

INSPECTION REPORT

**ST STEPHEN AND ALL MARTYRS' C of E
PRIMARY SCHOOL**

Bolton

LEA area: Bolton

Unique reference number: 105217

Headteacher: Mr Michael Cummins

Reporting inspector: Dr Brian Blundell
23868

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

Inspection number: 196378

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: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Radcliffe Road
Bolton

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Appropriate authority: Governing body

Name of chair of governors: Reverend Brian Sagar

Date of previous inspection: 30th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr B Blundell	Registered inspector	Mathematics Information and communication technology Equal opportunities	What sort of school is it? School's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31713	Mr S Roberts	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?
10144	Mrs P M Marriott	Team inspector	Art and design Geography History Areas of learning for children in the Foundation Stage Special educational needs English as an additional language	
22740	Mrs M Leah	Team inspector	English Physical education	

29261	Mrs P Ward	Team inspector	Science Design and technology Music	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

St Stephen and All Martyrs' Church of England Primary School is a school for boys and girls, aged 4 to 11, situated in Bolton. There are 173 pupils on roll. The ethnic background of the pupils is largely white with United Kingdom heritage, with a number of pupils having Pakistani, Indian and African heritages. Whilst fourteen pupils have English as an additional language, none of them are at an early stage in the acquisition of English. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. The percentage of pupils identified as having special educational needs is below the national average, but the proportion with statements of special needs is average. The nature of pupils' special needs includes moderate learning difficulties. Pupil mobility is relatively low. Pupils' attainment on entry is just below average overall.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is good. Standards for pupils currently aged 11 in English, mathematics and science meet national averages; in information and communication technology, standards exceed national expectations. The overall quality of teaching is good, with a high proportion of it being very good or excellent; leadership and management by the newly appointed headteacher are very good.

The school provides sound value for money.

What the school does well

- Standards of attainment in English, mathematics and science, for pupils aged 11, meet national averages.
- Leadership and management by the newly appointed headteacher are very good.
- The overall quality of teaching is good, with nearly half of the lessons seen being taught very well or excellently.
- Pupils' attitudes and behaviour are very good, as are relationships.
- The school makes good use of information and communication technology in its teaching and by the age of 11, pupils exceed national expectations.
- Provision for pupils with special educational needs is good.
- Provision for children under-five is very good.

What could be improved

Standards should be raised further by:

- Assessing pupils' work more accurately and tracking their progress.
- Developing the role of the curriculum co-ordinators further.
- Adjusting the timetable so that extra sessions of guided reading or writing do not occur immediately after a literacy hour.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July, 1997. The overall quality of teaching has greatly improved since then, when nearly one in five lessons was judged to be unsatisfactory; fewer than one in ten was judged to be very good. The overall quality of teaching in the Junior phase, which was an issue at the last inspection, has improved. Teachers' expectations have risen, as has teachers' subject knowledge. Standards in the core subjects of English and mathematics throughout the school, and in science in the

Infant phase, have been maintained. Standards in information and communication technology throughout the school have greatly improved, as have standards in history, geography and science in the Junior phase. Handwriting, presentation and marking have improved but are still inconsistent. Behaviour management has greatly improved. Leadership and management are effective in both the pastoral and academic spheres. The school has made good improvement since the last inspection, and has the capacity to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	E	C	C
Mathematics	C	E	C	C
Science	E	E	D	E

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

In the national tests in 2001 for 11 year-olds, pupils' attainment matched national averages in English and mathematics, and below average in science. Compared with schools of a similar type, pupils' results were average in English and in mathematics, and well below average in science. Over the three years from 1999 to 2001 taken together, pupils have left the school on average one term behind pupils nationally in English, less than half a term behind in mathematics and nearly six months behind in science.

Standards at the end of the Infant phase in the 2001 national tests for seven-year-olds were well below average in writing, average in reading, and below average in mathematics. Compared to schools of a similar type, pupils' attainment was average in reading and well below average in writing and mathematics. Over the three years from 1999 to 2001 taken together, pupils have left the Infant phase only just behind pupils nationally in reading, writing and mathematics. The results at the end of the Junior phase up to 2001 rose at a similar rate to results nationally. The school's targets have been raised and are appropriately ambitious. In the work seen during the inspection, standards for pupils aged 11 were average in English, science and mathematics. Standards for pupils aged seven matched national averages in reading, mathematics and science, but were below average in writing. For pupils aged seven and 11, in design and technology, geography, history, physical education and art and design and music, standards met national expectations. In information and communication technology, standards for seven-year-olds met national expectations, but for pupils aged 11, standards exceeded national expectations. The majority of children aged five are on course to meet the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage).

Pupils' achievement is satisfactory overall. Standards at this school are not yet sufficiently high, but many appropriate systems have recently been put in place to help raise standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school; they are earnest and want

	to learn.
Behaviour, in and out of classrooms	Behaviour in class and around the school is very good.
Personal development and relationships	Opportunities for pupils' personal development are very good; Pupils are keen to take on responsibilities around school. Relationships between pupils and with adults are very good. There is mutual respect between pupils and adults.
Attendance	Attendance is now above average, and has improved since the time of the last inspection.

Pupils are enthusiastic; they enjoy their work.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good; a high proportion of teaching was very good or excellent. Examples of good teaching were seen in every class in the school. The quality of teaching in English and mathematics in the lessons seen was very good; the skills of literacy and numeracy are well taught. Particular strengths in teaching include the helpful way in which teachers now explain the purpose of the lessons to their pupils and then look, with the pupils, at the end of the lessons to see if the objectives have been achieved. The school meets the needs of all its pupils appropriately. Strengths in pupils' learning include their interest and pace of working.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good for the under-fives, and satisfactory in the rest of the school.
Provision for pupils with special educational needs	Provision for these pupils is good and improving.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and social development is good, for their moral development, it is very good, and for cultural development, it is satisfactory.
How well the school cares for its pupils	The school cares well for its pupils.

The school works well in partnership with parents, although currently there are few parent helpers in school.

A particular strength in the curriculum offered to pupils is the very good provision of extra-curricular activities. All areas of the curriculum meet statutory requirements.

A weakness in the way the school cares for its pupils is the inconsistent tracking of their academic progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the newly appointed headteacher and the very competent acting deputy headteacher are very good. The curriculum co-ordinators are enthusiastic, but have not all been given the opportunity to oversee their subject areas effectively as yet.
How well the governors fulfil their responsibilities	The governors fulfil their role appropriately and have a useful breadth of experience to bring to the school.
The school's evaluation of its performance	The school's evaluation of its performance is now very good.
The strategic use of resources	Resources are used well to support pupils' learning.

The overall level of staffing is good. The accommodation is satisfactory, but the library is under-used and the outdoor play area for the youngest children is inadequate. Classroom support assistants, including the school's ICT facilitator, work well with teachers to promote pupils' learning. The efficient school secretary helps ensure the smooth running of the school. The caretaker and cleaners keep the school spick and span. Welfare assistants and dinner ladies contribute well to the lunchtime break. Learning resources are satisfactory.

A strength in leadership and management is the dedication and insight of the headteacher. In the four months in which he was acting headteacher, he gained a penetrating view of the strengths of the school and of areas which needed improvement.

The school is currently running with a small deficit, but it spends its money very wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • School expects their children to work hard. • Teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • Some parents would like to see more homework set. • Some parents would like more information about how well their child is progressing.

The inspection team agrees with parents' positive views; it finds the level of homework and the information that the school provides to be satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. **Although pupil mobility is not a major factor at this school, it was relatively high for the group of 11 year-olds who sat their national tests in 2001. This should be borne in mind when interpreting the school's results.**
2. **Shortly after children enter the Foundation Stage in Reception,** they are assessed to see what they know, understand and can do; social and physical skills are also noted. This is known as the baseline test. The intake in 2001 was judged to be just below average. An analysis of the previous three intakes shows intake this to be broadly typical of other intakes.
3. **By the age of five, near to the end of their time in Reception,** children are again assessed against national standards known as the Early Learning Goals. The majority of the children currently in Reception are on course to attain most of these goals.
4. **At the age of seven, close to the end of their time in Year 2,** pupils take the end of Infant phase national tests in reading, writing and mathematics. The pupils who sat these tests in 2001 obtained levels that were in line with the national average in reading, well below average in writing, and below average in mathematics. Their attainment when compared to schools of a similar type was average in reading, and well below average in writing and mathematics. This particular group of pupils performed poorly in their baseline tests when they entered the school. Those who took the tests in 2000 attained standards that were average in reading and well above average in writing and mathematics. Taking the results over the last three years from 1999 to 2001 averaged together, pupils' performance has been only very marginally below national averages in reading, writing and mathematics. In all three subject areas, boys have performed similarly to girls.
5. **Inspectors find that pupils currently in Year 2, who will take their national tests in May, 2002, are reaching average standards in reading, mathematics and science, but below average standards in writing.** Standards in information and communication technology, art and design, geography, history and physical education, music and design and technology meet national expectations.
6. **By the age of 11, near to the end of Year 6,** pupils take the end of Junior phase national tests in English, science and mathematics. Pupils' performance in the 2001 tests in terms of national curriculum points scores met national averages in English and mathematics, but were below average in science. It was average in English and mathematics, and well below average in science, when compared with that of pupils in schools of a similar type. Taking the three years from 1999 to 2001 together, pupils have left the Junior phase one term behind pupils nationally in English, less than half a term behind in mathematics, and six months behind in science. This does not mean that pupils' performance has gone backwards during the Junior phase. To see if this is the case, we need to look at how the same group of pupils has performed in each phase. For example, if we consider those pupils who

took their tests at the age of seven in 1997 and then went on to sit the tests in 2001; results show that pupils have made very good progress in English and mathematics and satisfactory progress in science.

