

INSPECTION REPORT

WRAWBY ST MARY'S CE PRIMARY SCHOOL

Wrawby, Brigg

LEA area: North Lincolnshire

Unique reference number: 118021

Headteacher: Mrs P Ward

Reporting inspector: Tony Painter
21512

Dates of inspection: 27th February – 2nd March 2001

Inspection number: 207561

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Vicarage Avenue Wrawby Brigg North Lincolnshire
Postcode:	DN20 8RY
Telephone number:	01652 655579
Fax number:	01652 655579
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Greathead
Date of previous inspection:	2 nd November 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tony Painter 21512	Registered inspector	Mathematics Science Design and technology Music Physical education The Foundation Stage English as an additional language	What kind of school is it? The school's results and achievements. How well is the school led and managed?
Margaret Manning 8943	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
John Manning 2893	Team inspector	English Information and communication technology Art and design Geography History Religious education Special educational needs Equal opportunities	How well are pupils taught? How good are curricular and other opportunities?

The inspection contractor was:

TWA Inspections Ltd
Lakeside
Werrington
Peterborough
PE4 6QZ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wrawby St Mary's is a voluntary controlled primary school for pupils between 4 and 11 years. There are currently 113 pupils on roll with slightly more boys than girls. Most pupils come from the rural area around the school. A significant number come from Traveller families and many pupils join and leave the school each year. The proportion of pupils in receipt of free school meals, at 5.3 per cent, is below average. However, many other pupils would be eligible and the overall proportion is average. The attainment of children joining the school is in line with that expected of children of their age. All pupils come from white backgrounds. Six come from French or Romany-speaking families, but none of these is at an early stage of learning English. Thirty pupils are on the register of special educational needs, around average. Two of these have statements of special educational needs.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is good, particularly in creating a positive atmosphere for learning for all pupils. The headteacher has established a very clear direction for the school and analyses the strengths and weaknesses of provision well. Very good management is improving the standard of teaching, which is now consistently good. The school provides satisfactory value for money.

What the school does well

- Good teaching throughout the school leads to high standards, particularly in science and mathematics.
- Pupils with special educational needs and those from Traveller backgrounds are effectively supported in order to make good progress.
- Very good management involves all staff and establishes a clear direction for further improvement.
- Good partnerships with parents support pupils' learning and help them to do well.
- There are very good relationships at all levels and arrangements for pupils' personal development are very effective.

What could be improved

- Pupils' writing, particularly in the junior years, is below the standard they could be achieving.

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 November 1998, when serious weaknesses were identified, particularly the teaching in the junior classes. It has made good improvement since that time in all weak areas, especially in the quality of teaching. The management of the school has improved with clear leadership and effective involvement of the governing body. New systems of co-ordinating subjects and much improved monitoring of the school's work are leading to greater understanding by all staff of what needs to be done to improve. Better assessment systems are giving a clearer view of what pupils can do and this information is helping teachers to improve their work. This has led to better attainment by the time pupils leave the school, particularly in mathematics and science. Good systems have been introduced to identify and support pupils in the early stages of special educational need.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	C	C	C
Mathematics	C	A	A*	A*
Science	E	A	A	A

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

Pupils' results in these tests have risen from the low levels achieved in 1998. In science, the results are well above average and in mathematics they are in the top 5 per cent of schools nationally. Results in English are satisfactory, but are held back by pupils' relatively weak writing. Standards in reading are above average. When compared to the results of similar schools, the same pattern emerges with strong attainment in science and particularly mathematics. Attainment in English is weaker, but average.

Inspectors confirm the results of the tests and find signs of improving standards, particularly in the junior classes, resulting from more consistently good teaching. The attainment of children entering the school is average and they learn well through the school. By the time pupils begin the National Curriculum, many achieve above average standards. By the age of seven, standards are well above average in science and mathematics and good in English. The standards are maintained in the junior classes and pupils in their final year at school show attainment in mathematics and science that is well above average. Their performance in English is good, but is limited by relative weaknesses in their writing. Pupils achieve average standards in the other subjects of the curriculum. The school is setting ambitious, but attainable, targets for pupils' attainment and using good assessment systems to track their progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to come to school and take part in activities.
Behaviour, in and out of classrooms	There is good behaviour and teachers have effective strategies to deal with any concerns.
Personal development and relationships	Very good relationships form the foundation of the school's work. A strong supportive family atmosphere permeates the whole school.
Attendance	Unsatisfactory levels of overall attendance, but there are no unauthorised absences and the school has good procedures to know where children are and why they are absent.

Very good relationships encourage pupils to work and play together happily. They look after each other and respect the fact that they are different from each other. Low attendance is often because of Traveller pupils leaving the school for periods of time. However, all pupils in the school show good levels of enthusiasm and are very interested in their work.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

All teaching was satisfactory or better and in 20 per cent of lessons, teaching was very good. The consistency of teaching is much improved since the last inspection. Teaching is well adapted to meet the needs of all pupils. Traveller pupils, for example, are welcomed into the school and have well organised support that helps them to learn quickly. Pupils with special educational needs have clear targets to help them improve. All teaching in the Foundation Stage was at least good. Effective teamwork and a well-planned approach help all children to settle quickly into school. Teaching in the rest of the school is good. Teaching of both English and mathematics is good and teachers make effective use of national advice on teaching literacy and numeracy. However, teachers in the junior classes do not take sufficient opportunities to promote high expectations of what pupils can achieve when writing, particularly in subjects other than English.

