the speedy resolution of these and other important areas well enough.
72. Key stage co-ordinators generally have a good grasp of their role in leading teams of teachers in forward planning. This has been important in establishing a sharper focus to school improvement and a commitment to raising attainment. Where co-ordinators have a clear understanding of what, when and how things have needed to change then development has been appropriate and effective at the end of both key stages. This

has been seen in the successful co-ordination of subjects such as English and mathematics. However, the work of planning teams and the development of some subjects and areas of provision has often been piecemeal and uncoordinated and not always completed quickly. Shortcomings in information and communication technology, music and geography have not been addressed quickly enough. The lack of clarity, cohesion and rigour in school management has affected the rate of school development. This is epitomised in the Nursery class where the school and governors have become inured to the poor accommodation and, despite the school's efforts, the shortcomings of the present site have not been rectified.

73. The monitoring and evaluation of teaching and learning by the senior management team and by subject co-ordinators is satisfactory in English, mathematics and science but sparse and unsystematic in other subjects. Staff rarely review samples of planning or of pupils' work and have very few opportunities to monitor the quality of teaching in subjects for which they hold responsibility. Staff absence has been allowed to affect the opportunities offered for monitoring. Whilst senior staff have had appropriate training in this work, the monitoring and evaluation that has been undertaken in school lacks the necessary rigour to bring about improvements and there has been inadequate identification of areas of concern as epitomised in art and design. Consequently, subject leaders receive little feedback on how effective planning has been, or where the balance of elements of each subject requires adjustment. Monitoring was an area identified as in need of improvement in the previous inspection of the school. There has been insufficient development in monitoring and evaluation and this remains a key issue for improvement.
74. The management and organisation of the provision for pupils with special educational needs is satisfactory. Pupils make good progress largely because of the good quality of support provided by the team of support staff. The newly appointed co-ordinator has very limited time to carry out her administrative duties. Although keen and committed to the role, she has had no training to prepare her for the management of a large number of special needs pupils in the school and her supporting role with staff. There is an identified governor for special needs, who has recently been appointed but has not had time yet to be fully informed about provision in the school. Resources are generally adequate to meet the individual needs of pupils and plan appropriate work. The funds available to the school are used appropriately to promote the school's priorities for special needs.
75. The management of the school's system for supporting pupils speaking English as an additional language provided by a part-time teacher is generally good. However, whilst the quality of support offered to pupils is good there is only a limited amount of bi-lingual support and specific teaching support. This places a big burden of responsibility on the relatively small number of bi-lingual support staff, who perform their duties well.
76. The governing body has recently begun to improve and develop its roles and responsibilities and it fulfils its statutory duties satisfactorily. Governors are very supportive of the school. Committees to oversee curriculum, staffing, finance and premises issues are meeting regularly and governors are becoming increasingly more aware of the need to provide a secure steer to the school's work. They are committed to improving and developing the school but, currently, they have too little active involvement in its strategic management and they rely heavily on the headteacher and senior staff for leadership. For example, the governors are not sufficiently involved either in drawing up and reviewing the school development plan or in monitoring the school's work in order to bring about more rapid improvements. Although governors

are linked to individual classes, their visits to school do not usually focus on specific aspects or curriculum subjects.

77. The school development plan outlines the schools' priorities for improvement over one year. It includes success criteria, time-scales and costings and builds on a review of the previous year. The maintenance plan provides an outline of continuing priorities for improvement and curriculum co-ordinators draw up individual action plans for their subjects. However, there are variations in the rigour and focus of the identified priorities. The school is not on course to achieve all the planned outcomes by the due date. The action plans are not collated and placed in order of priority for action and this results in a fragmented document that would benefit from greater refinement in order to bring all the elements together. Consequently, the usefulness of the school development plan as a clear basis for the school's work towards improvement is limited. Furthermore, as a tool for the long-term management of change, the plan's value is restricted because it only covers one year.
78. The school's procedures for financial planning, control and administration are effective and the recommendations of the latest auditor's report have been met. The school has moved from a deficit budget at the time of the previous inspection to currently carrying forward a small surplus. The school has used a whole range of various grants to ensure that the priorities identified in the School Development Plan are addressed. These are particularly aimed at improving the literacy of pupils who find learning difficult through 'Talking Partners' and similar initiatives. The use of a higher than average number of learning support assistants and specialist staff to support the learning of those pupils with English as an additional language has been particularly effective. Office staff use computers efficiently to give governors and senior management reliable financial information. The principles of best value are applied appropriately in purchasing decisions.
79. The school is staffed with a sufficient number of appropriately qualified teachers to teach the National Curriculum. All full-time teachers have responsibility for a class and all act as co-ordinators for subject areas. Teachers have good subject knowledge and a range of specialisms, but the recent high turnover of staff has resulted in a loss of expertise, especially in music. There is a small number of newly appointed staff who have not received training in the schools' scheme for implementing the National Numeracy Strategy and this has an impact upon the quality of teaching and learning. Induction arrangements for newly appointed staff are satisfactory. Staff attend regular courses linked to the school's development plan. The school has a very substantial range of learning support assistants including those for special needs and bi-lingual support. All are well deployed to provide good support for teachers in classrooms. The quality of support provided by the secretary, caretaker and lunchtime supervisors ensures the effective day-to-day running of the school. However, cleaning staff do not maintain the warm and welcoming ethos of the school.
80. The accommodation in the main building is satisfactory. Colourful displays of pupils' work, pictures and artefacts throughout the school create an interesting learning environment. Recent improvements to the building have provided the school with a library and separate computer suite although the latter is small and cramped and impacts upon the quality of individual support offered to pupils. The large refurbished hall is multipurpose and used for physical education, assemblies and as a dining area. The provision of outside hard and grassed play facilities is good, with sufficient space for the number on roll. The separate Nursery class accommodation is poor and the building is in an inadequate state of repair both inside and out. The covered veranda

and outside play space for the Nursery class children are inadequate and limit the range and quality of outdoor play activities.

81. Resources to support teaching and learning in some areas are unsatisfactory. The provision of resources in the Nursery class limits some activities and the quality and range of large play equipment are insufficient to develop social and physical development. Although the Computer Suite is adequately stocked there are insufficient working computers in classrooms to teach the full curriculum. Learning resources for geography are inadequate and some books and atlases are old and outdated, which has an impact upon pupils' learning. Some of the reading books in the Reception class are of poor quality. Library resources are unsatisfactory, there is an inadequate number of books for the number of pupils in school, and some of the present stock is old and shabby and does little to engender a love of books. Taking all factors into account the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and, where appropriate, the governors should: -

1. Continue to raise standards of attainment in English, mathematics, information and communication technology and art and design by:
 - fully embedding recent curriculum initiatives into the daily practices of the school and ensuring that all staff are trained to deliver the school's chosen programme of work (*paragraphs 79, 140*);
 - further developing the tracking of pupils' progress to ensure that work is appropriately challenging for all ability levels and especially the higher attaining pupils (*paragraphs 34, 41, 118, 125, 161*);
 - increasing the number and use of computers in order to ensure that information and communication technology is used to support learning across the curriculum (*paragraphs 15, 35, 81, 111, 125, 140, 159, 162, 164, 170*).
2. Improve the quality of leadership and management by:
 - extending the role of the headteacher, senior staff and curriculum co-ordinators in the rigorous monitoring of the quality of planning, teaching and learning in all subjects throughout the school (*paragraphs 72, 73*),
 - improving the clarity, quality and cohesiveness of school development planning by using the information gained from assessment and monitoring to prioritise the necessary improvements and ensuring success criteria are time referenced (*paragraphs 72, 77*).
3. Provide a more challenging and balanced curriculum for all pupils by:
 - enhancing the planning of and involvement in research and investigative activities in all subjects including science (*paragraphs 31, 41, 125*);
 - extending the programme of work in speaking and listening, art and design and geography to ensure the continuous and progressive development of appropriate skills (*paragraphs 33, 43, 132, 146, 149*);
4. Improve the quality of the accommodation and learning resources for children in the Foundation Stage by:
 - improving the quality of the accommodation for the Nursery class (*paragraphs 80, 84*);
 - enhancing the quality and range of large play equipment to encourage physical development and co-operative play in the Nursery and Reception classes (*paragraphs 80, 81, 84, 97*).