7. **Inspectors find that pupils currently in Year 6** are reaching average expectations in English, mathematics and science. The quality and quantity of work in their books show that they have made good progress over the last year. Standards in literacy and numeracy are satisfactory, and are set to improve greatly with the strategies and staffing changes that have been adopted. As with pupils lower down the school, standards in physical education, art and design, history, geography, design and technology and music meet national expectations. In information and communication technology, standards exceed national expectations.
8. **Since the last inspection**, standards have been maintained at the end of the Junior phase in English, and mathematics; they have improved in science, history and geography. In other areas, standards have been broadly maintained.
9. Pupils identified as having special educational needs make good progress in relation to prior learning and abilities. They achieve what their teachers expect through a targeted programme of work tailored to their individual needs.
10. Pupils are achieving satisfactorily, considering their prior attainments.

Pupils' attitudes, values and personal development

11. Pupils have very good attitudes to school and to their work, and this is one of the strengths of the school. Nearly all of the parents and carers who returned the questionnaire agreed that their children like school. The pupils are keen to come to school and play a full part in its life, including the activities that take place outside the normal school day. They are enthusiastic, show interest in their allotted tasks, and take pride in their presentation and achievements.
12. Pupils concentrate well in lessons and respond to teachers' questions in an eager but orderly way. A particularly good example of this was seen in a geography lesson, where pupils became engrossed in a stimulating topic about the environment and most were extremely eager to contribute, but there was no shouting out or misbehaviour. Pupils work well together, in pairs and small groups, discussing their work calmly and showing a proper respect for different viewpoints. They show confidence in contributing to discussions, with the least able recognising that their own comments will be accepted and valued by other pupils, and that lessons can be learned from all answers.
13. The behaviour of the pupils, in class and around the school, is very good at all times. This is an improvement since the last inspection, when pupils' behaviour in the playground and school corridors was assessed to be inappropriate. Parents are now happy with the standard of behaviour achieved in the school. Junior-age pupils were observed giving effective guidance and assistance to the younger ones in different areas of the school. Meals are taken in an organised manner, and respect is shown to the supervisors. During a visit to the swimming pool, pupils maintained a high level of discipline throughout; they are proud of the image they present to the public

outside the school. During playtime, boys and girls are at ease with each other and although naturally boisterous at times, no evidence of bullying was observed during the inspection. There have been no exclusions recently.

14. Relationships within the school are very good, and pupils respect their teachers and learn from them to be kind, polite and courteous to each other. The school mission is valued by pupils and parents and is regularly referred to by staff in order to maintain the established standards. They grow in confidence from the knowledge that their work will be valued in school. They appreciate the praise given to them, and are quick to congratulate and applaud colleagues who have performed well in turn. Pupils benefit from the teamwork of the teachers and support staff, which characterises the school.
15. The personal development of pupils is very good. They quickly learn to distinguish right from wrong and to understand the importance of rules in a social environment. Pupils are keen to assume responsibility, and make good use of the many opportunities offered to them, especially in their later years in the school. The roles of pupils with special monitoring responsibilities are particularly rewarding, and those pupils were seen to enjoy the challenging nature of their tasks. Pupils support each other, happily sharing resources and patiently awaiting their turn. They anticipate the needs of visitors and are keen to open doors, provide a chair, or help with directions.
16. Attendance for the current year is 96 per cent, which is above the national average. The level of recorded unauthorised absence is minimal. The school complies with the statutory requirements for class registration, but does not collate data on a regular basis to monitor individual and group trends of absence. Procedures for dealing with absence without notification require a review to meet local authority guidelines. Parents co-operate by advising the school at the earliest opportunity if a child will be absent, but records of the reasons given are not maintained. Pupils are punctual at the start of the school day and at individual lessons.
17. Pupils with special educational needs respond very well to the care and consideration they are shown. Learning support staff know their pupils well, and as a result, pupils are confident about speaking to adults and sharing any concerns they may have. Attitudes to work are good and pupils persevere well with their tasks.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching observed showed a marked improvement on the teaching seen in the previous inspection. The impact of the improved teaching is working its way through the school. At that time, nearly one in five lessons was unsatisfactory, and fewer than one in ten was very good or better. **The overall quality of teaching is now good, with a high proportion of it being very good or excellent.** The concern expressed in the last inspection report about teaching in the Junior phase has been fully addressed, as has the issue concerning the lack of teachers' knowledge in science.
19. Overall, teaching in the lessons seen was good in the Foundation Stage, the Infant phase and in the Junior phase. In all lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 22 per cent of lessons, good in 43 per cent, very good in 15 per cent and excellent in 20 per cent. Excellent lessons were

seen in Years R, 3, 5 and 6. Whilst overall standards of teaching were at least satisfactory, examples of good lessons were seen in each of the three sections of the school.

20. The biggest strengths in teaching include the helpful manner in which the majority of teachers share the learning objectives for lessons with their pupils, the use of information and communication technology (ICT) to support pupils' learning, the way in which they manage their pupils, and their high expectations, particularly in the Foundation Stage and in the upper Junior phase.
21. Teachers are most diligent and put the needs of all their pupils, whatever their prior attainment, first. They treat them with respect. Pupils, in return, respect their teachers and work very hard. Lessons are first and foremost learning experiences. In two in every five lessons seen, learning was very good or excellent, and time did not have to be wasted on reprimanding pupils. In four lessons in every five, learning was at least good; in no lesson was learning unsatisfactory. Pupils are very aware of what is expected from them in terms of behaviour, and respond appropriately.
22. In an excellent numeracy lesson in the Junior phase, in which the teacher showed excellent knowledge of the use of ICT to support learning, the pupils' response was also excellent! Using an interactive whiteboard, the teacher was able to fire a rapid succession of questions to the pupils. For example, "at a stroke" all the numbers that were prime or multiples of three were highlighted on the electronic 1-100 number square. Pupils had to explain what the numbers had in common and did this well. In rapid succession, the next problems were set, the first of which showed the number three as the only highlighted number. The teacher asked the pupils what was special about that number. The pupils realised that it was the only number between one and one hundred that was both a prime number and a number in three times table charts.
23. The pace of lessons is very good and appropriate through the school overall. In the best lessons, pupils are reminded of the time limits on an exercise, as in an excellent Year 3 science lesson, in which pupils were studying the transport of water through the stem to other parts of plants.
24. Throughout the school, literacy and numeracy are well taught. Lessons generally start with effective question and answer sessions, to revise previous work and set pupils thinking. For example, in an excellent literacy lesson for pupils in the Reception class, the teacher asked questions about the correct terminology used about books.
25. Teachers' knowledge and understanding are generally good in all subject areas. In both the Infant and Junior phases, day-to-day marking of pupils' work is good, although better in some classes than others. Pupils' work is generally well marked, with appropriate comments to praise pupils' efforts, together with comments to stretch them. Lessons generally have clear learning objectives and, in the majority of cases, these are looked at again at the end of the session, to see how far they have been met; this was particularly evident in most numeracy and literacy lessons. The use of homework is satisfactory overall and appropriately extends pupils' learning.
26. The teaching of pupils who have special educational needs is good. The quality of support they receive from their learning support assistants is sound. The provision of

targeted support to meet individual and group needs ensures that all pupils are fully integrated into the life of the school community, and that they develop good levels of self-esteem. This enables them to make consistent gains in their learning. Pupils who require additional help are identified as soon as possible when they begin school. The special educational needs co-ordinator, together with the class teacher and learning support assistant discuss and develop pupils' individual education plans. The school is embracing recent new initiatives and this is good practice.

27. In conclusion, lessons are well-planned activities, where pupils' learning is the top priority. Pupils are earnest and enjoy learning.

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

28. There have been several major improvements since the previous inspection. All the areas of the curriculum that were identified as significant weaknesses in the previous report have been strengthened. The school has recently introduced the national recommended guidelines for most of the National Curriculum subjects. Policy statements have been, or are in the process of being, rewritten and the new schemes of work introduced. These schemes are enabling teachers to improve their planning, which is now building more on pupils' previous knowledge as they move through the school. However, the new schemes have only been in place for a short time, so related assessment procedures are not yet being fully implemented.
29. Provision for information and computer technology has greatly improved across the curriculum. The increased opportunities for pupils to develop their investigative and experimental skills are having a positive impact on the quality of learning, and standards are improving, particularly in science and geography, where pupils' experimentation and the opportunity to find out results for themselves have enhanced understanding. These improvements are beginning to have a significant impact on raising standards.
30. The quality and range of the curriculum are good in the Foundation Stage. In the Infant and Junior stages they are satisfactory. National Curriculum requirements are met in all subjects. The recommended Foundation Stage curriculum is implemented fully. In the Junior phase, the length of the taught week is below the national average.
31. Some sessions of literacy are followed immediately by sessions of guided reading or writing; in some classes pupils find it hard to concentrate for an extended period on one curriculum area. The curriculum provision for children in the Reception class is enriched and is based effectively on national guidance. It covers the six recommended areas of learning well and provides a smooth transition into the work planned for pupils in Years 1 and 2. The work is very well programmed, in small steps, to enable the majority of children to develop their skills fully.
32. For pupils in the Infant and Junior stages, the quality and range of learning provision is satisfactory. There is a strong emphasis on English, mathematics and science. The National Literacy and Numeracy Strategies, which are implemented successfully, are having a beneficial effect on standards of attainment and progress. Ethnic minority pupils are fully included in all areas of the curriculum. No pupils at

present require provision for English as an additional language. The school has forged beneficial links with a local secondary school to enable pupils in Year 6 to learn French in school.