Very good relationships form the foundation of the good teaching and lessons are often lively and good-humoured. This gives pupils confidence and make them keen to learn. Teachers make good use of resources to interest and motivate pupils, developing greater understanding and knowledge. They help pupils to learn through good marking that sets out what they need to do to improve, and by effective use of homework.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good opportunities are given across the full range of the curriculum. Appropriate attention is paid to literacy and numeracy.
Provision for pupils with special educational needs	Good provision is made. Concerns are identified at an early stage and pupils are supported well to help their learning.
Provision for pupils with English as an additional language	Good support is given to the small number of pupils involved and this helps them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good opportunities are provided for all pupils to work and play together, developing respect for different backgrounds. There is strong provision for moral development through clear codes and systems of reward.
How well the school cares for its pupils	There are very good arrangements for ensuring the day-to-day welfare, health and safety of pupils and making them feel secure.

Good partnerships are established with parents. Many help in school and good information is given on all aspects of the school's life, although there is scope to improve some reports on pupils' progress. A good range of extra-curricular activities, often with the useful support of parents, enhances the curriculum for all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership from the headteacher sets a clear direction for the school's improvement. Strong systems for co-ordinating subjects lead to effective teamwork and common purpose.
How well the governors fulfil their responsibilities	Governors have good understanding of the strengths and weaknesses of the school and are closely involved in planning developments.
The school's evaluation of its performance	The monitoring of teaching and standards is very good. All staff and many governors are involved in making accurate evaluations of the school's work.
The strategic use of resources	All resources are used well.

Good levels of staffing and resources are used effectively to promote the learning of all pupils. The accommodation is good and provides opportunities for a wide range of activities. The clear and positive leadership has been an important factor in the school's improvement. Good measures are taken to ensure that all decisions offer good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Before the inspection, 18 parents attended a meeting. There were 52 replies to a questionnaire sent to all parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school and make good progress. Teachers have high expectations of pupils. The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> The amount of homework. The range of extra-curricular activities.

The inspection team generally agrees with the positive points, although more could be expected of pupils in their writing. Parents express opinions that homework is both too much and too little. The inspection finds that the amount is about right and is effectively used to increase pupils' learning. A good range of extra-curricular activities enriches the curriculum and pupils' experiences.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' overall standards in National Curriculum tests are well above national averages by the time they leave the school and above those of similar schools. This is an improvement on the standards described in the last report. Results in most subjects in the National Curriculum tests in both key stages have generally been well above national averages. In the most recent tests, for example, the school's results for reading of 7-year-olds and mathematics of 11-year-olds were in the top 5 per cent of the country. Results in mathematics for 7-year-olds and science for 11-year-olds were well above the results of similar schools and all schools nationally. An exception to this pattern is pupils' writing, particularly in the juniors. Pupils' writing is a little weaker than their reading in the infants, but still above the national average and in line with that found in similar schools. In the juniors, however, the standards of writing are only average, although reading is good. Overall, results for English therefore are average when compared with similar schools and all schools nationally. This has resulted from a period of weak teaching in the junior classes identified in the last report. This position is now remedied but, although standards are rising, there is still more to be done.
2. Any variations in the test results have resulted from the different abilities of the small groups of pupils involved. Results have kept pace with the rising national trends and there are clear signs of improvement in pupils' standards in school now. These improvements will result in better results in the future. These improvements are the result of more consistency in the teaching throughout the school. In particular, good monitoring and support for teachers is leading to shared expertise and more effectively focused teaching. The school is making more detailed and effective analysis of its results in order to focus developments in teaching and the curriculum. As a result of the analysis, the school is setting appropriately challenging targets to improve pupils' attainment. These measures are effective and are beginning to show in the improved standards seen in the inspection.
3. Children enter the reception class with a wide range of attainment, but it is similar to that found nationally. Good attention is paid to developing children's skills in all the areas of learning¹ and, by the time they begin Year 1, children achieve overall standards that are above those expected nationally. There are particular strengths in their development in mathematics and in communication, language and literature. These findings are similar to those shown in the last report.
4. The inspection finds overall standards in English that are above average at age 7 and average by the time pupils are 11 years old. Reading standards are well above average at 7 and 11, although standards of writing are not as good. Most pupils read fluently and with understanding from different types of books by the age of 7 years. They understand ways that authors set the scene and make their points in stories. Juniors improve their levels of expression while they read. By the time they leave the school, pupils read confidently from a wide range of books with good understanding. Seven-year-olds have above average standards of writing, with good knowledge of punctuation and good spelling. Handwriting is satisfactory and pupils show good understanding of a range of different types of writing. Writing in the junior classes is variable in quality, but average overall. This has resulted from a period of weak teaching identified in the last report. Standards are now improving, but pupils are often slow to start and the pace of their work is limited. Teachers do not set sufficiently challenging tasks to build pupils' writing skills, notably in many subjects where

¹ These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also include knowledge and understanding of the world; physical and creative development.

the demands of the writing tasks are low. Infant pupils develop good speaking and listening skills and are keen and confident to enter discussions. Junior pupils talk with clarity when answering questions and enjoy debate and discussions.