Minor issues that the school should consider:

- extending the quality and range of information to parents and their involvement in the education of their children at home and at school (*paragraphs 64, 66, 67*).
- improving the quality of resources across the curriculum and extending the range of good quality materials in the school library (*paragraphs 35, 81, 120, 131, 140, 146, 148, 189*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	47	24	0	0	0
Percentage	1	16	55	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	373
Number of full-time pupils known to be eligible for free school meals		94

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	1	9
Number of pupils on the school's special educational needs register	3	98

English as an additional language

	No of pupils
Number of pupils with English as an additional language	103

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	94.1
National comparative data	94.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	29	54
	(2000)	(28)	(26)	(54)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11 (19)	16 (18)	18 (24)
	Girls	25 (22)	27 (22)	25 (23)
	Total	36 (41)	43 (40)	43 (47)
Percentage of pupils at NC level 2 or above	School	67 (76)	80 (74)	80 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17 (18)	18 (24)	16 (20)
	Girls	28 (22)	25 (23)	25 (22)
	Total	45 (40)	43 (47)	41 (42)
Percentage of pupils at NC level 2 or above	School	84 (74)	80 (87)	76 (78)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	24	51
	(2000)	(22)	(33)	(55)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10 (8)	10 (16)	20 (14)
	Girls	22 (22)	18 (11)	22 (19)
	Total	32 (30)	28 (27)	42 (33)
Percentage of pupils at NC level 4 or above	School	63 (55)	55 (49)	82 (60)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8 (10)	10 (15)	17 (14)
	Girls	21 (18)	20 (16)	22 (18)
	Total	29 (28)	30 (31)	39 (32)
Percentage of pupils at NC level 4 or above	School	57 (51)	59 (56)	76 (58)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	109
Bangladeshi	0
Chinese	0
White	228
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR - Y6

Total number of education support staff	19
Total aggregate hours worked per week	431

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	4
Total aggregate hours worked per week	41
Number of pupils per FTE adult	5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	1
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/01
	£
Total income	750,897
Total expenditure	727,243
Expenditure per pupil	1,700
Balance brought forward from previous year	19,328
Balance carried forward to next year	42,982

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	399
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	5	0	0
My child is making good progress in school.	70	23	5	0	2
Behaviour in the school is good.	37	51	5	2	5
My child gets the right amount of work to do at home.	50	33	15	0	2
The teaching is good.	63	31	3	0	3
I am kept well informed about how my child is getting on.	47	42	6	3	2
I would feel comfortable about approaching the school with questions or a problem.	65	31	2	0	2
The school expects my child to work hard and achieve his or her best.	72	23	3	0	2
The school works closely with parents.	45	47	2	3	3
The school is well led and managed.	48	42	5	2	3
The school is helping my child become mature and responsible.	55	40	2	0	3
The school provides an interesting range of activities outside lessons.	32	31	18	6	13

Summary of parents' and carers' responses

Parents are generally pleased with the quality of education in the school; they feel that their children are happy and make good progress. Several do not feel that the giving of homework is consistent or that there are enough out of school activities.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. The school currently has 50 children who attend the Nursery class on a part-time basis in morning or afternoon sessions and 24 children in a Reception Class in the main school. More children will transfer to a second Reception Class in January. On admission to the Nursery class the children have very low levels of skills and knowledge. Many children have poorly developed speaking skills. The school's curricular provision for children in the Foundation Stage is good. The recently revised policy takes full account of the latest national initiatives and provides guidance for the teachers and support staff.
83. There is a happy and purposeful atmosphere which gives the children confidence. Children generally make good progress but are unlikely to meet the nationally recommended early learning goals for their development. The quality of teaching in the Nursery class is mostly good. In the Reception Class the quality of teaching is of a high standard and in most lessons was very good. All children are included in all of the activities and teachers and non-teaching staff take positive action to make sure that this is effective. Good support is provided for pupils with special educational needs and for those children who do not speak English as their first language.
84. The accommodation for the Nursery class is poor. The building has many shortcomings and it is in a bad state of repair. It smells damp and there are problems with heating and ventilation. Despite this the teachers and non-teaching staff make valiant attempts to provide a welcoming environment which interests the children. Furthermore the range of resources, particularly in terms of large items of play equipment, is inadequate. Children in the Reception Class have a suitable play area but lack the equipment to use there. These children do not have access to large wheeled vehicles, climbing apparatus and other outdoor play equipment to support their physical and social development.

Personal, social and emotional development.

85. These skills are at a very low level when children are admitted to the school, but in the Nursery and Reception classes children make good progress and the attainment of children on entry to Year 1 is generally average. Many children find it difficult to play with others initially and they are unsure when dealing with adults. The good quality teaching by the skilled and effective staff soon begins to have a positive impact upon this aspect of children's development. During the inspection the children who attend Nursery class in the morning were entering calmly and happily and parents and children were welcomed warmly by all of the Nursery class staff. The children know the routines well; they quickly hang up their name cards and pin on their badges. They enthusiastically move on to an appropriate range of activities, which have been prepared for them, and begin to undertake the tasks set for them or explore the resources which are available for them.
86. Children who attend Nursery class in the afternoon are, for no specific reason, far more reserved but the staff are well aware of the children's needs and make appropriate provision to encourage and stimulate them. There is a good balance

between directing the children and supporting them as they find things out for themselves. The quality of teaching and learning in the Reception class is very good and is reflected in a stimulating learning environment.

Communication, language and literacy

87. The children make good progress in communication, language and literacy because of good teaching in the Nursery class and very good teaching in the Reception class. The school concentrates well on this important area of development and this has a positive impact upon learning. However, by the end of the Reception year only a small number of children are achieving the early learning goals for this aspect of their learning.
88. When the children begin in the Nursery class many have a very limited vocabulary. This means that they have difficulty in expressing themselves clearly and the school uses the adult support in the classrooms very successfully to promote language skills in all activities. The children are encouraged to describe and explain what they are doing. Children are introduced to technical vocabulary at an early stage and become confident in talking about geometric shapes and using the correct terms for squares and circles and in describing significant features. The Nursery class provides a suitable stimulus for encouraging speaking skills and the play activities are varied to cater for a range of interests. The home corner during the inspection provided scope for pupils to cook and set the table for meals although layout and resources lacked imagination and impact. The children here talked and agreed upon what was for dinner and how the table should be set. The adjacent telephone box provided good opportunities for children to make phone calls to their friends and mimic calls they had overheard.
89. The children enjoy listening to stories and teachers use these opportunities well to encourage an interest in books and reading. In the Nursery class, the children quickly settle and listen with rapt attention as stories are read to them. The more confident children are often prepared to pretend that they are reading and retell the stories in their own words. Twice a week parents run a library in the Nursery. These books go home and teachers in the Nursery and Reception classes emphasise the close link between support from home and the progress that children make with their early reading skills. Appropriate attention is paid to the development of early reading skills. Teachers emphasise the development of letter recognition and introduce the characters of the reading scheme in use.
90. Communication skills are carefully built upon when the children move into the Reception class and tasks become more challenging and rewarding. Very good use is made of praise to encourage the children to work harder and learn more. In reading, higher attaining children begin to read from a suitable range of books. Although their attainment is below the early learning goals, the levels attained in the Reception class represent good progress from a very low base line on entry to school. These children talk in simple terms about their books and describe the story albeit in halting vocabulary. Some are very good at telling the story from the pictures and predicting possible outcomes. They are beginning to know about books and can tell who wrote the story and who drew the pictures from the names on the cover beneath the title.
91. Opportunities for role-play in the Reception class are restricted by the lack of space but the teacher and support staff work hard to provide these opportunities and the children made good use of them. Children play excitedly in the Bear's Cave, talking to each other whilst sharing a 'Big Book' or sitting alone at the listening centre listening to a story and following it in a book. In the Reception class there is much more emphasis on writing and there are regular opportunities each day for activities which effectively

develop the skills of handwriting, spelling and early description through captions under pictures. Activities are very closely matched to each child's needs. All members of staff in Nursery class and Reception are involved in the regular assessment of children's attainment and progress and this provides valuable information for planning future activities.

Mathematical development

92. The children make good progress in their mathematical development in the Nursery class and very good progress in the Reception class but few are on line to achieve the early learning goals. In the Nursery class children become familiar with a good range of activities, which encourages an awareness of number, whether it is counting the carriages following the engine, or at the more formal stage of matching counters to numerals. Regular opportunities are taken by all members of staff to count when resources are being shared out, or how many can be in a group or singing counting songs. The children enjoy these activities and learn quickly. The staff are aware of the children's understanding and ask their questions skilfully when encouraging understanding of 'more than' and 'fewer than' and seize opportunities in conversations to further children's awareness and reinforce their learning.
93. In the Reception Class the children make very good progress because of the very good quality of teaching. The teacher is skilled in helping children to understand the vocabulary associated with counting on and back between 1 and 5 and the properties of shapes. In oral mathematics the session is made fun by counting in nods, jumps and claps. The teacher makes sure that the work closely matches the needs of the children and challenges the more able with additional and more complex tasks. The staff know the children well and they carefully track what each child achieves so that the next stage of teaching and learning can be carefully planned.

Knowledge and understanding of the world.

94. Children make good progress in this aspect of their development because the quality of teaching is good. Children take part in a well considered range of activities. Reception class children learn more about their local environment when walking around the area in the immediate vicinity of the school. But most children have a very limited understanding of the world beyond their very immediate environment and are unlikely to achieve the early learning goals on entry to Year 1. During the inspection children in the Nursery class made good progress when exploring shadows made by torches in a darkened area. They are able to try out different objects and see how moving the object nearer or farther away from the torch changed the way in which the shadow appears. There are useful opportunities for language development which are seized upon by the teacher and used well so that children become better at describing what they see.
95. In the Reception Class children make good progress exploring simple electrical circuits to light a bulb connected to a battery. The children are able to try different ways until they find the most effective one and were seen going back to explore the circuits during their own free time or when they had finished other tasks. This measure of independent work shows the interest and enthusiasm which the teachers have effectively encouraged. In a subsequent lesson the children carried out simple experiments to find which materials light can pass through and were fascinated by the kaleidoscope and spinners with mirrored patterns. Again, these provided a good stimulus for language development as children struggled to find ways of describing what they could see.