33. The total teaching time in the Junior stage is slightly below the recommended minimum. The school is presently considering ways of rectifying this. Some subjects such as art and design, geography, history and design and technology are taught on a rotational system. Although this provides adequate coverage of the statutory programmes of study, at times the development of skills is interrupted and areas studied in insufficient depth. Physical education is given a generous amount of time, and includes swimming for pupils in Year 5 and those pupils in Year 6 who are not yet able to swim the recommended distance.
34. Provision for pupils with special educational needs is good. The co-ordinator, who has recently attended an appropriate course, has started to implement the new Code of Practice. The curriculum for pupils with special educational needs meets the recommended requirements fully, and pupils follow the same curriculum as other pupils, through tasks that are well adapted to suit their learning needs, and they make consistent gains in their learning. There are appropriate arrangements for identifying pupils with special educational needs; a comprehensive register is well maintained and the individual educational plans are of good quality. Pupils' progress is monitored carefully and reviews, which are held regularly, provide a good focus for further development. There is also very effective inclusion of pupils with special educational needs into every aspect of the school's life. There are no gifted or talented pupils in the school at the moment, but the school has identified the need to have a policy for such pupils.
35. Provision for personal, social and health education is good. Aspects of sex education, drugs awareness, and health education are taught through the science curriculum, and also through class discussion, where pupils are encouraged to think about issues such as caring for and sharing with others. For these sensitive areas, good use is made of external agencies, such as the school nurse and local police. The new co-ordinator is in the process of reviewing the school's policy and provision for this area, in order to provide a more structured approach to teaching and learning.
36. Provision for extra-curricular activities is very good. Pupils have opportunities to be involved in a wide range of activities, which include choir, sport, dance, drama, a computer club, a science group, and also after-school study support. During the summer term when the nights are light, Reception and Infant pupils are also included in such activities as the popular tap dancing club. There is also good provision for a small number of Junior pupils to learn to play a musical instrument
37. Educational visits are used well to enrich the curriculum. Pupils in Years 4, 5 and 6 have the opportunity to benefit from a residential visit, where a good range of exciting activities support the science, geography, history and physical education curriculum, and help pupils to develop the importance of team spirit. Diverse experiences make positive contributions to pupils' learning. A drama workshop organized by a local theatre was followed by a trip to the pantomime. Visiting adults enabled pupils to produce their own video, charting the experiences of people during

the Second World War. A series of beneficial visits to a local secondary school, which includes a programme of personal and social development and a science project, prepares pupils well for the next stage of their education.

38. Provision for pupils' spiritual development is good. The school provides an education that reflects the Christian faith. A quiet, respectful atmosphere for growing and learning has been established. The requirements for a daily act of worship are met in full. During carefully prepared assemblies, pupils are given opportunities for quiet reflection and prayer, but there was no use of music in the assemblies observed during the inspection, to enhance the thoughtfulness of the occasion. Pupils are encouraged to consider other people's feelings. Regular visits to the school by the vicar of the local church contribute well to pupils' spiritual development.
39. Provision for pupils' moral development is very good. The headteacher and all the adults working in the school set very good examples. The school rules and class rules are implemented well. If any breaches of the school's code of conduct take place, the implications for all concerned are talked through carefully. Pupils therefore learn to show respect for each other's views, and have a very clear understanding of right and wrong.
40. Provision for pupils' social development is good. Within classes, pupils are given opportunities to work cooperatively. They have a variety of tasks made available to them by the school. Younger pupils act as monitors, have responsibilities for collecting and returning resources, and take messages to the office. The older pupils have additional responsibilities, including being house leaders. Some are members of the school council, and others have dinner duties, where they look after the younger pupils. During assemblies, they are given the opportunity to take responsibility for working the overhead projector. Because of these opportunities, pupils learn to work well together and to value each other's efforts. They share games well at lunchtimes and take part confidently in assemblies, school concerts and other events. Pupils are also encouraged to participate in events in the community, through sports activities and also through the Founder's day celebrations where pupils visit the church, for a service which this year will include celebration of the Queen's Golden Jubilee.
41. Provision for cultural development is satisfactory overall. Pupils participate in Sunday school activities, the Harvest festival, and also the village fair. In art, they are introduced to the work of famous artists, and music played in music lessons includes the work of a satisfactory range of composers. The awareness of the multicultural nature of society is raised in stories and poems pupils hear and read, and also when learning takes place about similarities in faiths such as Islam and Judaism in religious education lessons. However, there is insufficient emphasis on multicultural aspects of life in Britain today, in preparation for living in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The provision for ensuring pupils' welfare is good. The school provides a secure and happy environment in which pupils are well protected and individual well-being is effectively promoted. The teaching and non-teaching staff work hard, in the best interests of the pupils. Although there have been a few staff changes, the teachers

know the pupils and many staff know the families very well. All are quick to respond to the pupils' personal and social needs. The level of concern is strong and lies at the heart of the school.

43. Governors have a responsible attitude towards health and safety. Risk assessment and routine tasks delegated to the caretaker are handled in a practical and conscientious manner. However, the health and safety policy document requires more specific detail. During the inspection, the security of the building was maintained to a very high standard.
44. Suitable arrangements are in place to deal with child protection issues. The headteacher takes personal responsibility for this, and has ensured that staff are aware of their responsibilities and have undertaken appropriate training. Careful attention has been paid to statutory requirements and guidance from the local education authority. However, the documentation regarding child protection does not as yet define procedures clearly or provide sufficient information about items such as support services and contact points.
45. The importance that the school attaches to attendance and punctuality is reflected in the recently reviewed policy, and the stress that is placed on it in correspondence with parents. Nevertheless, procedures for monitoring attendance are still not fully effective. Attendance records are not collated sufficiently frequently to allow the data to be used meaningfully, to analyse and evaluate individual and group trends of absence. Registers are marked promptly and properly. Appropriate enquiries, often with the assistance of external agencies, are made to establish the reason for any unexplained absence.
46. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive incidents are effective and supported by parents and governors. The behaviour policy contains an appropriate range of rewards and sanctions to encourage good behaviour. The pupils show respect for each other and for the teachers. An anti-bullying policy was introduced after consultation with staff and the governing body, and is effectively implemented. No incidents of bullying, racist or sexist behaviour have been recorded.
47. The school's procedures for monitoring and supporting the pupils' personal development are effective. Class teachers monitor pupils' personal development mainly through observation, and readily identify and evaluate strengths and weaknesses, including qualities such as perseverance, application and self-confidence. Relevant information is included in the annual report to parents and is also used for the school's assessment when identifying pupils with special educational needs. Teachers and other staff have a caring approach to the personal needs of the pupils, and this makes an important contribution to the ethos of the school.
48. The assessment of pupils' work and its use to plan future work is unsatisfactory overall in science and the foundation subjects. It is satisfactory in English and mathematics. Whilst some limited tracking is now taking place, assessment is not consistently implemented through the school. For example, rather than pupils being identified as at a level 4a, 4b or 4c, they are generally assessed as being at level 4, at best. Since pupils nationally are only expected to go up by one full level every two years, two years could go by before it is realised that a pupil is not making sufficient

progress. The school uses the optional national tests in Years 3, 4 and 5 appropriately, but the tracking of pupils' academic progress in order to maximise each individual pupils' progress is unsatisfactory overall.

49. The school supports pupils with special educational needs successfully. There are established, effective procedures, which meet the Code of Practice for pupils with special educational needs, for monitoring and targeting of teaching and support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Partnership with parents is good, and it is evident from the questionnaires and interviews that parents have a high regard for the school. This has been maintained since the last inspection.
51. The quality of information provided for parents is good. Newsletters are sent out regularly, and include information about forthcoming activities, aims and objectives and informative references to the curriculum. This is an improvement since the last inspection, when some information given to parents was not self-explanatory.
52. The school provides three formal opportunities during the year for parents to discuss their child's progress with the class teacher. Reports to parents are clear and useful; they let parents know how well their child is doing and what needs improving. Opportunities for the exchange of information are frequent, and the teachers, who know their pupils well, keep many informal notes on their progress. The school adopts an open house policy and parents are welcome to visit the school at any time, by appointment, to discuss any issues with the head or class teacher.
53. The homework policy is satisfactory, although some of the parents interviewed do not have a clear understanding of the amount, regularity and purpose of the work given. Of those who responded to the questionnaire, 27 per cent disagreed that their child receives the right amount of work. Mathematics and English homework is scheduled and regularly issued to pupils, but there is a lack of consistency in the marking, which is sometimes very brief or not evaluative.
54. The home-school agreement is receiving the support of the majority of parents, and those who have participated in the scheme are pleased with the standards and progress of the children. A few parents have expressed an interest in helping in the classroom, but at present, the actual contribution parents are making to pupils' learning is minimal. The school provides a wide range of extra-curriculum activities, which include gymnastics, drama, choir, art and football.
55. A small and dedicated group of parents form the backbone of the P.T.A. who have been very successful in supporting various aspects of school life. Their efforts are appreciated by the headteacher, who ensures that their activities are well advertised in the community. Money raised has been used to enhance the study of ICT by the purchase of hardware and software for the computers. Other resources purchased include sports equipment, bouncers and chess sets.
56. The school has good links with parents of pupils with special educational needs and keeps them well informed about the progress of their children. Parents are actively involved in both annual reviews and target setting in individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management by the newly appointed headteacher are very good, in both academic and pastoral spheres. Since January, 2002, he has been the acting headteacher, and his first day as headteacher coincided with the first day of the inspection. The headteacher is very hard working, committed and most competent. He has a great vision for the school and is fully backed by the school's very capable acting deputy headteacher. His leadership ensures very clear educational direction for the school. This headteacher wants the very best for his pupils. The school's aims and values are easily seen in the daily routines of the school, and the school's aims and mission statement are to be re-drafted shortly. The acting deputy headteacher is also a very competent Year 5 teacher. The senior management team, which includes the co-ordinator for the Foundation Stage and the Year 6 teacher, is extremely competent. The subject co-ordinators manage their subjects appropriately, checking planning and marking, although they are not yet involved in the monitoring of teaching in their subjects, apart from in English and mathematics.
58. The governing body's fulfilment of its statutory responsibilities is appropriate. The governors bring a valuable breadth of experience to the school. Their role in helping to shape the educational direction of the school is satisfactory. Some governors, including the special educational needs governor, visit the school regularly, and have monitored the implementation of some of the curriculum appropriately. This has yet to spread to looking at the delivery of numeracy and literacy. The governing body has an appropriate understanding of the main strengths and weaknesses of the school. The governing body has a balance of older and newer members.
59. The headteacher and acting deputy headteacher have monitored the teaching of both literacy and numeracy in all classes; they have given staff both detailed written and verbal feedback. Co-ordinators monitor the planning of their subjects and marking across the school.
60. The school's targets are appropriate and have been raised by the new headteacher. They are suitably ambitious. Pupil mobility has had an adverse effect on the 2001 results for pupils aged 11. Inspection evidence suggests that the targets for 2002 in English, mathematics and science will be broadly met. The school has a very good capacity to succeed.
61. Procedures for the induction of new staff are very good, and are carried out by the headteacher. Whilst appropriate policies are in place for performance management, there is a plan to re-structure the performance cycle and this is appropriate.
62. The school has a co-ordinator for special educational needs who works in conjunction with the headteacher. She provides good leadership and management. She is keen to ensure that all pupils receive a rich and wide variety of experiences, which encourage positive relationships. Teachers and classroom assistants work well together as a team, and are committed to the principles of inclusion.
63. The match of teachers and support staff to the demands of the curriculum is currently good. The accommodation is satisfactory overall, and is very well maintained. However, the library is small and under-used, and the outdoor play area