5. Pupils' standards in mathematics by the age of 7 are well above national averages. By the age of 11, standards are very high. Pupils learn well in the infant classes. They show interest and enthusiasm for number and count with increasing accuracy. By the age of 7, many calculate the answers to many simple problems in their heads and begin to tackle problems using multiplication and division. They recognise a range of shapes and know some of their properties. In the junior classes, pupils' good rate of learning is maintained. They improve their mental arithmetic skills and explain their thinking increasingly clearly. Pupils collect and graph data, finding the mean and explaining what their graphs show. By the end of the key stage, almost all pupils' attainment reaches the nationally expected levels. Most show consistent and substantial achievement at higher levels.
6. Pupils aged 7 and 11 achieve standards in science that are well above national averages. Infant pupils develop investigations into waterproof materials making guided choices of materials and methods. All make appropriate suggestions and careful observations during their investigations. By the time they are 7, pupils have secure knowledge in all areas of the science curriculum. They identify pushing and pulling forces, make predictions and draw conclusions from simple investigations, such as allowing model cars to run down a ramp. Junior pupils develop a more systematic approach to recording their observations and findings to simple investigations. They use an increasing range of scientific terms correctly in their discussions. By the time they are 11, they effectively use their developing knowledge across the subject to investigate how weights stretch an elastic band and how solids and liquids can be separated.
7. Attainment in information technology is in line with national expectations by the ages of 7 and 11 years. Most infant pupils use the word processor to improve the quality of their written work, changing fonts, colours and size of text. They also use relevant programs to test their number and spelling skills. They program robot toys to complete a set course. Junior pupils are aware of the ways information technology can be used and use the Internet in many subjects. By the time they are 11, they show good levels of confidence researching from CD-ROMs and writing using a word-processor. They confidently set out and use information in tables and spreadsheets.
8. Standards in religious education, by the ages of 7 and 11, are in line with the requirements of the agreed syllabus, although pupils achieve higher standards when talking about their work. Infant pupils write about the first Christmas with a good understanding of the factual detail. They compose prayers that are thoughtful, but rather brief. Most know about the stories and parables of Jesus and understand at a basic level the idea of symbolism. Junior pupils study a range of other faiths and beliefs at different times of the year. They find out about spiritual leaders, such as Saint Paul and John Wesley, and begin to evaluate what they did. They understand the significance of Lent and Ash Wednesday to the Christian faith.
9. Pupils' attainment in all other subjects is in line with that found nationally. Successful implementation of the National Literacy Strategy is giving teachers a clearer structure and helping them to plan to develop skills well in literacy lessons. However, teachers do not always give pupils sufficient opportunities to develop writing skills in other subjects. Tasks frequently require only short answers and this does not challenge pupils to achieve their full potential. Pupils' numeracy skills are improving as a result of effective implementation of the National Numeracy Strategy. In particular, teachers have focused effectively on improving pupils' mental arithmetic skills. Pupils have good opportunities to use their developing skills in other subjects, notably in information and communication technology.

In many of these lessons, pupils use real information gained from their work in other subjects and apply mathematical methods to applications such as spreadsheets.

10. There are no significant differences in the achievement of pupils of different background or gender. Where results seem to indicate that boys achieve less well, these are related to the higher proportions of boys in these year groups with special educational needs. Generally, pupils with special educational needs make good progress and reach levels of attainment in line with their assessed abilities. Individual education plans identify difficulties clearly and set out good programmes to help them make progress. Pupils receive good support from teachers or classroom assistants. Those pupils with English as an additional language and Traveller pupils are given any necessary support to ensure their full participation in the life of the school. Good advice and support is taken from the specialist services available. These pupils are welcomed into the school and make good progress, achieving levels of attainment in line with their capabilities.