Physical development

96. Children make satisfactory progress in the Nursery class where teaching is sound and very good progress in the Reception class where teaching is very good. The teachers plan well for ensuring the appropriate physical development of the children. However, despite the progress made, children are unlikely to achieve the early learning goals in this area when entering Year 1. Fine skills are promoted through regular opportunities for creative work where pencil and brush control is developed appropriately and children learn to cut out and glue. In play situations children learn to fasten buttons and tie laces and manipulate toys and games. There is a consistent approach throughout the Foundation Stage to improve children's ability to move with confidence and control and to develop co-ordination in classroom activities. However, the poor quality of the external play facilities limits pupils' imagination and the development of skills.
97. Despite the lack of appropriate play equipment the school tries to compensate with regular sessions on the equipment in the school hall. Here the teachers plan for activities which develop children athletic skills as well as improving control and dexterity. The Reception class lessons are very well managed. Teachers give clear instructions so that the children know what is expected of them and there is a clear emphasis on safe procedures when using equipment and when running about. The children thoroughly enjoy these sessions and make very good progress.
98. Most children in the Reception class can change into suitable clothes without assistance and they move between the classroom and the hall with a minimum of fuss. In one lesson these children listened so carefully to their instructions that they were delivered in a whisper. Pupils respond well to the idea of traffic lights for giving the signal to stop or go and are well behaved. The teachers make good use of praise when it is deserved and have high expectations of children's ability.

Creative development

99. The children in Nursery class and Reception make good progress in their creative development but by the end of the Foundation Stage most do not achieve the nationally recommended early learning goals. The quality of teaching is good. In the Nursery class there is a wide variety of activities on offer each day to enhance children's development. The resources are set out for the children as they arrive in school and they eagerly begin to experiment with the tasks. The activities are often linked to language development and staff and helpers are aware of the need to develop vocabulary and to talk about the task in hand. In any one session children will have the opportunity to work in clay or playdough, to engage in cutting and sticking, to bake, to paint or to colour in crayon and this range of activities stimulates their interest in tasks. There are large and small building bricks and many other opportunities for the children to express themselves. Many of the children have a very short concentration span but the wide variety of activities provides plenty to keep them interested. Many activities have a real purpose, which is explained to the children, but those that do not are not used as productively as the others to enhance children's learning.
100. All of these activities are continued throughout the Reception Class. Many of the activities are used in more purposeful learning environments and enhance the children's skills at experimentation in other areas of their development. Teachers and other staff know the children well and have high expectations despite the relatively low levels of attainment. They make good use of praise to give encouragement and make useful and colourful displays of finished work. They use these opportunities to develop

the children's critical appraisal of their own work and that of others. Good opportunities are made for music and the children enjoy singing.

ENGLISH

101. The results of the end of Key Stage 2 National Curriculum tests for 2001 indicated that pupils' attainment in English was well below the national average, but average when compared to similar schools. The end of Key Stage 1 National Curriculum tests for 2001 showed pupils' attainment to be well below the national average in reading and in writing. However, when compared to schools with similar numbers of pupils entitled to free school meals, attainment is average in both reading and writing. Both sets of results are an improvement on the previous year's results and the school did well to exceed its target in Key Stage 2.
102. The inspection findings are that the pupils' attainment at the end of Key Stage 1 and 2 is below national expectations. Pupils of all ages and abilities make good progress as they move through the school. This is because of good teaching and very good support from learning support assistants. Also, since the most recent inspection in 1997, the school has introduced many initiatives to improve reading and writing and these are having an impact on raising standards throughout the school. There are several important factors that contribute to the below average standards. There is a high proportion of pupils who need extra assistance with their learning, with more than a third of pupils in some classes needing additional support. There is also a significant proportion of pupils with English as an additional language and a high turnover of pupils in the school. These factors affect the overall levels of achievement.
103. By the end of Key Stage 1 pupils attain the expected standard in listening, but not in speaking. By the age of seven, pupils pay close attention to instructions and listen carefully when texts are read to them. Most take part in group and class discussions and they listen and respond to the ideas of other pupils. Although the pupils are eager to contribute to discussions, they are often hampered by a lack of an adequate vocabulary with which to express themselves. A very good example of this was seen when the pupils listened very attentively and enjoyed the poem 'Shining Things.' However, they really struggled in the discussion and the follow up work when attempting to provide suitable descriptive words for stars, the sun and so on. Many pupils have difficulty with Standard English usage, sometimes using local dialect and this occasionally prevents them from making their meaning clear to others.
104. By the end of Key Stage 2, the pupils' speaking skills improve. Nearly all the pupils listen carefully to instructions and to the contributions of other pupils. This is particularly the case in literacy lessons, where pupils listen to and discuss a wide range of texts. The pupils make steady progress in speaking skills but most still do not attain the expected standard by the end of this stage.
105. Standards in reading are below national expectations by the end of Key Stage 1. Nevertheless the pupils make good progress. This is because of very effective teaching and very high levels of skilled support from a good number of learning support assistants. There is great emphasis on ensuring that all pupils have a sound understanding of the way in which letters, and groups of letters, represent sounds. Pupils read an appropriate range of texts that includes information books as well as stories and poems. They understand that authors of stories use plot, characters and description to catch and hold the reader's attention. Teachers provide encouragement and most of the pupils successfully contribute to group and class discussions about

the author's intentions. They make predictions about the outcome of the stories they read based on what they know about the characters and settings in them. Most pupils are taught to use information books successfully: They know, for example, where to find the contents and index, and use illustrations to help them understand what they read. However, very few pupils reach the higher Level 3 standard in their reading. Few pupils read regularly to their parents at home, and for those that do there is insufficient dialogue in reading records to help parents build on the progress their children have made at school.

106. By the end of Key Stage 2, pupils make good progress in their reading, although attainment overall is still just below the national average. Pupils with above average skills read with interest and confidence and are able to discuss their preferences for particular authors and have well developed reference skills. They compare, for example, the differences in the film of 'Harry Potter and the Philosopher's Stone' with the book and explain the strengths in Hermione's character compared to Ron's. The high number of skilled support staff enables the teachers to meet the needs of lower attaining pupils and those who have English as a second language. As a result, these pupils are making particularly good progress in their reading in school. Although pupils have been taught good ways of reading unfamiliar words, many of them do not practise their reading at home.
107. The standards attained in writing at the end of Key Stage 1 are below national averages, but they are rising because of all the initiatives the school has recently introduced to improve the teaching of writing. Younger pupils form most letters correctly and the most able pupils spell some common words accurately. By Year 2 most of the pupils are able to write familiar words correctly and begin to compose a sequence of sentences in longer pieces of work. The most able pupils write pieces of narrative with interesting vocabulary and make appropriate use of character, setting, narrative and dialogue, but only a very small minority reaches the higher level. The pupils use full stops and capital letters in their independent writing. Their spelling and use of standard grammar are well below the standard expected of pupils' aged seven. Most write legibly, though not many attain a fluent joined script before the transfer to Year 3.
108. Writing standards attained by pupils at the end of Year 6 remain below national expectations. However, standards are beginning to rise. This is because of good teaching and support from learning support staff. Since the previous inspection the school has made great efforts to ensure that it encourages pupils to use a wider range of writing. This is often linked to other areas of the curriculum such as history. For instance, the pupils write brief biographies of Lord Shaftesbury and newspaper reports of Victorian working conditions. Most pupils attempt a wide range of types of writing that include stories, poems, letters, biographies, play-scripts and diaries. A good example of this is illustrated in work describing the pupils' personal perspectives on their 'Outdoor Adventure Trip' at Cliffe House. But few manage to do these well without significant help. The pupils have an adequate understanding of some aspects of grammar. For example, they know how to use verbs and adjectives and many successfully use speech marks and other forms of punctuation. But most pupils are limited in their use of a wide range of effective vocabulary and in using complex sentence structure.
109. The quality of teaching and learning is generally good. The teaching has a number of strengths: the teachers plan literacy lessons well, make good use of learning resources, use explanation and discussion effectively and establish good relationships with the pupils from whom they demand high standards of behaviour. The work for

pupils is interesting and varied. It includes discussion work, clear explanations and demonstrations by the teachers and careful sharing of each lesson's objectives. For example, in a very good Year 5 lesson after a fairly hectic lunch-time, the teacher's relationship with the class, together with excellent strategies to ensure pupils waste no time and the use of music, created an atmosphere of calm that enabled very effective learning to take place. The use of an overhead projector ensured that all pupils had a clear view of examples of imperative writing. In a very good Year 6 lesson the use of very appropriate texts and very good relationships between the teacher, learning support assistants and the pupils ensured all pupils were very motivated to improve their reading and focused on highly relevant specific targets. The high numbers of skilled support staff ensure that the lower achievers, pupils with English as an additional language and pupils with special educational needs made good progress and took a full and active part in the lesson.