for pupils under-five is not well equipped. The ICT suite has to be located in a classroom due to the lack of other available space. Classrooms have very attractive displays. Resources are generally satisfactory in quality and quantity.

64. The effectiveness of the school's use of new technology is very good. The school's competent secretary is assisted by one of the school's ICT facilitators. Finances are handled well, and the school applies the principles of best value very well. Specific grants are used appropriately. The school development plan is currently being re-worked by the headteacher and this is appropriate.
65. At the time of the last inspection, there were key issues relating to the effectiveness of the leadership and management. The new headteacher, who has been acting headteacher since January 2002, is addressing these issues sensitively but purposefully. The leadership and management has made good improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. Standards should be raised further by:-

- Assessing pupils' work more accurately and tracking their progress in order to maximise each pupils' progress. (Paragraphs 48, 94, 103)
- Developing the role of the curriculum co-ordinators further. (Paragraph 57)
- Adjusting the timetable so that extra sessions of guided reading or writing do not occur immediately after a literacy hour. (Paragraphs 31, 88)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	7	20	10	0	0	0
Percentage	20	15	43	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	173
Number of full-time pupils known to be eligible for free school meals	N/a	22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	28

English as an additional language

	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	13	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	16
	Girls	12	11	13
	Total	29	27	29
Percentage of pupils at NC level 2 or above	School	94 (73)	87 (91)	94 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	17
	Girls	13	13	11
	Total	30	29	28
Percentage of pupils at NC level 2 or above	School	97 (91)	94 (100)	90 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	16	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	16
	Girls	14	13	14
	Total	25	28	30
Percentage of pupils at NC level 4 or above	School	71 (63)	80 (63)	86 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	12	13	14
	Total	23	24	27
Percentage of pupils at NC level 4 or above	School	66 (74)	71 (66)	79 (89)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	4
Pakistani	8
Bangladeshi	0
Chinese	0
White	131
Any other minority ethnic group	3

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)	10
Number of pupils per qualified teacher	18
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	104

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	383,868
Total expenditure	388,021
Expenditure per pupil	2,326
Balance brought forward from previous year	-23,665
Balance carried forward to next year	-27,818

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	173
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	5	0	0
My child is making good progress in school.	44	54	2	0	0
Behaviour in the school is good.	36	61	3	0	0
My child gets the right amount of work to do at home.	36	37	22	3	2
The teaching is good.	54	44	2	0	0
I am kept well informed about how my child is getting on.	41	47	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	58	39	2	0	2
The school expects my child to work hard and achieve his or her best.	61	37	2	0	0
The school works closely with parents.	42	46	10	0	2
The school is well led and managed.	51	47	2	0	0
The school is helping my child become mature and responsible.	53	42	3	0	2
The school provides an interesting range of activities outside lessons.	53	36	7	0	5

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

67. Since the last inspection, the provision for children in the Foundation Stage has improved and is now very good. The quality of teaching and learning is now good overall, with examples of very good and excellent teaching. The introduction of base line assessment and the re-organisation of the approved curriculum for children of this young age have been major contributory factors to the improvement of provision. Facilities for physical development are restricted in the out door area. The school is aware of this but, at present, there are insufficient funds to provide suitable equipment, and teachers currently manage the curriculum provision for physical development effectively by using the hall space. Because of this, there is no detrimental effect on children's progress. The Reception class is very well organised and managed, and has good resources to support learning.
68. Children enter the Reception class at the start of the school year in which they are five-years-old. Entry is appropriately organised into two groups over a period of four weeks. The first group of children, usually the oldest, stay for the morning for the first four weeks. The second group of children stay for the afternoon for the first four weeks. During the fifth week, all children stay full-time. A parent induction meeting is held during the term prior to entry, where parents and their children come into school to be introduced to their classroom and teachers. The early years co-ordinator talks to parents, and explains learning through play in the six areas of the curriculum. A parent notice board situated on a window near to the classroom door continues to inform parents about their children's learning and how they can be helped at home. Children stay in the Reception class for one year.
69. Initial assessment shows that most children enter the school with a wide range of skills, knowledge and understanding that, overall, are below average. All make good progress and, by the time they enter Year 1, most are working within the early stages of the National Curriculum for English and mathematics. Effective assessment procedures are in place. These enable teachers to plan suitable programmes of work and set targets for improvement for all children, including those with special educational needs and those who are capable of higher attainment.

Personal, social and emotional development

70. Priority is given to the personal and social needs of young children, and they achieve well. Most should exceed the early learning goals by the time they leave the Reception class. This reflects the school's emphasis on personal development. Children learn to follow classroom routines well and to care for themselves and their belongings. Teachers and the classroom assistant provide a warm, caring, secure and stimulating learning environment in which these young children learn. Children gain in confidence in choosing what they would like to do from a range of interesting activities. When exploring using sand and water, children collaborate well and share equipment without fuss. They know right from wrong and are inquisitive learners. Their behaviour is very good for young children. Children used role-play to good effect, as when they visited the local Church, to participate in a 'christening

ceremony', as part of their on-going social, cultural and religious development. The shared experience enhanced children's sense of belief and belonging to a community.

Communication, language and literacy

71. Most children are on course to make very good gains in their learning and achieve the early learning goals in communication, language and literacy by the time they leave the Reception class. Children interact well with each other, voicing their opinions confidently. They listen carefully to stories, such as 'The Three Little Pigs', and answer questions about the story with confidence. They refine and develop their listening skills to identify for example the letter sound 'b', and find the 'same' endings, for example 'ng' in 'ring' and 'sing', and generate new words of their own. Staff use oral sessions to good effect to develop communication skills. Children handle books appropriately, identifying the title page, the author and illustrator. By the time they leave the Reception class, some are reading simple books with confidence. Children develop good control of the pencil and begin to write purposefully; using the story of 'The Three Little Pigs', children pretended they were the pig who lived in the house made of bricks, and wrote a letter to the brother pigs asking them if they would like to come and stay, as this house was safe from the 'big bad wolf'. Many areas are provided for children to write, including the snack area and the computer area, where children record their name when they have completed an activity or eaten their snack. Most children write their name confidently and accurately copy sentences written by the teacher.
72. The quality of teaching in the lessons seen was of a high standard. This helps children achieve well in communication, language and literacy. Clear class, group and individual target setting ensures that all children are taught to their fullest potential. Elements of the Literacy Framework are used to get children off to an early but appropriate start. Good comprehension is developed through the use of well-known stories and rhymes, with many opportunities given to children to widen their understanding by sequencing the plot. They are encouraged to enjoy books with their parents and carers and this reflects in their love of reading. The classroom assistant manages and organises a weekly book club, where parents and their children choose books to take home to read together.

Mathematical development

73. Children make very good progress in developing mathematical understanding. They make very good gains in their learning in relation to their initial assessment because of the very good teaching and the range of interesting activities within the curriculum. Children develop mathematical skills through practical activities, number rhymes and songs. Children expressed great enjoyment during one lesson, when the teacher used a kangaroo puppet, 'Skippy', who made mistakes with his counting, and the children enthusiastically corrected him. They count and order numbers to ten using a number line, and some are beginning to count and record larger numbers by tallying; for example, when playing a game of skittles, children recorded how many they had knocked down using a tally. They explore capacity when playing in the sand and water, and learn about the properties of 2 and 3 dimensional shapes in their construction activities. They handle money, and use the till when playing in the class 'builders' yard'.

74. The quality of teaching is very good. This helps children achieve well in counting, calculating, and learning about shape, space and measure. Systematic provision and clear class, group and individual target setting allow children to progress in their knowledge, skills and understanding of mathematics. These are further developed through topics, stories, games and imaginative play. Elements of the National Strategy are used appropriately and to good effect. All staff use praise to raise self-esteem and give children confidence in their learning.

Knowledge and understanding of the world

75. Children are on course to achieve the level expected of them by the time they leave the Reception class. Children investigate how to change the shape of wood to make many different things, looking at several things such as a wooden toy and a pepper mill. They saw wood safely and discuss the sawdust made during the process. In another lesson, children investigated washing in the past. They enthusiastically washed clothes using a wash tub, dolly peg and mangle from Victorian times. Good levels of concentration are evident as children develop their skills, knowledge and understanding of communication technology. They learn the correct terminology for parts of the computer and manipulate the mouse effectively, following on-screen prompts, for example, when using 'Millie's Maths House'. Teachers ensure that many opportunities are given for children to use the computer to develop skills across all areas of learning.
76. Teaching is good and makes a positive impact on standards in exploration and investigation skills. Planning clearly reflects appropriate objectives, based on interesting and purposeful activities. Resources are good, and staff make effective use of the school grounds and local area to enhance learning.