Pupils' attitudes, values and personal development

11. Pupils are very eager to come to school and to take part in activities. This was seen in a games session outside for all Key Stage 2 pupils when they were all keen to learn the games skills despite the biting cold. They come to school in good time and settle down very quickly to work while the register is being called, as was seen in the Years 5/6 class. This was particularly commendable as they were enjoying playing in the falling snow.
12. They behave well in lessons and show an interest in what is going on. Younger children, for example, showed a real interest and enthusiasm for number games using a spinner in a mental mathematics session. Older pupils similarly responded very well at the end of a numeracy lesson, entering into the spirit of treating mental mathematics as a game. Behaviour was less good in afternoon lessons when some pupils became a little tired, but it was never unsatisfactory in any class. Pupils also behave well around the school and in the playground. There is some lively play outside, but never aggressive, and the school has had no reason to exclude any pupils. They are very tolerant of one another, as was mentioned by parents at the meeting, and all pupils are well integrated. Parents feel their children are happy in school.
13. Pupils have very good relationships. They are very willing to share and take turns. This was seen with small groups of younger juniors who were engrossed with a literacy game on the computer to get them familiar with nouns. They voluntarily changed places even though they were enjoying it so much themselves. Pupils help each other when working in pairs in the classroom, for example when one boy was seen carefully talking through a money problem using plastic coins with his partner who was having difficulties. A particularly good feature in the school is the family service at lunchtime where older pupils very competently look after younger ones. This shows how well they respond to opportunities to take responsibility. It is less clear how well pupils use their initiative, but they are becoming increasingly mature and responsible as they move through the school.
14. Attendance is unsatisfactory. This is because of the mobile nature of many families and the number of pupils with medical conditions that keep them away at times. The school has very good systems for checking on absences. It therefore knows the whereabouts of all pupils and there is no unauthorised absence. Lateness is not a problem. Registration is prompt and lessons get off to a good start.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good. One lesson in five is very good and none is less than satisfactory. The teaching of children in the Foundation Stage is always good. In the other key stages it is mostly good. This represents a great improvement overall since the previous inspection when teaching was a serious weakness. The strengths in teaching far outweigh the minor shortcomings, but more still needs to be done to help pupils to develop their writing skills in Key Stage 2.
16. There is much strength in teaching throughout the school. All teachers have very good subject knowledge and this ensures that the curriculum coverage is secure across all classes. Teachers establish very good relationships and pupils are keen to learn and to take part in lessons. There is good order in the classrooms though in some afternoon lessons, where the composition of the class changes, a small number of pupils are restless. Teachers, therefore, have to use a lot of skill and persistence to involve them in learning.
17. The teaching of children in the Foundation Stage is good overall. Teachers and support staff understand the developmental needs of this age group very well. They plan tasks carefully to meet the educational and personal needs of all the children. All adults in the classrooms are friendly, approachable and totally committed to caring for the children. Children's work is assessed carefully and systematically and the results are used effectively to set targets and plan future work. There is a purposeful atmosphere in the reception classroom, which reflects the very good teamwork between the teachers and support staff.
18. There is good teaching in the literacy and numeracy sessions. Teachers make effective use of the national advice in these areas and considerable development has recently taken place. In a Key Stage 1 literacy session, pupils were encouraged to explore the feelings of characters as they read a story. The teacher's subtle prompting enabled many in the class, including the lower-attaining pupils, to increase their vocabulary and to understand different moods created in stories. From a simple initial statement that 'he was sad' they increasingly described what caused this feeling using ideas from the story, in response to the teacher's probing and persistent questions. Good emphasis has been placed on developing pupils' mental arithmetic skills and these are leading to higher standards. During a numeracy session in Key Stage 1, the teacher was able to help pupils to explain the connection between the two times table and doubling and halving. By the end of the session pupils could apply this knowledge using a variety of methods in their various groups. Similar examples are seen in Key Stage 2. For example, the cracking pace set during a numeracy lesson kept pupils focused on the subject matter. They quickly responded to a volley of questions testing their knowledge of times tables and then reinforced this knowledge in the group work, with all pupils showing commitment and industry. Even the slower workers produced accurate results in the set time. The teacher reminded them of their targets and intervened when necessary to check their understanding. In the summing up session at the end of the lesson, the teacher reinforced the learning of the whole class with a very lively quiz. Not a minute was wasted. This is true of most lessons and of several registration periods too, especially in the reception and Year 1 class.
19. The work provided for the different groups of pupils in English and mathematics is carefully planned and the contribution of the support staff is very effective in all classes. They are involved in the planning and show initiative in the various ways in which they adapt the material to meet the pupils' individual responses. The few pupils who speak English as an additional language soon acquire the skills to communicate with others in the class. Their teaching is very structured and the large number of well-deployed assistants ensures that

the proportion of pupils with specific needs achieves well. Pupils with special educational needs are given tasks to do which build on their previous learning. They respond positively. In whole-class sessions, the teachers give them the chance to take part in speaking and listening by asking them relevant questions. They work well on the computers when the tasks are within their capabilities and teachers give them plenty of opportunities to reinforce their learning with spelling and number games. The provision for Traveller pupils is very well organised making good use of the skilled support available. A secure ethos is established that welcomes them into the school and fully accepts their backgrounds. Although some have had limited prior experiences in school, they settle quickly into the routines and make good progress.

20. Teachers provide some quite demanding research tasks for homework, such as asking the pupils to find out about famous people and important inventions. Pupils then have to write out in their own words what they have discovered. Only the higher-attaining pupils manage this successfully. A number of others simply copy or print out passages from CD-ROMs without proving their understanding. They need more experience of note making and writing summaries.
21. Teachers make good use of resources as well as time. In a geography lesson in Key Stage 1, pupils were helped to understand the difference between their own village and one in Mexico by a display of very good posters. In Key Stage 2, the use of information and communication technology supports pupils' learning. For example, in mathematics the teacher set them quite challenging tasks using computers to work out a budget for a party and then printing out their results in table form. This helped pupils to gain a better understanding of how to operate spreadsheets. In art, the teacher provided very good visual stimulus to get pupils to design a kanga, an African garment, and by the end of the lesson the various groups had come up with a range of successful patterns using different materials.
22. Lessons are lively and good-humoured and teachers generally have high expectations of pupils. In many lessons, the teacher writes up and discusses what is going to be done and makes sure that all pupils are clear about the tasks ahead. Sometimes in the final few minutes of a lesson the pupils are asked to look back to see how far they have come in the lesson. The assessment of pupils' progress and the marking of their work are good. Teachers suggest ways in which pupils might improve rather than always correcting their work for them. There are targets set to help pupils to focus on specific gaps in their knowledge. However, teachers do not always provide enough time for pupils to develop the depth of their writing in class. Some of the activities do not stretch them enough. For example, some of the older pupils are writing many short answers in subjects, such as religious education, rather than more extended pieces. This does not allow all pupils to fully develop their potential.