110. Whilst teaching is good overall there are still some areas for further development. Many of the recently introduced improvements to the curriculum have not yet taken full effect. For example, although the school has just introduced a system of recording standards in writing and ensuring they relate to national levels, this system is not yet being used in Key Stage 2. Also, reading records of the individual progress of pupils in Key Stage 2 are not as thorough as they are in some Key Stage 1 classes and not always as well used to create a dialogue with parents. Homework is not used consistently across the school to develop literacy skills.
111. The recently appointed English co-ordinators have a good understanding of the strengths and weaknesses of how English is taught across the school. The 'Fastlane Project' is helping develop skills in speaking and listening and encouraging and helping parents and other adults to teach reading. Improved resources for literacy, including a commercial reading scheme, have widened and supported reading resources. Training from experts has helped teachers assess writing and given them a greater understanding of the teaching of early literacy. The co-ordinators have rightly focused on improving writing across the school and many of the recently introduced initiatives are starting to have an effect. The very structured way in which writing is now being taught has an emphasis on visual back up and games and activities to develop the pupils' writing skills. These ideas are then shared as a class. This type of very structured learning is particularly effective at helping boys improve their performance. However, not enough use is made of information and communication technology to support the development of skills in English.

MATHEMATICS

112. Over the past four years, standards in mathematics have risen in line with the national trend. The school's 2001 national test results at age seven show standards were below average and at eleven were well below average. However, when standards are compared to those in similar schools, attainment was generally average. Inspection evidence shows that by age seven and eleven attainment for the majority of pupils is below average. Too few pupils are reaching the higher Level 3 at age seven and Level 5 at age eleven. However, although standards remain below average overall, the pupils' performance since the last inspection has shown a year on year improvement with some good improvement in the areas of number and in using and applying their mathematical knowledge. These gains are due to the school's participation in the Improving Primary Mathematics project (IPM) and the specific training that the staff have received. This has led to an improvement in the quality of the teaching, an increase in teacher confidence and a steady rise in standards.

113. The school has implemented the IPM project effectively and teachers are generally using the scheme successfully. As a consequence, the school's provision for mathematics has strengthened since the last inspection. The pupils' attitudes to the subject have also improved and they are now good. There is no significant difference in the attainment of boys and girls and all pupils, including those with special educational needs and those for whom English is an additional language, make good progress and achieve well.
114. When children enter the school their attainment is well below that expected of pupils of a similar age, but as they move through the school they make good progress and achieve well because of the good quality of teaching. By the age of seven almost all of the pupils have good counting skills, with most of them able to count confidently in tens. They are familiar with a 100 square and are able to explain how they know the hidden number. For example, 'I know it is 26 because it is between 25 and 27'. They have sound mental recall of the number facts to 20; they know how to add and subtract and can carry out simple calculations accurately. Pupils have some experience of data handling through the use of frequency tables, tally charts and using information from graphs, but this is not extensive. The pupils in Years 1 and 2 have a satisfactory understanding of shape, space and simple measures. Less emphasis is placed on this aspect of mathematics in the early stages of the scheme of work and this limits the progress made in this area.
115. In the juniors, mental arithmetic skills improve for almost all pupils because teaching focuses well on the development of such skills. Pupils learn strategies for working out problems well and, through the continued and regular use of a 100 square, they recognise number relationships and number patterns. The Year 6 pupils understand simple geometry and have learned about the angles both within triangles and quadrilaterals. The older pupils work with co-ordinates and some higher attaining pupils have a sound understanding of negative numbers. Almost all the pupils in Years 5 and 6 are confident with addition and subtraction of four digit numbers and the Year 6 pupils order decimals to within three places. Teachers in Year 6 have a good level of subject knowledge, which has a positive impact upon pupils' learning. The pupils have a good understanding of place value and the Year 5 pupils explain the value of digits according to their position in the number. They show their good grasp of this concept as they explain to their peer group how to subtract two four-digit numbers. The Year 5 and 6 pupils multiply and divide numbers and they round numbers up and down. All the pupils continue to learn number facts and multiplication tables but, by the age of eleven, some pupils do not recall these sufficiently quickly to improve the pace of their learning.
116. The quality of teaching in mathematics is good overall with consistently good teaching in the infants. Where the teaching is good, both teachers and pupils are quite clear about what is to be learned. The lessons move at a brisk pace and the pupils are urged to think more deeply through the use of good questioning skills. The teachers have high expectations of the pupils' ability to concentrate, explain their answers and achieve success. The teachers generally have a good knowledge of the subject and how to teach it and they use appropriate vocabulary and constant re-enforcement to ensure good levels of learning.
117. Another good feature of the teaching is the way the teachers involve as many pupils as possible in demonstration and explanation in order to extend the pupils' understanding of the mathematical skills and strategies. In a good lesson in Year 1, the teacher was very thorough in teaching the skills and appropriate vocabulary for subtraction. She

emphasised the importance of matching and counting whilst using cubes to help with the sums and she constantly referred back to the subtraction facts which were prominently displayed. She also effectively involved all the pupils in working out examples together so that by the time they came to work independently, almost all of them made good progress and achieved success.

118. Occasionally, where the teaching is less successful, the main part of the lesson is too long. There are times when the teachers follow the lesson format too rigidly and do not adapt the tasks to meet the needs of all the pupils in the group. This means that in some lessons the work is not sufficiently challenging for the higher attaining pupils or may be too difficult for some of the lower attaining pupils. The pupils then become restless and this has a negative impact on the amount of progress made during the session.
119. Most of the teachers assess the pupils' learning either informally during lessons or through more formal tests well. The results of on-going, informal assessments are used to plan further work for the pupils on one day out of five so that learning is consolidated effectively. More formal tests are carried out at the end of each term and the results are analysed to check the pupils' progress as well as the overall progress of the school as part of the pilot project. Homework is used to consolidate learning but the quality and relevance of the work given varies from class to class. The use of information technology in mathematics is underdeveloped with insufficient programs available to support or reinforce learning.
120. The co-ordinator for mathematics is also the Year 5 and 6 co-ordinator and she is very effective in evaluating the work in mathematics in those classes. She has worked alongside two colleagues to monitor teaching and learning and works closely with the local advisor to assess the improvements and the rate of progress in the subject. However, evaluation of the standards of teaching and learning in the other classes and year groups is not as effective. There is a range of resources to support the scheme and these are used well by teachers. However, the school could usefully build up a selection of computer programs so that information and communication technology can be used to support teaching and learning in mathematics throughout the school.

SCIENCE

121. In 2001, teachers' assessments of pupils aged seven indicated that their performance was below the national average. Very few pupils attained the higher Level 3. In the 2001 national tests for eleven-year-olds, results were comparable to those of similar schools although well below the national average. More than four pupils in every five attained the expected Level 4 and one in five of these the higher Level 5. Results have been improving slowly since 1996, but the 2001 results represent a substantial improvement on those of the previous year, when just over a half of pupils reached Level 4. Inspection judgements indicate that pupils' attainment is improving and is in line with the national average at the end of both key stages. This is because pupils' 'fact based' knowledge of different areas of science is often appropriate for their age.
122. The improvement in standards is the result of a number of factors. Foremost amongst these are teachers' greater knowledge of the subject leading to more confident teaching; the use of national guidance and a newly acquired commercial scheme of work; and careful analysis of previous test results to identify areas of weakness. As at the previous inspection, much of the programme focuses upon scientific content rather than developing skills. The school expects that standards will continue to

improve. The inspection indicates this is likely to be the case, but a broader programme giving more emphasis to enquiry and investigation is required to provide a solid foundation for further improvement.