Physical development

77. Children are on course to achieve the standards expected of them by the time they leave the Reception class. They are acquiring appropriate skills in movement and are developing a sense of space and body awareness. Children learn to jump in and out of hoops in different directions. They move a large ball, using different parts of their bodies, keeping it close to the ground. They use tools with increasing dexterity. They take care when working with construction kits and manipulate dough appropriately to make buns. Planning shows that there are many opportunities for children to experience work in physical education games and creative activities. Although there is a dedicated out door area, this does not have any large equipment for children to use. Although the hall space is used imaginatively and there is no detrimental effect on children's learning, this facility would provide another dimension for children's developing physical and play skills.
78. Teaching is good. Planning covers all elements of the recommended curriculum and provides opportunities for children to experience the positive feeling of being healthy and active.

Creative development

79. Creative skills develop well and children make good progress. They are on course to meet the expected standard by the time they leave the Reception class. Children are

encouraged to express their feelings through exploring media and materials, dance, story making and imaginative play. They have many opportunities to explore colour through painting, crayoning and collage work, as when, during the inspection, they made and painted a bee. They join in songs and play a range of instruments; they try to keep a steady beat playing a tambour and tambourine, in pairs, whilst singing 'Three Blind Mice'. They use 'Bob the Builder's yard' to experience imaginative play and to develop social and negotiating skills.

80. The teachers plan very well for creative development and provide appropriate opportunities for children to explore art. The classroom provides a stimulating environment to enthuse and inspire children's imagination.

ENGLISH

81. Overall standards at the ages of seven and 11 years have been maintained since the last inspection, and currently match those found nationally. In Year 2, however, standards in writing are below average. Too few pupils are working at the higher level 3. This is due in the main to the disruption in staffing caused by long-term illness, as well as some under-expectation of the standards required, particularly in handwriting. Nevertheless, over the whole of the subject, achievement in the Infants is satisfactory. In Year 6, good provision for higher attainers is resulting in an improvement in the percentage of pupils who are working at the higher level 5. In the Juniors, pupils are achieving well. Throughout the school, good provision is made for pupils with special educational needs and this enables them to make good progress.
82. In the national tests for seven-year-olds in 2001, attainment in reading, based on average points scored, was similar to that found nationally. The percentage of pupils who obtained level 2, the expected level, was above the national average. The percentage obtaining the higher level 3 was well below the national average. Pupils' performance in national tests in reading matched the average for schools with pupils from similar backgrounds. In the national tests for seven-year-olds in 2001, attainment in writing, based on average points scored, was well below that of most schools. The percentage of pupils who obtained the expected level matched the national average. The percentage of pupils obtaining the higher level was below the national average. Pupils' performance in national tests in writing was well below the average for schools with pupils from similar backgrounds. Over the last three years, the performance of pupils aged seven years in national tests has been only marginally below the national average in reading and writing. Boys and girls do equally well in reading tests at the end of Year 2. Girls at the age of seven years are generally around half a term ahead of boys in writing.
83. In the 2001 national tests in English at the end of Year 6, pupils' attainment in terms of average points scored matched the national average. The percentage who obtained level 4, the expected level was below the national average. The percentage obtaining the higher level 5 was above the national average. The pupils' attainment matched the average when compared to schools of a similar type. By the age of 11 years, boys' performance in tests is around one term behind that of girls.
84. In Year 2 and Year 6, standards in speaking and listening are above average. The vast majority of the pupils throughout the school are confident speakers and attentive

listeners. They take part in class and group discussions, becoming increasingly articulate in contributing their ideas. They listen carefully to follow instructions, for instance, in physical education. Pupils show good understanding, relative to their age, of subject specific language. In Year 2, for example, pupils talk accurately about the **bold** type on the page or the *characters* in the story. In Year 6, pupils use words like *suffixes*, *prefixes* and *syllables* knowledgeably, as well as describing literary forms such as *alliteration* and *personification*. They are thoughtful in adapting their talk to a specific purpose, as when discussing the characteristics of cinquaine poetry, or expressing their own response to particular poems. Higher attaining pupils question ideas and suggest alternatives. They listen attentively to their peers and take account of their views.

85. In Year 2 and Year 6, standards in reading are average. Most pupils have positive attitudes to books and are keen readers. In Year 2, pupils join enthusiastically in reading from a class book about The Three Little Pigs. As a class, they read together with expression, responding to changes in print and punctuation, with obvious enjoyment, as in 'the wolf lands SPLAT!' When reading independently, most pupils use their knowledge of letters and sounds together with context clues to decode unfamiliar words. They show good understanding of the stories in their readers. Most are becoming proficient at finding information in simple reference books. Higher attaining pupils are developing preferences, such as for adventure stories. They are beginning to take account of the plot so far as to make reasoned predictions about what might happen next. Lower attaining pupils use the initial letter and picture clues to guess at unfamiliar words and to make sense of the text. They recognise the names of characters in their readers and some high frequency words by sight. By the time they are 11, almost all pupils have sufficient reading skills to support their learning in other subjects. They enjoy a range of fiction, and are familiar with the works of such authors as J K Rowling and C S Lewis. They take account of the words on the cover when choosing a book, and express opinions on characters and ideas both verbally and in perceptive written book reviews. Higher attaining pupils use inference and deduction, with some appreciation beyond the literal meaning of the text. They are beginning to skim texts to pick out particular information. All pupils are able to find information independently in set reference texts, using contents, index and glossary. Their skills in using the Dewey Decimal System in the library are underdeveloped. This is because insufficient use is made of the school library, both for research and for the enjoyment of books.
86. Standards in writing are below average in Year 2 and average in Year 6. In Year 2, pupils write in a broad range of forms, from lists and letters to poems and stories. Most are beginning to write independently, using their knowledge of letter sounds to make reasonable attempts at spelling. When making up an ending for 'The Three Little Pigs' story, most pupils develop their ideas in short, simple sentences. They are aware of capital letters and full stops and use them, not always accurately, in their writing. Higher attaining pupils are becoming more reliable in using basic punctuation. They are widening their vocabulary and beginning to build more complex sentences, using conjunctions such as *and* or *but* appropriately. Lower attaining pupils write one or two sentences with help. They use full stops occasionally. Their attempts to communicate their ideas in independent writing are often not easily deciphered. In Year 6, pupils are aware of a range of writing styles and know how to adapt their own writing to a range of genres. They are skilled at presenting a balanced argument, such as on the pros and cons of mobile phones.

When writing in narrative form, they use adjectives appropriately but not adventurously, as when describing characters like a princess with *long, golden hair and deep blue eyes*. Correct punctuation within sentences, including the use of speech marks, is developing. Higher attaining pupils write fluently, choosing words and phrases and varying their use of complex and short sentences for effect. All pupils check their work. They edit and re-draft in simple form with varying efficiency. Higher attaining pupils improve their cinquaine poems, for instance, by checking the structure and considering how to improve the impact by choosing words more precisely. In response to the key issues concerning handwriting and presentation in the last report, the school has implemented a comprehensive handwriting scheme. This has resulted in an overall improvement in standards of presentation. However, standards still vary from class to class, and good, well-formed handwriting in practice exercises is not always transferred to day-to-day work across the curriculum. Standards in Year 2 are below average. Whilst average attainers print with accurate form and consistent size, hardly any pupils write legibly in joined script in their everyday work. Particularly high standards are set in Year 6, and when pupils leave the school aged 11, their handwriting and presentation are very good.

87. The quality of teaching and learning in the lessons seen was good overall, with some very good and excellent teaching in some Junior classes. All teachers plan thoroughly in line with the National Literacy Strategy, so that pupils build up skills systematically over time. Most lessons begin with a brief but effective summary of earlier work. This enables pupils to build confidently on what they already know. For instance, pupils in Year 5 built on their experience of the previous day, when the teacher led the class in exploring ideas and composing a class poem, to produce their own high quality imaginative poems in polished form. Lesson objectives are carefully shared with pupils. This sets a very purposeful learning atmosphere in class. Pupils are aware of how to succeed, and try hard to do so. Teachers use questions skilfully to extend and clarify learning. In Year 2, for example, the teacher used clearly focused questions to draw pupils' attention to the specific format of limericks, so that they were aware of the 'rules' when they came to write limericks of their own. Subject specific language is used and explained carefully in all classes, and so even the youngest pupils are developing appropriate vocabulary and understanding to take part in literacy discussion. Teachers manage pupils very well. Praise is used successfully to encourage pupils to greater effort. The caring and secure relationships in all classes promote the pupils' self-esteem and give them confidence to try out their ideas. Occasionally the pace of learning slows when tasks are not sufficiently focused, instructions are not clear, or pupils are unsure what is expected of them. In some classes, teachers' expectations are too low, and group tasks are too easy for some pupils. For instance, in Year 2, higher attaining pupils finished their writing task of copying one sentence and adding another quickly, and would have benefited from greater challenge to improve their skills. The concluding stages of most lessons are well organised and usually extend or consolidate learning effectively, but sometimes there is insufficient focus on specific teaching points, and pupils are asked to show their work to the class without reference to what is to be learnt from this. Pupils with special educational needs learn well.
88. Management of the subject is satisfactory. The curriculum co-ordinator has a sound overview of the school's performance through monitoring teaching and learning in class, teachers' plans and samples of work. However, tracking procedures and analysis of National Curriculum tests to check on individual and school performance

over time is at an early stage of development. Appropriate assessment systems are in place, and used to set targets. Whilst these class targets are displayed prominently, they are not used consistently in all classes to plan work appropriately, or to make pupils fully aware of what they need to do to improve. During lessons, very little reference was made to individual or group targets. Daily half-hour lessons in reading and writing outside the Literacy Hour are well organised. However, when these lessons take place immediately after the Literacy Hour, they are not as effective as they might be. This is because pupils are spending too long continuously on similar work, which makes sustaining concentration unnecessarily hard.