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

23. The quality and range of learning opportunities for children in Key Stages 1 and 2 are good. The school meets all statutory requirements and the time allocation for the curriculum is around the average. The curriculum for the Foundation Stage is well planned and gives children a good start to their education, covering all areas of learning thoroughly. Good teamwork and effective use of national guidance provides a full range of activities within all the areas of learning. This enables the needs of all children to be met, including those with special educational needs and those from Traveller families.
24. There have been substantial improvements in the key issues identified in the previous inspection. The weaknesses in short term planning have been eliminated and now

planning in all subjects is good. The school uses national guidance effectively and adapts it to meet the specific needs of the mixed-age classes. The co-ordination of the planning and teaching of all subjects is made more coherent because teachers plan jointly and share ideas across the key stages. For instance, they are producing portfolios of materials to show how well pupils make progress from class to class in a range of subjects. Effective planned links between subjects promote pupils' understanding well. For example, looking at Holbein's work during the study of Henry VIII develops pupils' understanding of portrait painting. The use of information and communication technology figures prominently in many subjects, such as plotting climate changes in geography and using CD-ROMs in history and science.

25. There has been significant development in providing work that matches the needs of individual pupils. Pupils with special educational needs have very clear targets set for them in their individual education plans. They receive very effective teaching from support assistants to help them make progress. Sometimes this occurs within the classroom but, when necessary, pupils are taught individually or in small groups. Pupils new to the school, those who speak English as an additional language and those who have received irregular periods of schooling in the past benefit greatly from this arrangement. Where the school judges it to be appropriate, pupils who are developing at a fast rate in subjects, such as mathematics, are taught with older children and this is having a positive effect on raising their standards. Pupils in Year 6 are starting to have tutorial sessions with a teacher particularly experienced in assessing writing, to help them to develop more depth in their written work. This provides extra challenge for higher-attaining pupils and gives more confidence to other pupils.
26. The literacy and numeracy sessions are planned carefully. In literacy, teachers have begun to adapt the time available to suit the needs of their pupils better now they have gained greater experience. Extra time devoted to writing on one or two days a week is starting to have a positive effect, but this has not yet extended to all other subjects beyond English. In history, pupils are writing more extensively, but not in geography and religious education. The numeracy session is effective and standards in mathematics are good across the school. Pupils are given particularly good opportunities to develop their mental arithmetic skills and to use mathematical vocabulary when talking about their work. They apply their knowledge of number well in other subjects, such as science and information and communication technology.
27. The provision of personal, social and health education for pupils is good. This was the case in the previous inspection. In addition to discussion periods where pupils talk about a range of moral and social issues, they are taught the importance of keeping healthy and fit. Pupils learn of the potential dangers of drugs and the school adopts a sensible approach to warning pupils about personal safety, involving outside agencies when necessary. The school's policy on sex education is clear and provides appropriate guidance to pupils.
28. There are good opportunities for pupils to experience a wide range of extra-curricular activities. After-school clubs give them the chance to attend choirs and to be involved in art and design. They can play games and take part in sport. The choir has been successful in recent festivals in the region. For a small school, the range is good though some parents feel there could be more. There are good contacts with the community to broaden pupils' experiences and to capitalise on the involvement of parents and friends. Links with the church are particularly good and are largely responsible for the strong connection with Mali, which helps pupils to understand life in a very different country from their own. The local professional football club are regular visitors and help the pupils in their games lessons. Relationships with other schools and pre-school groups are good, with the sharing of resources being a key feature.

29. The provision for pupils' personal development is very good as it was in the previous inspection. There is collective worship each day in a full school assembly. Pupils are fully involved and show a good awareness of the world they live in. They speak confidently and read out passages from the Bible with clarity and understanding. Assemblies effectively reinforce the sense of family that is a feature of the school.
30. Provision for spiritual education is good. In art, pupils are genuinely excited by the wonderful designs they can create using the computer. Pupils with special educational needs show particular delight in their work. In religious education in Year 6, a discussion on freedom and justice showed that pupils are able to debate quite abstract ideas on human dilemmas when helped by a sensitive teacher.
31. The school sets a positive and clear moral tone. Moral education is very good. It starts with a very strong example set by all staff and adults in school, who act as a necessary calming influence on some pupils. Pupils quickly pick up on this and they are very considerate of the needs of others. In lessons, good moral images are reinforced in many subjects. In English, pupils discuss right and wrong in stories such as *The Pardoner's Tale*. In geography, they study the dangers of pollution and why it occurs. In history, they learn about the cruelty suffered by many of the poor in Victorian England and see how we should learn from the past.
32. Social provision is good. The residential visits in the summer term help older pupils to mature and to learn to live away from their homes for a short while. Boys and girls work well together in groups and this is often seen in science, drama, physical education and information and communication technology where collaboration is important. In the dining hall, there is a very good atmosphere with older pupils showing sensitivity and skill in helping younger pupils at lunch. The headteacher and all staff have created a climate in the school where good relationships can flourish.
33. Provision for cultural education is very good. Pupils have benefited from the visits of a variety of artists and writers. The link with Mali and the letters and photographs received from there has taught pupils much about the African way of life. Pupils appreciate regular letters from a recent Japanese visitor because they describe how children on the other side of the world live. In the hall, an excellent display of the homes, customs and possessions of travelling people gives pupils greater understanding of how diverse and rich the world community is.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school takes great care to support its pupils and make them feel secure so that they can learn well.
35. There are very good arrangements for looking after pupils' health and safety, such as having enough trained first-aiders on site. A governor and the caretaker work together to make sure all aspects of health and safety are properly covered. All staff in school supervise pupils very well. They have had good training to manage behaviour and look out for pupils' needs, including child protection. The school has proper procedures to follow if pupils misbehave, but has not had to use the sanction of exclusion. Parents are well informed over any incidents that happen in school. For example, lunchtime supervisors record any accidents or misbehaviour carefully and the school sends notification of these with any action taken and a space for parents or carers to reply.
36. Pupils enjoy receiving merits for good effort and attendance. The school celebrates pupils' achievements at the sharing assembly on Fridays, to which parents are invited. The school is sensitive to different groups of pupils in this. It makes sure that individual achievements,