123. In Year 1, pupils identify basic parts of the human body and understand how humans use their senses. Pupils in Year 2 draw a simple electrical circuit, and understand that the circuit must be complete for a lamp to light. They know that a pair of batteries in a torch must be correctly inserted for it to work. They have also studied parts of the body but the work shows insufficient progress from that completed in Year 1. They are beginning to identify which foods are healthy. Most pupils, including those with special educational needs and English as an additional language, make good progress through the key stage, but higher attaining pupils are usually given the same tasks and so make less progress than they might. Because teaching is good in Key Stage 1, good progress is made and most pupils are on line to achieve the expected standard.
124. In the first two years of Key Stage 2, pupils develop their practical skills and scientific knowledge well. In Year 3, most understand the principles of fair testing but occasionally confuse fairness with consistency in results. By Year 4, pupils have a better understanding of this and know that when carrying out a test to discover which solids dissolve in water, they must add the same amount of solid and stir the liquid for the same time. Pupils record their results competently, using a proforma prepared by the teacher. Higher attaining pupils write using scientific vocabulary more extensively.
125. Pupils make sound progress in acquiring scientific knowledge in Years 5 and 6, but barely satisfactory progress in developing investigative skills. Their ability to plan a test, control variables, record independently and draw conclusions are satisfactory but have not substantially increased from Year 4. This is because they have too few opportunities to undertake practical work and they have been insufficiently involved in planning this work from an early stage. Pupils make too little use of information and communication technology and have not developed research or reference skills, for example, to learn about famous scientists and their contributions to the subject.
126. The quality of teaching and the progress made in Key Stage 2 is satisfactory. By the end of Year 6, most pupils adequately understand the meaning of key words relating to light, such as light source and transparent and explain why an eclipse occurs. Higher attaining pupils explain the meaning of translucent and opaque clearly. They describe food chains and know how to carry out a habitat survey. Pupils satisfactorily explain the basic function of the heart and other major organs of the human body. They know that only some changes are reversible, and find it difficult to explain how they would separate a mixture of salt and sand, or how the force of friction acts to slow down movement. There is little difference between the written work of pupils with varying levels of ability, except in the quality of presentation. This is because pupils all tend to be given similar tasks to complete and this limits the progress made particularly by pupils with higher attainment.
127. Pupils have positive attitudes to their work in the subject. They behave sensibly when carrying out practical activities and are mostly attentive to the teacher when he or she gives information to them. They co-operate very well with each other when working in groups and are patient and helpful when lower attaining pupils are slow to understand or complete work.
128. The teaching of science is satisfactory overall, and is good in Key Stage 1. The standard of teaching has improved since the previous inspection, but some weaknesses still remain. Teachers impart their good knowledge of the subject confidently to the pupils. This has had a significant impact in raising pupils' levels of

attainment. They have clear learning objectives in mind and plan and organise lessons well.

129. Staff use questions effectively, often targeting individual pupils to ensure that all are included, as they reinforce new vocabulary and scientific concepts. These characteristics were noted in the two Year 2 lessons observed. In one of them, the teacher's good organisation enabled her to teach a smaller group of pupils at a more advanced level. Such matching of tasks to pupils' ability levels is not the norm, however. Teachers do not sufficiently assess the precise level of each pupil's knowledge and understanding then provide work to move them on to the next stage of learning. As a result, whilst tasks are suitable for the majority of pupils, on occasion tasks are too simple or too difficult for other pupils. This deficiency was noted at the last inspection. Marking is usually carried out conscientiously, but concentrates on surface features such as presentation. Very rarely does it indicate what each pupil has learned and how he or she needs to progress.
130. Teachers manage pupils well, resolving instances of unsatisfactory behaviour quickly to avoid delay to the learning process. In the better lessons there is a strong focus on practical activity. In some classes, science work is incorporated in other lessons, enabling pupils to make connections between subjects. In a Year 1 art lesson, for example, the teacher explored with her pupils why objects can appear as silhouettes. As yet, insufficient opportunities are taken to use pupils' growing skills in literacy, numeracy and information and communication technology to support their work in science.
131. The subject is co-ordinated by two teachers, both of whom have the necessary expertise, experience and enthusiasm for the task. However, they have insufficient time to examine pupils' work to form a comprehensive overview of standards in the subject, to watch other teachers at work or to teach other classes to demonstrate good practice. Resources for the subject are barely adequate and current storage arrangements are inconvenient, although there are plans to improve accessibility. There is considerable scope to raise the profile of science within the classrooms by creating displays to stimulate pupils' curiosity and to display more of pupils' completed work.

ART AND DESIGN

132. Standards in art were judged to be in line with nationally expected levels in the previous inspection of the school. Since then standards in both key stages have fallen and are below average at the age of seven and eleven. Attainment has fallen because of the limited amount of time allocated to the teaching of the subject, which does not have sufficiently high status within the school. Over the past few years the school has concentrated on developing the core curriculum subjects, and art and design has been given a low priority. Basic art skills including painting and drawing are not taught in a systematic manner. Few teachers have sufficient depth of knowledge to identify or demonstrate to pupils exactly what they have to do to improve their work. Pupils do not have enough opportunities to develop their skills, knowledge and understanding and most do not make the progress of which they are capable. The progress that pupils make as they move through the school is unsatisfactory. All pupils, including those with special educational needs and those with English as an additional language, are fully included in lessons and make similar progress to their classmates.

133. Because teachers do not teach pupils well enough how to improve their sketching skills or fine brush work, these skills remain at quite a modest level and below national expectations. Many of the examples of recent work and those on display around school are of a standard often produced by younger pupils. There are very few examples of large, bold, colourful and lively pieces of artwork. Whilst there has been some recent work using clay, there is relatively little other evidence of three-dimensional work and the design element of the curriculum is not well developed. There are a small number of pieces of work of a reasonable standard and this and there is some good work produced by the Weaving Club. Some of this work is well displayed around the school but this is not representative of the overall quality of work.
134. Pupils in Key Stage 1 have individual sketchbooks in which they draw self-portraits and profiles using pencils and occasionally crayons or pastels. This task is suitable for the pupils but shows little evidence of the teaching of relevant skills to improve the quality of the pupils' work. In Year 1, pupils have used chalk on black paper to draw simplified skeletons and used paint and a range of items, such as cotton reels, to print repeating patterns. Pupils have also recently enjoyed making splatter paintings using glitter to illustrate fireworks patterns. These activities are very simple and do not make sufficient demands upon pupils to increase their level of skill. The range of work in Key Stage 1 is often elementary and unimaginative and has a negative impact upon the progress made.
135. In Year 2, pupils have drawn pictures of foods, including carrots, lentils and beans, and have produced paper cut-outs to represent their favourite meals. Pupils have again produced self-portraits. In these activities the work produced is of poor quality. The level of challenge and teacher expectation is insufficient to raise attainment. However, in an information and communication technology lesson using an art programme, pupils made a range of patterns and became aware of the work of Jackson Pollock, although none could name any of his work or that of any other artists.
136. In Key Stage 2 there is only a limited amount of recent work. Many pupils have new sketchbooks that show only two or three very simple sketches and there is only limited evidence of other recent work using other media. This work is often undated and untitled and therefore of little use for assessing how well the pupils' skills are progressing if the sketchbooks are passed on in subsequent years. Most pupils have produced self-portraits or portraits of their friends. However, the positioning of facial features is sometimes poor, indicating that teaching throughout the school has given little attention to emphasising these basic elements. Little of this work shows the incremental development of sketching techniques or the use of different types of pencils or other materials.
137. Pupils in Year 3 have produced simple but generally satisfactory prints using string patterns to make a printing block. They have made extremely simple drawings in the style of Renoir's 'The Spanish Guitarist', and repeating patterns on squared paper. In Year 4, pupils have enjoyed recent art activities linked to their study of Ancient Egypt. They have made attractive pictures of Tutenkhamun using paper and pastels and during the inspection began to learn how to make clay coil pots. In one Year 5 class, better quality work is produced when focusing upon texture, detail and perspective. These pupils make good progress when exploring texture, using light and dark and rough and smooth elements in their observational drawings. In Year 6, pupils have made satisfactory designs for a simple printing block, made copies of the print and superimposed onto this a pastel sketch of a potted plant. Some of this work is attractive and carefully presented but sketchbooks show little other recent work.

138. Whilst the teaching of art and design observed during the inspection was satisfactory, over a more extended period of time teaching has been unsatisfactory. This is epitomised by the limited quality of work in pupils' sketchbooks. The recently produced portraits and self-portraits often show little real development of perspective, awareness of shape or the ability to create shading and shadow. Pupils do not develop skills systematically as they move through the school. There is not enough study of the work of different artists or of a sufficiently wide variety of crafts and so pupils do not develop a real interest in art and design. On too many occasions the work pupils do is very teacher directed and this limits the development of individual designs. Not all staff have a sufficiently high level of interest and skill in teaching art and design.
139. The progress made by pupils is sometimes limited by ineffective planning. For instance, progress in making clay coil pots in Year 4 is limited because the teacher does not demonstrate all the techniques necessary to make the base of the pot. However, there are examples of good teaching, for instance in Year 5 when the effective use of very soft background music is used to create a calm and purposeful environment where pupils work with care in producing 'exploded' sketches of parts of an Ancient Greek picture. Overall, pupils' attitudes are satisfactory although some pupils do not try as hard as they might.
140. A main reason that standards in the subject have dipped is that there is insufficient monitoring and evaluation of planning, teaching and learning by senior staff or the subject co-ordinator. This has allowed weaknesses in technique and teaching skill to continue and has limited the progress made. Assessment in the subject is informal. The subject co-ordinator is keen to extend her role and develop the opportunity to work alongside colleagues and to model teaching where this is appropriate. Because of other constraints, few staff have undertaken in-service training in the subject. The resources available are basic and do little to inspire staff or pupils. There have been few recent opportunities to work with local artists or make visits to extend pupils' awareness of the arts. The school is just beginning to make use of information and communication technology to support teaching in the subject but, as there are no classroom computers in several classes, pupils have little opportunity to find out about the work of famous artists or practice their own drawing skills.