89. The subject makes a good contribution to pupils' social, moral and cultural development in promoting opportunities for pupils to work in groups, share responses to literature, and become aware of the work of famous writers such as Shakespeare. Resources are satisfactory. Appropriate opportunities are taken to promote reading and writing skills particularly in geography, history and science. Information technology is used to practise spelling, punctuation and grammar. Opportunities for pupils to edit and redraft their work or to practise reading skills through research on the computer are beginning to be developed. Extra-curricular activities like drama club and book week enhance the curriculum.

MATHEMATICS

90. Standards in mathematics have been fully maintained since the last inspection; there are clear signs that they are now on an upwards curve. On the basis of 2001 national test results based on average national curriculum points scores, attainment was below the national average for pupils aged seven; that particular group of pupils performed poorly on entry to the school in the Reception class. The percentage of pupils obtaining level 2, the expected level, was average; the proportion obtaining the higher level 3 at the end of the Infant phase was well below the national average. Pupils' performance in the mathematics test for pupils aged seven was well below average in comparison with schools with pupils from similar backgrounds. **However, the average attainment of pupils in the three years 1999 to 2001 broadly matched national standards.** The performance of girls was slightly higher than that of boys in the national tests over the last three years.
91. In the 2001 national tests at the end of the Junior phase, pupils' attainment in terms of points scores was in line with the national average. The proportion of pupils obtaining level 4, the expected level nationally, was average, as was the proportion reaching the higher level 5. This group of pupils performed very well compared with how they performed when they were seven, against national standards. If pupil mobility had been lower, the published results would have been higher. When compared with pupils from schools of a similar type, standards were average. The performance of boys has been similar to that of girls over the last three years. Over the last three years, pupils have left the school at the age of 11 just behind pupils nationally, by less than half a term.
92. For the current groups of pupils, evidence from the lessons observed, analysis of pupils' work and discussions with pupils indicate that standards of attainment are average for pupils aged seven and for those aged 11. Within the range of mathematics work seen during the inspection, pupils in both the Infant and Junior phase show a satisfactory and improving level of attainment related to number.

Pupils in the Infant phase have a good grasp of the subject of time. They understand the differences between the 12- and 24- hour clocks and are familiar with both analogue and digital clocks. They use appropriate mathematical vocabulary and practise their multiplication tables regularly. Their knowledge of these tables is generally good. Pupils aged 11 recall primes and prime factors; they reduce numbers such as 32 to $2 \times 2 \times 2 \times 2$. They are able to interpret quite complex pie-charts, using percentages and fractions. Given a pie chart illustrating different food preferences they answer questions such as "What fraction / percentage / number of pupils prefer pasta?" They develop their own strategies when solving problems in their heads, can interpret charts appropriately, and are familiar with different ways of presenting data. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics currently match those at the time of the last inspection for pupils at the end of the Infant and Junior phases. Higher attaining pupils are paired with older pupils, where appropriate, to enhance learning.

93. Overall learning of pupils in mathematics in the lessons seen during the inspection was good in both the Infant phase and Junior phase, for all pupils, including those having special educational needs. Learning is enhanced by the judicious use of ICT. This is a particular strong feature of teaching mathematics at this school, particularly in Year 5 and Year 6. For example, ICT is used to display rapidly changing patterns of numbers that pupils have to identify. Additional features aiding progress include the extremely positive attitudes and behaviour of the pupils, and the overall standard of teaching. The teaching observed was excellent in three of the seven lessons seen, good in two lessons and satisfactory in the other two. In an excellent Year 3 lesson, the teacher skilfully directed her questions to ensure that all pupils were sufficiently challenged. This lesson had a quick pace, which the pupils thoroughly enjoyed. In another excellent Year 5 lesson on the reflection of shapes, the level of challenge was exceptionally high. Some of the shapes that pupils had to produce reflections of were amazingly complex; the pupils loved it and the inspector was grateful that the teacher did not ask him! Teachers treat their pupils with great respect; lessons have a productive working atmosphere and are not marred by petty rancour. This maximises pupils' learning. Teachers in most numeracy lessons begin with effective and appropriate question and answer sessions, to revise previous work and set pupils thinking. This is sometimes referred to by teachers as "brainstorming" and is enjoyed by the pupils.
94. The co-ordinator for mathematics is exceptionally capable. The school is very fortunate to have her; she is an accomplished mathematics graduate who teaches extremely well. She is well placed to judge mathematics teaching in other classes, and is a leading mathematics teacher in the area. Pupils' achievements are satisfactory and rising; the current Year 5 is on course to exceed national standards. Assessment is not yet used effectively to track pupils' progress as they go through the school. Numeracy is taught well across the curriculum. Resources are satisfactory.

SCIENCE

95. There has been good improvement in science since the last inspection. Pupils' attainment at the end of the Junior phase is now on course to meet the national average; this represents the needed improvement in standards identified in the previous report. The knowledge of teachers and the standard of teaching is

significantly improved. The recent introduction of government guidelines is assisting teachers in their planning, which in turn enables pupils to build on previous knowledge, understanding and skills. The high emphasis on an investigative approach to learning has been successful in increasing pupils' scientific skills and understanding.

96. Attainment at the end of the Junior phase in the 2001 tests was below the national average in terms of average national curriculum points scores. In comparison with results of similar schools standards were also below average. Inspection evidence indicates that standards are beginning to rise; a higher proportion of pupils in the present Years 5 and 6 are on track to attain the national expectation level 4, and a higher percentage than before, the higher level 5. There is no significant difference in the attainment of boys and girls in the present Year 6 cohort of pupils.
97. A comparison of earlier work with that being done now shows that 11 year-old pupils, over the time they have been in the school, have made good progress. The vast majority of pupils achieve well in lessons, due to the high emphasis on an investigative approach to learning and the good quality of teaching.
98. Scrutiny of pupils' work and discussion with their teacher indicates that pupils' attainment at the end of the Infant stage has been maintained, standards being in line with the national average. Pupils' achievement is satisfactory. The work in Year 1 demonstrates a satisfactory knowledge and understanding of materials. Pupils are able to sort materials according to hardness and smoothness, demonstrate good knowledge that light comes from different sources and that movement results from pushing and pulling. They have planted seeds and investigated flowers well. Their labelling of drawings indicates that pupils know the names of parts of the flower. Higher attaining Year 2 pupils show good knowledge of what to do to keep fit, and differentiate and record findings of their work on movement, for example, which car goes the furthest. Average attaining pupils are also achieving well and use their mathematical knowledge of measurement in their recordings. A small number of lower attaining pupils, including those with special educational needs, require more adult assistance in writing about and illustrating their work. Pupils' investigations into the strength of hair show satisfactory awareness of what is meant by a fair test. Discussion with their teacher indicates that a small number of lower attaining pupils have less understanding of their experiments. Pupils are able to show the difference between living and non-living things, in pictorial form. Higher and average attaining pupils write a brief explanation using appropriate scientific language of what is needed for a simple electric circuit to work.
99. Standards for pupils currently at the end of the Junior phase match national expectations. Scrutiny of pupils' work shows that they have made good progress overall in the time that they have attended the school. The vast majority of pupils achieve well in lessons, due to the good quality teaching and a high emphasis on experimentation, where pupils learn well through finding things out for themselves. Pupils with special educational needs are fully included in lessons, and where necessary, receive additional support, which enables them to improve their knowledge and understanding of science at a good rate. Ethnic minority pupils are achieving well and are fully included in all lessons. There are no pupils who require English as an additional language support.

100. Pupils in Year 3 have learnt about the importance of healthy eating. They are growing in knowledge about living things through observation, investigation and carrying out fair tests. When learning that water is transported through the stem to other parts of the plant, they ask relevant questions. Their earlier work shows that they are able to communicate their findings well using appropriate scientific language drawings and tables. When investigating arm length, pupils in Year 4 are able to make accurate measurements and comparisons. Year 5 discuss factors that affect heart rate, collect evidence and present their results in a line graph. No lesson was seen in Year 6, so judgements are based on discussion with pupils about their work. These pupils are enthusiastic about the subject. They use scientific terms when explaining changes that take place, such as 'evaporation' and 'condensation'. The above average and average attaining pupils are able to explain the life cycle of a butterfly, and discuss the effects of smoking on the body sensibly. When talking about their recordings of a good range of scientific experiments, including filtration, they are able to explain their predictions, findings and conclusions. Lower attaining pupils need more assistance in explaining previous work, which involves a wide range of recording methods, such as drawings, tables, bar charts and line graphs. Pupils have also used ICT well to communicate data in an appropriate way.
101. The quality of teaching is good overall. As well as lesson observations, the work from all classes in the Infant and Junior phases that was presented for analysis was taken into consideration. There is a lack of consistency in the presentation of work and also in the quality of marking. Although there are helpful comments to aid the pupils to make improvements, this is not yet sufficiently consistent across the school.
102. Three lessons were observed in the Junior stage, one was judged to be good, one very good and one excellent. Teachers have secure subject knowledge. A key strength is the way in which pupils are made aware of the purpose of the lesson; this brings understanding of what they are doing and why. Investigative and experimental work feature prominently. Especially good use is made of probing questions, to consolidate and extend pupils' learning. Pupils are encouraged to explain what they think might happen, and teachers' intervention helps them to consider the evidence and reach conclusions. Relationships, which are very good, are having a significant impact on the good quality of teaching and learning. In a Year 3 lesson, pupils were allowed to get things wrong. The teacher cleverly used this for the purpose of more rigorous enquiry into the distance dye would travel up the celery stalk, and how this was happening. This lesson contributed very well to pupils' spiritual development, with pupils expressing wonder at the results. Resources were also used well to support learning in Year 5, where pupils use stop-watches to time their investigation into factors which could affect pulse rate. Also In this lesson, a very good demonstration of how to present findings in bar graph form supported pupils' mathematical development well. In Year 4, the opportunities to discuss how to make accurate measurements enhanced pupils' listening and speaking skills, as well as their knowledge of how ensure a fair test. In all these lessons, the teachers' enthusiasm for scientific enquiry was transferred to the pupils, who were eager to learn. Pupils work hard independently and also cooperatively, when completing their investigations.
103. The curriculum for science meets the requirements of the National Curriculum. The science co-ordinator, who has only been in post for four months, has already

identified the areas for development. He has been responsible for the recent introduction of national guidelines that are assisting teachers in their planning, and which are enabling pupils to build on previous learning. Most staff have attended appropriate training in order to implement the scheme successfully. Medium term plans are being monitored, to enable the co-ordinator to support colleagues and maintain an overview of the subject. The co-ordinator has rightly identified the need to improve assessment in the school. The present procedures do not yet level pupils' work sufficiently accurately against National Curriculum levels, in order to track pupils' progress effectively and maximise their learning. Resources are satisfactory.