such as that of a pupil with little previous schooling, are recognised by everyone. A small element of competition is introduced through the house system to motivate pupils. The house with the most merits receives a cup at the end of the year.

37. There are very good procedures for assessing pupils' attainment and progress. A full range of tests is used from the statutory and optional national tests, including those to judge pupils' reading ages. Children are tested for their basic skills when they start in school. Staff visit the homes to make a first assessment and this helps the children have confidence when they arrive. The school has developed a comprehensive, but workable, system of recording every pupil's achievement based on each element of each subject they are taught. This will be used for teachers to report to parents at the end of the year. Teachers use information on pupils' attainment well to plan the curriculum that is taught and to place the pupils in ability groups within the classes. Reports to parents contain all required information, although they are less consistently clear about what pupils need to do to improve. Not much attention, for example, is paid in them to setting targets for individual pupils to work towards. Pupils are made clear about the targets they should achieve in their lessons, both individually and as a class.
38. Pupils who move into the school from out of the area are assessed when they enter and good records are kept. If they have had limited schooling in the past, they are reassessed every six weeks for their level of attendance, academic attainment and social development. The school is well supported by the outside agency for travellers' education. Pupils with special educational needs are helped to progress by the clear targets set in their individual education plans. Regular reviews are held of all these pupils and this ensures that their academic and personal needs are being adequately met.
39. Monitoring of pupils' attendance is very good. The school takes great care to encourage parents to let them know why pupils are absent and as a result there are no unauthorised absences. Because of the relatively low level of attendance compared with schools nationally, the educational welfare officer visits the school regularly to check the registers to make sure that no absence needs further investigation. Many families travel and so their children are away from this school for extended periods. The correct procedures are used to record this and to take pupils off the register after a reasonably set time if the families have not told the school their children will be returning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents and carers have positive views of the school and support it well. More than half of the parents returned their questionnaires. Their main concern was about the amount of homework, but opinions varied as to whether this was too much or too little. There were also concerns about the extent of provision of extra-curricular activities. The inspection team judges that homework is set at the right amount and level for the pupils. There are plenty of extra-curricular activities in school, including clubs run after school by parents.
41. The school provides good quality formal and informal information for parents. The prospectus and the governors' annual report contain all the required information. The school also sends out regular newsletters and makes sure parents are informed of arrangements and events. The school has responded well to parents' need to find out more about the curriculum. They have held useful workshop sessions, for example on reading for parents of the younger children. There are regular opportunities for parents to discuss pupils' progress and reports are thorough. A slight weakness in some pupils' reports is the tendency to use formal educational terms rather than simpler language. This would give a more readable view of what pupils can and should do. Some analysis of pupils' writing in pupils' records, however, was lively and accessible. It clearly identified what pupils could do well and how they could improve. It could be usefully shared with

parents to help them to identify how they can help their children to learn. Parents can easily talk to the staff at the beginning and end of the day if they want to about pupils' progress or any problems. This includes the parents of travelling families, who are sensitively supported. Because of this, the school has built up a good reputation within the travellers' community. The school has timed the sharing assembly towards the end of the school day so that more parents can easily take part.