DESIGN AND TECHNOLOGY

141. Standards are in line with national expectations at the end of Year 2 and Year 6. All pupils make satisfactory progress, which maintains the findings of the previous inspection. There is now a structured scheme of work, which supports teachers in their planning and ensures good progression and continuity in the pupils' learning. It also ensures that pupils undertake evaluation activities and plans, which include scale and accurate measurement, in Key Stage 2. The current scheme of work is still being developed to link more closely with other subject areas. These improvements have been carried out since the previous inspection and address the weaknesses identified then.
142. Pupils in Key Stage 1 are provided with a range of activities to develop their design and making skills satisfactorily. For example, the pupils in Year 2 design and make a multi-coloured coat for Joseph to link with work they are doing in religious education. In food technology, Year 1 pupils plan and design healthy meals. They make good links with shapes work in mathematics in some design activities. There are good links across the curriculum in their topic of Houses and Homes when the pupils use their

knowledge of circuits to construct rooms that are designed for a light to come on when the door is opened.

143. By the end of Key Stage 2, the pupils are achieving in line with national expectations. They have further expanded their knowledge of the design process and are better able to make successful designs as well as construct the functional outcomes. This is helped by good teaching. For example, pupils study how structures are designed for strength and are given opportunities to carry out practical work on erecting the framework of structures. This develops their understanding on how crucial the link is between a structure's design and its strength in preparation for designing and making their own shelter. Pupils are set a range of activities when they are designing a satisfactory range of slippers. They identify what makes footwear attractive to the buyer: the pattern, colour, shape, texture and the materials to be used. When they design their footwear they incorporate the elements effectively. They draw and make their footwear items with care. There are good links with information and communication technology when pupils develop their understanding of how packaging carries information. They begin to appreciate the marketing aspects of packaging when tasting different types of bread, such as chapattis, croissants and naan bread.
144. The teaching of design and technology is satisfactory and in individual lessons is often better. Features of these lessons include good planning and preparation, clear exposition, high expectations and good management of pupils. Carefully targeted questions were used to draw out and consolidate the pupils' knowledge and understanding and good links with literacy and numeracy were made.
145. The scheme of work supports the curriculum satisfactorily and ensures that the planning and delivery of the subject develops the pupils' skills. The co-ordinator is currently ensuring that the new design and technology curriculum is more fully integrated into the wider curriculum, especially through information and communication technology and links with specific topics that are covered by other subjects. A portfolio of levelled work is being assembled that will support consistent assessment of pupils' work throughout the school. The co-ordinator has taken care to ensure that the scheme takes account of ethnicity. For example, bi-lingual staff support pupils cooking pourris as part of the work in food technology. Care is taken to ensure that the delivery of the subject is sensitive to religious beliefs. For example, during Ramadan any food cooked during the day is taken home to eat after sunset. However, overall monitoring and evaluation of planning, teaching and learning is limited.

GEOGRAPHY

146. Standards are in line with national expectations at the ages of seven and eleven. All pupils achieve satisfactory standards. A similar picture was found at the last inspection. Very little teaching of geography is taking place this term, but planning shows that the required programmes of study are being taught through the school. However, in the past some of the topics about places at Key Stage 2 have not been given sufficient time or been taught in sufficient depth. Because of this, the pupils in Year 6 have a rather limited knowledge and understanding of the wider world in comparison to the good knowledge they have of their local area. This remains an area of weakness from the last inspection. The shortage of resources, such as maps and globes, as well as reference books for research, is also affecting the progress pupils make in their study of places. All teachers are now following a national scheme of work, and this is beginning to be embedded into practice in all classes. There is a new co-ordinator for geography, but she has not had time to monitor the impact of the new

scheme on standards and progress, or to support staff at Key Stage 2 with their planning of the study of places further afield in more depth.

147. By the end of Year 2, pupils have a satisfactory knowledge and understanding of the topics covered. Teaching at Key Stage 1 is satisfactory. In the study of a contrasting landscape in Scotland, pupils have a reasonable understanding of the similarities and differences between the buildings and transport on an island and in their local area. Teachers generally plan work that builds on pupils' interests and experiences. When discussing recent holidays, one pupil was able to explain the different ways of travelling to Paris and which way was the fastest. Most pupils recognise the simple features on a map and the more able pupils use the correct vocabulary to describe some of the differences between a rural and urban area.
148. The teaching at Key Stage 2 is satisfactory. There are some good features to the teaching, especially through the effective use of the local environment. By the end of Year 6, pupils are able to carry out a geographical enquiry successfully and present their own findings well. The work, which was the result of a town centre study, was done last term. Pupils prepared their own questionnaires and recorded the key features of the area on a detailed plan. Both literacy and numeracy skills were used effectively to record their findings. The pupils remember the visit in detail and show a good level of interest in their local area. They discuss the environmental problems facing the town centre; their effect on people's lives and give sensible suggestions for improvements. They are also gaining a satisfactory understanding of some important environmental issues facing the wider world today. However, because of the shortage of resources and limited coverage, they are unsure of the location and features of significant places and environments in both Europe and the world and find it difficult to make meaningful comparisons.
149. Good questioning skills by the teachers in Year 6 are used successfully in a very short lesson on holiday destinations. These help the pupils to devise the most suitable questionnaire to gain information about different places. Because this is only a short topic, most of the research is done at home. This will benefit those pupils who have access to books or computers and will be supported by parents to complete the questionnaire. Unfortunately this is not always the case, as was seen from the few pupils who returned their homework from the previous week. This arrangement is not satisfactory and makes inclusion and equality of provision in geography for the pupils in Year 6 difficult to achieve. An alternative arrangement is needed, to enable all pupils to complete their work and make the necessary progress.
150. Teachers try to link geography with other subjects when they can. In religious education, pupils work on the challenging task of finding out the distances from various countries to Mecca and how long the journey takes. Although writing is often a planned part of the lesson, some teachers in Key Stage 1, are not always exploring a wide enough range of approaches to extend geographical as well as literacy skills. This limited writing was seen in Year 2, with the recent topic on Katie Morag and the Isle of Struay. Information and communication technology is in the very early stages of supporting the research aspect of the subject sufficiently.

HISTORY

151. Pupils' overall attainment at the end of both key stages is in line with national expectations and pupils make satisfactory and sometimes good progress as they move through the school. This maintains the findings of the previous inspection of the

school. Pupils with special educational needs and English as an additional language make similar progress because of the high level of support and guidance provided through writing structures and a good match of task to ability. Older pupils make good progress because lessons are well structured and appropriately matched to their capabilities. Good opportunities are provided for writing about historical topics in literacy and such activities consolidate pupils' learning. Since the last report, improvements have been made in whole school and individual lesson planning, assessment, and the provision of resources.

152. By the age of seven, pupils have developed an appropriate sense of the past. They place important events on a time line and sequence pictures. Pupils study how early man lived. They learn about famous historical figures, such as Florence Nightingale, and begin to understand in some detail what people's homes and lives were like in the past. Teachers use resources well and pupils compare a series of artefacts and pictures of familiar items, such as toys both old and new, and note the similarities and differences. Where pupils are asked to find out information in response to carefully worded questions, their writing is in their own words and is imaginative.
153. By the end of Key Stage 2 pupils have a satisfactory understanding of the way different people lived in the past. They study the River Nile and its importance in the life of the Ancient Egyptians. They speak confidently about the use of a sarcophagus and features of Egyptian burials. They relate historical facts to events quoted in the Bible and they made clay pots based on the conditions and resources available in ancient times. Teachers use resources well and pupils study artefacts and make suggestions as to their use. A series of good quality photographs taken from the Internet provided a good basis for discussion for Year 4 pupils about the use of a range of Egyptian objects and the modelling of answers enabled pupils to focus on developing and using historical inquiry skills.
154. Pupils' understanding is further extended when they pursue historical inquiries through various periods of history. There is a good range of school visits, which are used well to enhance pupils' learning. Their work on the Second World War is well supported by a visit to Eden Camp where they look at displays relating to the effects of bombing raids on family life and items from the war. As a result, pupils were able to use their historical knowledge to write a letter from an evacuee. A visit to Liverpool, where they experienced the Beatles Story, supported pupils' work on the life and social change in the 1960's. Visits to local museums, such as the Jorvik Centre and Clarke Hall, contribute well to pupils' understanding of the Viking and Tudor periods.
155. Pupils' attitudes and behaviour are good and this has a positive effect on their learning. The majority of pupils are interested and keen to learn. Most contribute well to discussions and can recount historical events in considerable detail. Pupils work well together, especially in small groups, and maintain good levels of concentration. Pupils are well motivated and their relationships with each other and adults are good. They are tolerant of the ideas and opinions of others. These factors make strong contributions to pupils' learning and progress.
156. By the age of 11, pupils write in reasonable detail. Teachers make good links with skills gained in literacy. A writing activity based on Anne Frank's Diary and autobiographical work enabled pupils to use their historical knowledge well in other contexts. Their written work is well organised, clear and usually well presented. Overall work is well-marked and annotated to support and guide further learning but this is not consistent throughout the school and some pupils gain little understanding of their own learning and how they can improve.