ART AND DESIGN

104. Since the last inspection, standards have been maintained from Years 1 to 6. The school is in the process of reviewing the subject, and is adopting national initiatives.
105. Pupils use a range of media and materials to develop their skills and techniques in the subject. Pupils learn appropriately about famous artists such as Mondrian, and develop their historical knowledge when observing pictures of old and new houses. Year 1 pupils observed a variety of plants and leaf shapes. They extended and developed their learning by using different coloured paper to produce a worthwhile collage, which represented their ideas of a favourite leaf shape. In Year 2, pupils observe and draw sunflowers, and sketch a self-portrait. They visited the local Church to observe and draw parts of the building, looking for patterns and shapes inside and outside of the building. Religious education was consolidated during this lesson, as the teacher reinforced their understanding of the purpose of the Church. Pupils in Years 3 to 6 extend and develop their skills appropriately as they sketch their own portrait, and sketch a person to show movement. In Year 4, pupils explored ideas to enable them to create a useful sculpture, which is to be placed in the school grounds. Pupils used their imagination well and produced some well thought-out designs; for example, one group decided to place their sculpture of a giraffe in the Infant playground to enhance the environment. Pupils in Year 5 used information and communication technology to create 3D models from a two-dimensional design. In Year 6, pupils use a view-finder to sketch an area of interest and use observational drawing to good effect.
106. The overall quality of teaching is satisfactory, with some good teaching seen. Most teachers have a sound knowledge and understanding of the subject, and provide all pupils with appropriate learning opportunities, including those with special educational needs. Lessons are generally well planned and organised. All pupils have good attitudes to their learning, and listen carefully to their teacher.
107. Pupils' work in art makes a positive contribution to their social and cultural development. They work well together in lessons, and take responsibility for clearing away after the lesson.
108. The subject has a new co-ordinator, who is reviewing the planning and implementation of the subject. She works very hard and is developing the school's scheme to include national initiatives. She leads by example, and has mounted a high-quality and stimulating display in her classroom that consists of visually re-created stories, songs and poems. She is developing an art and design portfolio with

examples of pupils' work from each unit taught. At the present time, she does not monitor teaching and learning; however, plans to monitor teaching and learning in the future are in hand. Resources are satisfactory.

DESIGN AND TECHNOLOGY

109. The school provides a satisfactory range of opportunities for the development of design and technological skills. An improvement since the last inspection is the recent use of guidance from the Qualifications and Curriculum Authority. The implementation of this guidance is making a strong impact on planning, and has resulted in increased opportunities for pupils to design what they make.
110. There is good provision for the pupils with special educational needs, who are fully included. Recently, there has been an increased emphasis on pupils working co-operatively, without restricting their ability to act on their own initiative if desired.
111. Owing to the way the timetable is organised, no design and technology lessons could be observed. Taking account of the work seen in pupils' books and conversations with pupils in Year 6 and with the Year 2 and Year 6 teachers, the evidence shows that standards overall meet national expectations for pupils by the ages of seven and 11.
112. By the end of Year 2, pupils have experienced a satisfactory range of opportunities for them to develop their designing and making skills. Year 1 pupils have drawn useful plans of their classroom. The higher and average attaining pupils use simple sentences to explain their work, and the lower attaining pupils single words. They have explored different foods appropriately and used pictures and words to describe their findings effectively. Their recordings of how they made biscuits clearly show that individual decisions have been made about which topping to use. A higher attaining pupil has successfully made a shiny packet for her biscuit. Her plan of a cardboard face with a sliding section, which changes the direction of the eyes, demonstrates satisfactory progress in the development of skills. More recent work includes formulating precise instructions for how to make a cup of tea. Year 2 pupils have experimented in how to join strips of paper together, and have also designed and made 'Technicolor dream coats', using fabric. These have involved designing a three/four colour pattern using the computer, and accurate cutting, joining and sticking skills.
113. By the end of Year 6, pupils make more detailed designs and understand the purpose for these. Their earlier work includes a design for an egg box, a model of a Saxon house, and Viking jewellery. Their designs for a moving vehicle using a cereal box show detail of views from the side front and above. More recently pupils have designed and made slippers. The quality of this work is good, pupils having used a range of appropriate joining techniques in their work. Pupils with special educational needs and the ethnic minority pupils are fully included in the curriculum and make satisfactory progress alongside their peers. Throughout the school pupils either make cards or Easter bonnets. This is a school tradition. The quality of this work is of a good standard, and involves parents well in pupils' learning. Pupils say they enjoy design and technology, demonstrate keen interest and show pride in what they have made. They talk enthusiastically about what they have done, identifying the strengths and weaknesses in their designs, and suggesting ways in which their work and that of others could be improved.

114. Analysis of pupils' work shows that there is very little evidence in some pupils' books. This is because not all their work in the subject is recorded. Because design and technology is taught in blocks, progress in the development of skills is sometimes affected. There is also inconsistency in teacher expectation regarding presentation of work and the marking of work, which does not always guide pupils constructively to make improvements.
115. The co-ordinator provides satisfactory leadership for the subject and guidance for teachers in using the new scheme. Resources are satisfactory. There has not yet been any monitoring of the quality of teaching and learning within classes; however, teachers' medium term plans are checked for appropriate content. The school is aware that assessment and the tracking of pupils' progress need development in order to increase pupils' knowledge, understanding and skills further. The pupils use information and communication technology very confidently to support their work in design and technology.

GEOGRAPHY

116. Since the last inspection standards in the subject have been maintained in Years 1 and 2, and have improved in Years 3 to 6. No lessons were observed in Years 1 and 2 and only one lesson in Years 3 to 6. From the evidence of the one lesson seen, together with a scrutiny of work across all ages and teachers' planning, and discussions with pupils, it can be seen that pupils of the ages of seven and 11 attain the standards in geography appropriate for their ages.
117. The geographical topics taught ensure that pupils explore place, acquire, use and extend geographical skills and vocabulary, and use their enquiry skills to enhance their learning. They have studied the quality of the school environment and the effects of pollution. These activities have appropriately helped pupils' learning. Pupils talked enthusiastically about a traffic survey they had conducted outside the school, with results of their findings recorded as a bar chart. From their studies, pupils contrast their own locality with that of Alston in Cumbria. They talked confidently about the shops in Alston, and expressed surprise when they discovered that it did not have a large supermarket or leisure centre. Pupils show skills in simple mapping work, and locate Bolton and Alston easily on a large wall map.
118. In Years 3 to 6, pupils build on their earlier knowledge and skills. Younger pupils investigate the local area and the land used in the locality. Pupils in Year 4 learn about Chereponi in Ghana, and contrast this area with their own locality. They enhance their learning of rivers and study the river Usk in detail. These skills are developed further as pupils move into Year 5, where they investigate the environment of the area and how it affects the way that people live. Pupils in Year 6 use their enquiry skills well to investigate using a range of resources, including information and communication technology, as they learn about Ancient Egypt. Pupils discussed the Shabti with animation, and spoke with confidence, demonstrating good knowledge and understanding. Pupils' skills in literacy and information technology are effectively consolidated through the subject.
119. From the evidence available, the quality of teaching is at least satisfactory. Planning indicates that correct geographical terminology is used, and activities are well matched to the differing needs of pupils, including those with special educational needs.

120. There have been very good improvements in the management of the subject. The acting co-ordinators have a very good over-view of the subject and are currently in the process of reviewing the planning and teaching of geography. They have worked extremely hard on this.