42. Parents and members of the local community give good support to the school in a variety of ways. Many parents work and so cannot volunteer to help in school. However, the school is well provided with people who listen to readers or play the piano for assemblies. The parent-teacher organisation organises events that are both social and fundraising, such as an Easter egg hunt along with the church. Currently, the fund raising is directed towards providing computer equipment. Parents and carers listen to their children reading at home regularly and make comments in the reading diaries so that teachers know what has been done. Many parents have signed the home-school agreement, but the school is thinking of redrafting this to reflect more closely how the parents see their involvement, in response to their comments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The school has very good leadership and management. Very strong and positive leadership from the headteacher gives the school a clear educational direction and purpose. This is particularly apparent in the improved teamwork at all levels in the school. There is greater involvement from the governing body than there was at the last inspection. A clearly defined plan to improve the school, which is effectively monitored and regularly evaluated, reinforces this direction. The school has made good improvement since the last inspection. The overall quality of teaching has improved significantly. More effective monitoring by the headteacher of all classes is supporting these improvements and giving her a clear view of the school's strengths and weaknesses. This is leading to improving standards. The school's aims and values are wholly appropriate and the school promotes them carefully. This purposeful ethos is reflected in all the work of the school and is a significant factor in its strengths.
44. There is a shared commitment to improvement with some good structures and procedures in place to monitor standards. Subject co-ordinators have clearly defined areas of responsibility and play a greater role in the development of their subjects. The school's system of having two co-ordinators for each subject gives all staff good support in developing their roles. It is effective in ensuring that staff are aware of the continuing needs of pupils through the school. All co-ordinators are involved in monitoring and supporting planning and organising resources. Some effective monitoring of teaching has taken place. As a result, co-ordinators have a clear view of standards of achievement and teaching within their subjects. They are, therefore, well placed to offer support to raise standards further. The headteacher's monitoring of teaching has been particularly effective and has given teachers good support in improving their practice. She has introduced very thorough arrangements for analysing the results of National Curriculum and other assessments of pupils. These are identifying ways that the school is able to improve provision and standards. For example, the relative weakness in pupils' writing has been identified and some measures have already been introduced to address this.
45. The school's provision for pupils with special educational needs conforms fully to the Code of Practice². There are clear strategies to identify pupils' needs at an early stage. Targets relate well to identified needs and are set out in pupils' individual education plans. There

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

are good systems for regularly reviewing and updating these. Parents are encouraged to be involved in this process and many attend the regular review meetings. Good systems are in place to ensure that pupils from Traveller families are effectively supported to make progress with the other pupils. A clear strategy gives a range of support with good use made of the specialist support services available. Good efforts are made to involve parents to develop pupils' learning.

46. The effectiveness of the governing body in fulfilling its responsibilities is satisfactory and improved through a more effective committee structure. Governors now have a growing understanding of the strengths and weaknesses of the school. They have a strong commitment to the school and confidence in the headteacher, to whom they give good support. The headteacher and her teaching staff give the governing body good information and many governors augment this by informally observing lessons. Most governors are in a good position to make strategic decisions because they know and talk about relevant issues with confidence and good understanding. There is effective governor involvement in the strategic management of the school and the governing body fulfils its statutory responsibilities.
47. The school's system for financial planning is good, with the school managing its available resources well. Budget setting is guided by priorities outlined in the school development plan. Money is appropriately allocated and kept under constant review. This has been very effective in evaluating the value of different staffing structures, for example to have a non-teaching headteacher and to employ more support staff. The school uses funds designated for particular purposes well. For example, effective use is made of support staff in all parts of the school. Governors evaluate the effect of the school's spending decisions on standards. The school currently has a surplus that is higher than that generally recommended. This was originally accumulated to support the school's planning as the numbers of pupils were predicted to fall. However, the school has not got smaller and increasing numbers of pupils of Traveller origin are joining the school. The size of the surplus is reducing, however, and some has been effectively allocated to maintain the high levels of support for pupils, including those from Traveller families.
48. Effective routines are in place for the day-to-day running of the school. Administration staff are efficient and well organised, ensuring that the school runs smoothly on a day-to-day basis. All identified areas in the recent audit of the school's accounts have been appropriately addressed. Satisfactory use is made of information technology in the administration of the school and the process of developing this is proceeding at a good pace. For example, the school is recording all assessments of pupils' achievements to allow greater analysis of how well they are doing. The school has good procedures to ensure the good value of the goods and services it purchases.
49. Teachers and support staff are well qualified, enthusiastic and committed. A teacher new to the school has settled quickly into routines. The headteacher and other staff are supporting her effectively and this makes the school a suitable place for new teachers to develop their skills. All teachers teach every subject competently and confidently. All staff attend courses to develop their individual needs and as defined in the school development plan. There is a good programme of staff development and staff meetings, which have been carefully planned to link in with the school's aims and priorities. Funds used for professional development contribute to an improvement in the quality of teaching. For example, focused training in English and mathematics has helped raise the quality of teaching in these two areas. This has been a contributory factor to the good implementation of the National Numeracy and Literacy Strategies. Good levels of support staff are very well qualified and take active roles in the classrooms, often showing very good initiative with individual pupils. Teachers work very closely with their assistants, ensuring they are well briefed, and this contributes well to the quality of teaching. Midday

supervisors are well trained to interact with pupils and to follow the school's discipline code. The caretaker maintains the school to a high standard of safety and cleanliness.