157. The quality of teaching is satisfactory overall and during the inspection some good teaching was seen in Year 4 and Year 6. Good lessons were characterised by good planning, a brisk pace to activities, effective use of strategies to involve all pupils and the use of well constructed questions to provoke careful thought. In these good lessons teachers intervene at appropriate moments and support the work of pupils of all abilities. A good match of task for lower attaining pupils enables them to make good progress and this raises their self-esteem and makes them keen to join in. Pupils in Key Stage 1 are developing a satisfactory understanding of historical concepts and life in times past. Teachers' knowledge and understanding of history are good and the use of local census data to track social and economic change through Victorian times means that pupils are learning about history on their doorstep. This helps to maintain their interest and enthusiasm. There is a very good working atmosphere as a result of good classroom management and well-structured activities.
158. The subject is well managed and the co-ordinator has a good understanding as to what further development in the subject is required. Whilst some scrutiny of planning and displays take place, opportunities for the co-ordinator to systematically monitor the teaching and learning throughout both key stages are not provided on a sufficiently regular basis as noted in the previous inspection report. Assessment and recording systems are evolving through the compilation of a portfolio and this is contributing to teachers' knowledge of pupils' abilities, though as yet this is not feeding into curriculum planning and delivery.
159. Whole school planning and a recently revised scheme of work are firmly based on national guidance and this is ensuring coverage of key events and promoting sustained historical inquiry through medium and short term lesson planning. The availability of an improved range of resources is making a sound contribution to the quality of teaching and learning. However, access to web-sites, a wider range of research materials, including CD-ROMs, is limited and has an impact upon the opportunities for independent research and inquiry. Such activities would contribute to pupils' personal and academic development.

INFORMATION AND COMMUNICATION TECHNOLOGY

160. The standard of attainment in information and communication technology at the end of both key stages is below that expected nationally. This indicates a fall in standards since the previous inspection of the school. The quality of pupils' learning and the progress made is unsatisfactory over time. During the inspection a significant proportion of classroom computers remained unused and the school's ratio of computers to pupils is below that recommended in national initiatives. However, in most of the lessons observed in the computer suite, teaching and learning was good and the progress made recently is beginning to impact upon pupils' achievement. When computers are in use, pupils' information and communication technology skills improve at a good pace throughout the school.
161. There have been a number of recent improvements. A new computer suite has been opened and every class is timetabled to use the facilities. This recent and regular exposure to information and communication technology is raising pupils' skills and they are now starting to use these in other curriculum areas. Standards are rising, particularly in Key Stage 2. Pupils are more familiar with and increasingly use appropriate language. Staff expertise has increased and national guidance is being used to enable the curriculum to be taught systematically. However, the assessment

and record keeping systems are not yet sufficiently developed to allow teachers to plan effectively for the higher attaining pupils. In both key stages control technology is very limited and pupils are provided with insufficient opportunities and resources to work with programmable equipment in order to develop their control and programming skills.

162. Since the last inspection the school has been slow to act to raise standards in the subject. However, pupils are now making steady progress in the acquisition of skills and the use of a dedicated computer suite is promoting good levels of learning in a well-equipped environment. Pupils have access to a developing range of networked software and the systematic introduction of appropriate skills is contributing to gains in their knowledge and understanding. A start has been made in using information and communication technology to support other areas of the curriculum but this is not yet sufficient. In literacy, for example, pupils were using cut and paste techniques to sequence a series of instructions for building a paper rotor. In personal social and health education lessons pupils used computers when recording information about themselves. Pupils' work on producing designs in the style of Matisse in Year 6 is particularly well developed and indicates that information and communication technology skills are starting to contribute to learning in art and design.
163. The pupils are eager to gain appropriate skills and they work well together. They share the inputting of data happily and discuss ways to develop and refine their work. Learning is good in lessons when clear objectives are shared with pupils and where a good level of challenge is presented. Support assistants give effective and appropriate levels of assistance and pupils of all abilities make good progress.
164. By the age of seven, pupils successfully use a range of painting and drawing tools based on appropriate software programs. They skilfully add shapes and colour in identified areas and are able to produce a recognisable picture and add additional features in the style of Jackson Pollock. They recognise the functions of a small number of icons, follow a flow chart to save work and are beginning to demonstrate more accurate mouse control. They are developing their skills but progress is slow because of the limited availability and use of classroom computers. The school is aware of the deficiency and plans are in hand to remedy the situation.
165. By the end of Key Stage 2 pupils successfully log on and off the network, load and save files and print out their work. After inputting data on the location of dandelions, which was collected as part of their science topic, Year 6 pupils successfully manipulate the information to produce useful graphs of their results and are able to form conclusions based on their interpretations of the information. Pupils demonstrate their skills in manipulating and enhancing text. Through satisfactory knowledge of fonts they are able to change font style and size to enhance their work. This is well demonstrated in Year 3, though less well developed in other year groups. A small number of pupils have access to computers at home and come to school with good levels of knowledge and expertise. They find information using the Internet and are familiar with email applications. However, pupils in school have had little opportunity to retrieve information from CD ROMs in support of topic work across the curriculum and at present they are unable to access web sites or use search engines to enhance their learning.
166. Pupils in Year 3 have used a data-handling package to record and publish information about height and weight whilst older pupils have successfully recorded information about favourite foods, television programmes and sports. Pupils are currently unable to incorporate graphics into their word processing but are more secure in manipulating text, using find and replace and cut and paste techniques. In a Year 5 class pupils

worked on amending text based on a Greek myths in support of their literacy work. Pupils in Year 5 prepare spelling lists in support of literacy but this is less well developed elsewhere in the school and opportunities for drafting and editing text are limited. Text handling skills are being effectively used to support literacy in Year 3 classes where pupils are using their proficiency to punctuate and insert capital letters in a pre-prepared text.

167. Pupils' attitudes to information and communication technology are good. They show high levels of concentration and application when working in the Computer Suite and collaborate effectively, taking turns and helping each other on tasks with few difficulties. They generally listen well to explanations and, where worksheets are well designed, pupils have the opportunity to work more independently and see tasks through to successful completion.
168. Teachers generally demonstrate a good level of knowledge and understanding and this is being extended through the national training programme. The high turnover of staff and under utilisation of machines in classrooms is preventing pupils from gaining and developing their skills quickly enough. In the lessons observed, teaching was mostly good. Staff have begun to access the national training programme. Planning is based on national guidance and the scheme of work is modified to enable pupils to secure skills not previously acquired. During lessons, teachers intervene at appropriate times to assist pupils in making further gains in their learning. Learning moves at a good pace and pupils experiment confidently with a range of drawing and colouring tools. Pupils' knowledge is being extended though there are insufficient opportunities for pupils to develop their skills in lessons in their own classrooms. Teachers have started to keep records of individual pupils' progress but these are insufficiently detailed or developed to ensure that skills are built upon consistently between year groups. A portfolio of pupils' work to inform teaching is yet to be developed.
169. Whilst the addition of a Computer Suite is a boost for the school, it is cramped, making it difficult for teachers and support staff to support all pupils effectively. Gaining attention and seeing all the pupils can be a problem and hence teachers make less use of focused teaching to move learning forward at the right moment. Teachers have overcome these difficulties by introducing new work in their classrooms before pupils use the computer room.
170. The co-ordinator has updated parts of the school's information and communication technology policy and has successfully overseen the introduction of the enhanced facilities. The monitoring of teaching and learning and the assessment of pupils' work is as yet insufficiently developed to secure further gains in attainment. A major weakness in the development of the subject and the raising of standards is that computers are not available in all classrooms and where they are available are not being used sufficiently in supporting other curriculum areas.

MUSIC

171. Pupils throughout the school attain the standards expected for their age and achieve satisfactorily. There was a similar picture at the last inspection. The co-ordinator for music recently retired and a replacement has not yet been found. The headteacher is managing the co-ordination of the subject at the moment and finding ways of maintaining the satisfactory provision until a co-ordinator can be appointed. A few pupils benefit from the instrumental tuition provided by visiting specialist teachers and this helps them to widen their musical skills.