HISTORY

121. Since the last inspection standards in Years 1 and 2 have been maintained and have improved in Years 3 to 6. Only one lesson was observed in the Infant classes, and two lessons observed in the Junior classes. Judgements are based on these lessons, together with scrutiny of pupils' work and discussions with pupils and teachers. By the end of Year 2 and Year 6, pupils achieve standards that match those expected nationally.
122. Throughout Years 1 and 2, pupils develop their historical knowledge as they study events and changes and people in the past. In Year 1, pupils develop a clear understanding of how the past is different from the present. Observational skills are becoming well developed, as they learn about old and new houses and compare and contrast different features. In Year 2, pupils extend and develop their knowledge as they become acquainted with notable figures from British history, such as Guy Fawkes and Florence Nightingale, and are aware of the impact they made.
123. In Years 3 to 6, pupils broaden the scope of their work. In Year 3, pupils successfully discussed the Anglo Saxon way of life and engaged in historical enquiry to learn more. Year 4 study the Tudors in depth and broaden their knowledge and understanding as they study World War I. In Year 5, pupils learn appropriately about the Victorians and study their way of life in depth. By the end of Year 6, pupils have a good understanding of chronology, using a time line showing major events and changes through history. They have a very thorough understanding of past civilisations, such as that of the Ancient Egyptians. Work is recorded in different ways, using charts and tables and writing in different genres. Information and communication technology is extensively used by teachers and pupils, who use the internet frequently, as a research tool. This is extended and developed through use of computers at home. Pupils demonstrate a very keen interest in the subject and maintain a high level of interest throughout the lesson. Pupils in Years 3 to 6 make good progress in the subject especially in developing skills of historical enquiry. Pupils with special educational needs are fully included in the subject, and make progress commensurate with that of their peers.
124. Taking into account the full range of evidence, the quality of teaching is satisfactory overall in Year 1 and 2 and 3 to 6. Some examples of good and very good teaching were seen in the Junior years. These teachers have a good knowledge and understanding of the subject, and have clear objectives for learning. They make profitable use of a range of resources to help stimulate enquiry and extend thinking. The co-ordinator provides very good leadership and management for the subject, and is developing the subject very skilfully.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Standards in information and communication technology (ICT) have improved immensely since the time of the last inspection. At that time, standards were judged

to be below national expectations by the age of seven and by the age of 11. In the work seen during this inspection, standards met national expectations for pupils aged seven and were above national expectations for pupils aged 11. **ICT and its use across the curriculum is becoming a real strength at this school.**

126. Facilities for ICT have been completely upgraded with the very helpful assistance of monies from the local Education Action Zone (EAZ). The school now boasts a suite of fifteen computers, networked together and also networked to the other computers in each classroom. Additionally, three classrooms have been equipped with interactive smartboards to enhance teaching in other subjects as well as ICT. All pupils receive one hour of taught ICT each week, together with another hour in which they use their ICT skills to support learning in subjects as diverse as mathematics, art, English and geography. This is making a great impact on pupils' learning. Some of the staff have received very high quality training from staff of the Education Action Zone; this training has been found by the staff to be far superior to their national training.
127. By the end of the Infant phase, pupils generate text and insert appropriate pictures and save and retrieve information. They know and understand the term database and are able to interrogate databases with minimal assistance, to search, for example, for the names of classmates who have blue eyes and brown hair. By the end of the Junior phase, pupils are able to design and evaluate multimedia pages. They can design a representation of a conversation between two people, having great awareness of their audience and the need for quality and interest in their presentations. They are able to compare their work with that produced at a local football club. Pupils in Year 5 routinely use ICT as a tool to help their work in other areas of the curriculum.
128. Learning in the Infant phase and Junior phase is at least very good and sometimes excellent for all pupils, including those having special educational needs. Teaching in the lessons seen was at least very good. Teachers have very good knowledge and understanding and set the highest expectations. Pupils rise appropriately to the challenge, working at a tremendous pace and producing superb presentations in very short time periods. The work in Year 5 and Year 6 was among the very best that this inspector has seen. Pupils' response is very good indeed. They show great eagerness for, and interest in, this subject. Pupils work hard in practising their skills and work co-operatively very well. They are not afraid to volunteer their own suggestions; relationships are excellent.
129. Assessment is not yet used effectively to monitor pupils' progress in this subject. There are two co-ordinators for this subject, one of whom is the headteacher. They carry out their work diligently and monitor the subject appropriately. One drawback of ICT provision is that the suite is housed in a classroom; this means that whenever it is used the class has to vacate their classroom. There is a thriving ICT club for pupils in Year 5 and Year 6.

MUSIC

130. Standards at the ages of seven and 11 match the levels expected nationally. Pupils of all levels of attainment make satisfactory progress overall.

131. Standards of attainment in the Infant stage have been maintained since the last inspection. There was no judgement for the Junior stage in the previous report. Inspection evidence indicates that, by the age of 11, pupils' attainment is satisfactory, and the majority of pupils are likely to attain the national expectation. Pupils with special educational needs and ethnic minority pupils make a similar rate of progress as others in their year groups.
132. By the age of seven, pupils sing clearly and in tune. They perform well together, for example, in assemblies, where they sing songs and hymns with satisfactory attention to changes in pitch and tempo. They also keep good time when they are singing, and are developing an awareness of patterns in music, remembering that the chorus is repeated after each verse. Pupils listen to a satisfactory variety of music, which includes music of other cultures and times. Pupils in Year 2 experiment well with a range of percussion instruments, and are beginning to record simple compositions in pictorial form.
133. Musical skills are developed further in Year 3, where pupils learn about composition. They analyse short compositions and create their own music. They sing 'Puff the Magic Dragon' in tune and, when exploring rhythmic pattern, they are able with practice to maintain their own rhythm, irrespective of others. In Year 4, pupils are learning about pentatonic scales and how they are used in music. The teacher's evaluation of a recent lesson in Year 5, where pupils compared a song from the pop charts with those from a musical, indicates clearly that most pupils have satisfactory understanding of what a lyric is and how it can create a mood. Year 6 pupils have composed simple tunes, which they have performed and evaluated. They enjoy singing in the round form.
134. A small minority of girls and boys from Years 5 and 6 receive instrumental tuition from a music specialist. When playing their flutes and clarinets, their attainment is satisfactory. They read formal notation and play their chosen instrument with confidence and increasing accuracy. There is also a recorder club where skills are taught. These opportunities are very beneficial for pupils' musical development.
135. Inspection evidence was also gained from lesson planning and discussion with teachers and pupils. This indicated that teaching overall in the school is satisfactory, and the teaching in the lessons observed in the Junior phase was of a good standard. Lessons are planned with clear learning objectives, which are clarified with the pupils to ensure they have good grasp of what it is they are to learn. Pupils' previous knowledge and understanding are used effectively to help them to develop their skills of performing music. There is good quality guidance in how to play musical instruments correctly. The good pace of lessons helps to maintain pupils' interest and the good practical opportunities provided ensure pupil involvement. The very good relationships with pupils and encouragement of pupils to evaluate their work were features of the lessons observed.
136. The music curriculum meets the requirements of the National Curriculum. The music played in classes supports pupils' spiritual development; however, this could be extended, for example, at the start and end of assemblies. The satisfactory opportunities for pupils to participate in school productions, to entertain senior citizens and participate in church services contribute well to pupils' self-esteem and their social development.

137. Co-ordination of the subject is satisfactory. The co-ordinator has only been in post for four months. National guidelines have only recently been introduced. These are already assisting teachers in their planning and enabling pupils to build on previously learnt skills and knowledge. The school now needs to increase the opportunities for pupils to compose and record their work and to improve assessment, so that pupils' individual progress can be tracked and used to ensure that skills are developed as pupils move through the school. The use of information and communication technology is being well developed in this subject, and resources are satisfactory and used well to support pupils' learning.

PHYSICAL EDUCATION

138. Standards have been maintained since the last inspection. Pupils in Year 2 and Year 6 are working at similar levels to those expected nationally. The school has improved its curriculum, and now gives appropriate attention to the systematic development of skills in all age groups. Most pupils, including those with special educational needs, are achieving well. All are included and take a full part in lessons. The lessons observed during the inspection focussed on gymnastics and games. Teachers' planning indicates that the curriculum in dance also receives appropriate coverage. Swimming lessons are provided in the summer term for pupils in Year 5, and for non-swimmers in Year 6. Whilst good progress was made in the lesson observed, school records show that last year a sizeable percentage of pupils did not reach the required standard in swimming by the end of the course.
139. By the age of seven, pupils remember and reproduce a wide range of simple actions with good use of space. They follow the teacher's instructions to carry out a short gymnastic sequence of jogging, rolling and rising. They link different types of movement smoothly with control and co-ordination. Pupils observe each other's work, but do not evaluate what they see in detail, or link their observations to their own performance.
140. By the age of 11, pupils are beginning to connect skills and techniques and apply them accurately when playing games such as cricket. They practise bowling, throwing and catching carefully to improve their performance, before using these skills in a game of French cricket. They show good understanding when comparing and commenting on their own and others' work, identifying areas for improvement and working hard to get better. They are only just becoming aware of the use of tactics, and are not yet adept in using strategies in their own games.
141. Teaching and learning are satisfactory in the Infants and good in the Juniors. The older pupils are challenged to try out their own ideas and to monitor their performances. This is less evident for pupils in Years 1 and 2. These pupils are not always encouraged to be independent in getting out equipment and tasks are often overdirected. For instance, pupils follow the teacher's specific instructions to perform their gymnastics sequences, without the opportunity to compose or order a sequence for themselves. All teachers use pupil exemplars to demonstrate good practice. This is more effective in the Junior phase, where criteria for success are clearly explained, so pupils are enabled to evaluate performance more purposefully and make significant comparisons to improve their own work. All lessons are planned in accordance with the school's scheme of work, and provide a good structure in which pupils learn and practise skills before using them in a game or a performance. Teachers use their secure knowledge and understanding to plan appropriate warming up and cooling down activities. Consequently, pupils learn about the need to exercise safely. However, opportunities are missed to remind pupils of the effect of exercise

on the body, for example, by feeling raised heartbeats or generated heat. Teachers establish supportive relationships. They use praise and encouragement to promote the pupils' self-esteem, as when pupils in Year 1 held their positions in a variety of balances without fear of failure. Teachers set high standards of behaviour and manage pupils well. This is reflected in the way pupils co-operate with each other, as well as compete in teams. There was a good example of this in Year 3, where pupils waited their turn in relay races, played fairly in response to the rules and were enthusiastic in cheering on their own team. The subject in this way makes a very good contribution to the pupils' social development.

142. Management is satisfactory. The curriculum co-ordinator has been instrumental in leading the implementation of the scheme of work. Her role in monitoring teaching and standards is not well developed. Assessment procedures are in place but are not used consistently to plan new work. The subject makes a good contribution to pupils' skills in speaking and listening, as all pupils listen carefully to follow instructions. Good opportunities are provided for older pupils to speak for a specific purpose, when evaluating the work of others. A wide range of after-school clubs enhances the curriculum for pupils of all ages. Close links with the secondary school provide very good coaching opportunities for older pupils. Resources are satisfactory overall and are used appropriately to help pupils to improve.