172. A visiting music teacher takes the weekly singing practice with the whole school. Her expertise is successfully enabling the pupils to sing tunefully and with good control, rhythm and tone. She is skilled at using effective strategies that improve the quality of singing and pupils make good progress in this short session. The songs and hymns are chosen with the pupils' interests in mind and because of this they enjoy their singing and the opportunity to perform together. A very positive feature of this session is the good attention paid to reading and learning of the words of the songs. This helps pupils not only to form their words clearly in the singing, but it also benefits the development of reading skills in literacy.
173. By the end of Year 2 pupils sing tunefully and try hard to sing the words from memory. They recognise the difference in pitch between the high and low notes on the chime bars and copy the movement up and down the scale with their voices correctly. Planning shows that they have had some limited opportunities to compose together using a range of tuned and un-tuned percussion instruments. Pupils in Year 6 work hard to improve and sustain their two-part singing successfully and compose a suitable accompaniment on the chime bars. They listen carefully to the teacher's constructive criticism and by the end of the lesson are maintaining their parts well with good levels of accuracy and control and composing creatively together. In this class there are several pupils with challenging behaviour. The teacher and support staff work very effectively to make sure that these pupils are actively involved and that everyone enjoys the lesson in a positive and fully inclusive way.
174. Pupils throughout the school listen to a variety of music and have a basic knowledge and understanding of its structure. Some teachers play music at the beginning of the day and this is not only used effectively for appraisal, but it also helps pupils to settle to their work. Occasionally visiting musicians hold workshops in the school and this enriches the music curriculum for pupils. A few pupils also benefit from the instrumental tuition provided by visiting specialist teachers and this helps them to widen their musical skills. There is a weakness, however, in the opportunities for pupils to listen to music from a wider range of cultures. At the moment, computers are not being used to support and extend the curriculum for music.
175. The teaching is satisfactory overall, with some good teaching observed in Year 6. Here the standard of music provision is higher because the teacher is more knowledgeable and challenges the pupils with a demanding variety of experiences. Although some teachers lack confidence and subject knowledge, they are helped to teach basic musical skills successfully, through the use of a suitable commercial scheme of work. Planning is thorough and teachers generally use a reasonable range of methods that interest the pupils and help them to make satisfactory gains in their learning. However, few of the lessons extend the pupils' skills sufficiently to allow them to achieve well.

PHYSICAL EDUCATION

176. During the inspection, lessons were observed in games, gymnastics and swimming. Standards of attainment at the end of each key stage are broadly as expected for pupils of these ages. These standards are similar to those reported at the previous inspection. As was the case at the previous inspection, standards in some aspects of the subject are above average in some classes. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Swimming lessons take place only in

Year 4. Discussions with the Year 4 teachers indicate that in 2001 about four pupils in every five ended the school year able to swim at least 25 metres.

177. Pupils in Year 2 know why it is necessary to warm up at the beginning of each lesson. They use space well as they run, turn and stop in the large school hall. Control and co-ordination are mostly good. In Year 4, pupils make rapid progress in learning to swim as a result of good and sometimes very good teaching both by class teachers and by pool instructors. In gymnastics, pupils devise balancing positions with a good degree of creativity. They are beginning to move fluently from one balance to another but for many the balances themselves are insufficiently controlled. In Year 5, pupils display agility and good tactical skills in games lessons. Most use chest passes very well to deliver the ball accurately to another pupil. Their teamwork skills are well advanced. They co-operate very well in groups and where appropriate show initiative in adding additional levels of challenge to their activities.
178. By Year 6, skills in gymnastics are at the expected level overall although rather variable between pupils. Most have progressed well in creating balances in which pairs of pupils match or mirror their partners. Many have refined their movements to achieve greater precision and accuracy. In most lessons, pupils participate with enjoyment, working close to their personal limits. They recognise their progress in achieving new skills. Relationships with their teachers are strong and as a result they behave well in most instances.
179. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. During the inspection teaching in almost a half of the lessons observed was very good and in one instance in Year 5 teaching was excellent. This represents an improvement on the quality of teaching at the previous inspection. All teachers are very aware of the fundamental importance of working safely and take time to establish safe practice in moving apparatus, for example. Their good management and control of pupils ensures that high standards of safety are achieved. In most classes, routines are well established and efficient but occasionally where this is not the case, getting out and putting away equipment is poorly organised and takes too long.
180. Teaching and learning is often good because of the high level of teachers' expertise in this subject. Where teachers are not physical education specialists, they make good use of the commercial schemes the school has adopted, enabling them to teach confidently. In most lessons, pupils are encouraged to work at their own level of ability. This ensures that those with lower levels of physical ability are fully included in all activities. A positive feature of the better lessons is that pupils who, for whatever reason, are unable to join in with the activities are given the task of identifying those who are performing well. There is scope to extend such evaluation to include all pupils and to teach them to identify more specific strengths and weaknesses in order to boost progress further.
181. In a few lessons, there is not enough input in the form of instruction or demonstration from the teacher. In these lessons, pupils may achieve increased fitness because of the pace of activities but make little progress in refining their learning and development of specific skills. In the best lessons, which are mostly for older Key Stage 2 pupils, teachers adopt a lively approach and make teaching points succinctly. Through their evident enthusiasm, combined with first-class management techniques, they motivate pupils to work at the limits of their ability and sometimes to increase the element of challenge further. This has a positive impact on pupils' learning.

182. The role of the subject leader is under developed. There is little opportunity for her to monitor standards of teaching and learning or to share her wealth of expertise amongst all the staff. Nevertheless, she is aware of areas of comparative weakness and has developed an appropriate action plan to address them. There is a satisfactory range of extra-curricular clubs and activities open equally to boys and girls and to pupils of all ability levels. Currently these are restricted to pupils in Years 5 and 6. The resources of the local community are used well to augment the school's own provision, with coaches giving instruction in activities as diverse as football and skipping. Year 5 pupils have some experience of outdoor and adventurous activities on a residential visit. The school grounds provide good facilities for games, but there is insufficient large apparatus to help children in the Foundation Stage to develop their climbing and co-ordination skills.

RELIGIOUS EDUCATION

183. The attainment of pupils, including those with special educational needs and those speaking English as an additional language, is in line with the expectations and recommendations of the Locally Agreed Syllabus at the end of both key stages. Standards have been maintained since the previous inspection and pupils make good progress as they move through the school. Planning for lessons is thorough and the pupils are offered a balanced curriculum, which takes account of the different faiths, which are present amongst families in the school. Teachers interpret the syllabus well and there is a strong emphasis on the moral issues of caring and tolerance. There are regular references to Christian teaching and the work of Jesus Christ as well as Muslim teachings and Judaism. During the inspection pupils were learning about Ramadan and the preparations for Eid as well as learning the story of the journey to Bethlehem and the events surrounding the first Christmas. These lessons are planned with care and the pupils make good progress in their learning through the wide range of interesting activities which are provided for them. A planned programme of assemblies enriches the curriculum satisfactorily. An assembly about Muslim worship led by Muslim pupils was a powerful tool in supporting other pupils to understand their culture and faith. The chants in Urdu with an English translation seized the interest of those of different faiths and there was obvious respect for the views and beliefs of their friends.
184. The pupils make good progress as they move through the school and teachers ensure that the lessons are appropriately linked with pupils' own experiences. Pupils talk about them confidently. For the younger pupils in the school most work in religious education is through discussion and drama. Pupils in Year 1 consider why Christmas is celebrated and discuss the importance to Christians of the concept of giving and receiving presents with a very well managed explanation of the gifts of gold, frankincense and myrrh at the birth of Jesus. The activity that followed involved deciding on a present which the pupils thought would be suitable for a baby and then learning how to wrap a present so that it looked attractive. The pupils found this exciting and it developed their skills as well as their understanding of the feelings of the giver and receiver when presents are exchanged.
185. Older pupils consider the special elements which form part of celebrations such as weddings and birthdays. Pupils have a good understanding of what was traditionally provided on these occasions. The teachers allow time for discussion. This helps to develop speaking and listening skills as well as effectively sharing knowledge and understanding. Teachers deal with pupils' comments in a very positive way. They

value the contributions of pupils from all faith backgrounds and pupils gain in confidence and develop their own ways of expressing their ideas.

186. Teaching and learning in both key stages are good. Teachers' planning is thorough and carefully reflects the focus of the Locally Agreed Syllabus. Several teachers have good subject knowledge and good awareness of the positive impact upon learning of involving members of the local community in lessons. The school makes very good use of the expertise of its staff and during the inspection older pupils benefited from a lesson led by both Muslim and Christian teachers. In this situation pupils are very enthusiastic and keen to answer questions and share knowledge.
187. The pupils in the junior classes build effectively upon their prior learning. They continue their learning about people who care for us in the community. Some pupils have talked to a local leader of the Methodist Church and considered thoughtfully the roles and responsibilities of such a person. These pupils quickly learn about Christian values of baptism which the teacher took time to explain. Teachers are keen to allow questions and provide appropriate answers. Pupils of all faiths and backgrounds represented in the class are urged to explain their own beliefs and ideas and the teachers skilfully draw out the similarities and differences between Christianity and Islam. Teachers effectively develop pupils' vocabulary relating to the different religions and it is clear in discussion with the pupils that they have a good understanding of the differences and similarities between the features of these religions.
188. The oldest pupils in the school have recently been giving further consideration to the characteristics of worship and places of worship. All pupils of different faiths and abilities are included and pupils are encouraged to express their feelings and ideas about other religions. This has a positive impact on moral and cultural development. Throughout the school there is a very positive attitude to religious education teaching and learning.
189. The subject has a very enthusiastic and well-informed co-ordinator. Resources for teaching have been significantly improved since the previous inspection, although there are still some identified shortages. The co-ordinator has made a good start on securing the recently revised syllabus for religious education within the school but has not yet had sufficient opportunity to fulfil his role in managing the subject. There has not yet been enough opportunity to fully introduce a scheme of assessment to monitor the success of the teaching and to track the levels of attainment of pupils as they move through the key stages.