50. The school is big enough for the number of pupils and available accommodation is used well. Classrooms are light, bright and airy and display is used very well to enhance the learning environment. The hall is large enough to take all the school for assembly and for whole-class physical education and games to be taught in safety. The playgrounds and green areas around the school are used effectively. All subjects have good levels of resources and these are often imaginatively used. New computers are being used effectively to expand the quality of information and communication technology teaching.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The school has made good progress in remedying the serious weaknesses identified in the last report, particularly in improving the quality of teaching. Standards have risen in all subjects and the school has identified that there is a need to improve standards in writing. The headteacher, staff and governors should now take action to:

- (1) improve pupils' writing, particularly in Key Stage 2, by:
- paying greater attention to establishing a quiet and purposeful atmosphere for writing;
 - giving pupils more regular opportunities to write at length in other subjects with clear purpose and intended audience;
 - ensuring pupils have more practice at reworking and redrafting their writing to develop their ideas into the finished product;
 - having higher expectations of what pupils are able to do.
- (Paragraphs 1, 4, 9, 22, 26, 60-69, 91, 94-96, 108-111)

The following less important weaknesses should be considered for inclusion in the action plan:

- (a) improve the clarity and detail of reports for parents on their children's progress.
(Paragraphs 37, 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	20	67	13	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	113
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Detailed information on the school's results is not included because the number of pupils taking the assessments is very low. The results show that attainment in writing is above average, but attainment in reading is very high. Pupils' attainment in mathematics is well above average.

Attainment at the end of Key Stage 2

Details of the numbers of boys and girls achieving Level 4 and above are not included because the number of pupils involved is low.

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	17	20	20
Percentage of pupils at NC Level 4 or above	School	81 (69)	95 (85)	95 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	18	18	21
Percentage of pupils at NC Level 4 or above	School	86 (69)	90 (85)	100 (92)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	0

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)	5.6
Number of pupils per qualified teacher	20.2
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	122

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	1999-2000
	£
Total income	219,242
Total expenditure	222,130
Expenditure per pupil	2,222
Balance brought forward from previous year	32,122
Balance carried forward to next year	29,234

Results of the survey of parents and carers

Questionnaire return rate 45.6%

Number of questionnaires sent out	114
Number of questionnaires returned	52

Percentage of responses in each category³

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	50	6	2	0
My child is making good progress in school.	48	48	0	4	0
Behaviour in the school is good.	31	54	4	2	10
My child gets the right amount of work to do at home.	35	38	19	4	4
The teaching is good.	65	25	6	0	4
I am kept well informed about how my child is getting on.	35	50	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	58	35	2	6	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	35	47	10	4	4
The school is well led and managed.	46	44	0	8	2
The school is helping my child become mature and responsible.	48	44	2	4	2
The school provides an interesting range of activities outside lessons.	38	33	17	6	6

³ The figures in each row may not add up to 100 because of rounding errors.

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

52. Children join the school in the September before their fifth birthday. Prior to this, many attend some part-time sessions from the term after their fourth birthday. Analysis of assessment tests, carried out soon after the children start school, indicates that attainment on entry represents the whole ability range. Many have had pre-school experience, but some children, particularly from Traveller families, have had little. All children make good progress during their time in the reception class. They enjoy life at school and the good quality of the teaching enables them to become more independent learners and significantly improve their educational and personal skills. By the end of the Foundation Stage, children achieve overall standards that are above those expected nationally. There are particular strengths in their development in mathematics and in communication, language and literature. These findings are similar to those reported at the time of the previous inspection.
53. The quality of teaching is good overall. Teachers and support staff have very good understanding of the developmental needs of this age group. Tasks are well planned and meet the educational and personal needs of the children. All adults in the classrooms are friendly, approachable and totally committed to caring for the children. Assessments of children's work are used very well to set targets and plan future work. There is a purposeful and relaxed atmosphere in the reception classroom, which reflects the very good teamwork between the teachers and their helpers. Good links are established with pre-school providers and parents.

Personal, social and emotional development

54. Good teaching provides effectively for children's personal, social and emotional development. Children settle quickly into school life, gaining confidence and some degree of independence. They work well in groups and clearly enjoy one another's company. When engaged in whole-class discussions and activities they take turns and put up their hands when they wish to answer a question. Role-play is used effectively to develop personal skills, as when children sell stamps in the 'Post Office' and the postman carefully delivers parcels and letters. Teachers and helpers join in supportively and give good challenges that promote learning well. Children show consideration for each other and are quick to help anyone who is upset or distressed. Relationships are very good and all adults provide good role models for the children. The children enjoy being given responsibility for collecting resource materials for themselves at the beginning of lessons and helping to tidy up at the end. Most children are on line to achieve levels similar to those described in the early learning goals⁴.

Communication, language and literature

55. The provision for the development of communication, language and literature is good. Teachers and classroom assistants work together very effectively in improving children's language skills. They constantly give praise and encouragement in order to raise confidence and self-esteem. Children of all abilities make good progress and, consequently, by the time they leave the reception classes almost all are likely to do better than the nationally expected standards. All children learn to hold their pencils correctly. They are provided with a good range of activities that encourages them to write. Good tasks, such as writing letters and addressing envelopes, engage children's interest and

⁴ These goals are based on the areas of learning during the Foundation Stage. They also help prepare children for future learning when they enter compulsory schooling at age five. Most children should achieve the early learning goals by the time they begin Year 1.

motivate them well. As a result they make good attempts to write, using their developing understanding of letters and sounds. Traveller children and others with more limited language experience are supported very effectively and they gain confidence well. This enables them to make good contributions to the lessons and make good progress. All children develop an enjoyment of books and stories. Whole-class reading sessions are very well organised and led. Teachers make very effective use of storybooks and build up an air of surprise and wonder when turning to the next page. Children join in enthusiastically and teachers develop children's learning by asking good questions about characters and what children think will happen next.

Mathematical development

56. The provision for children's mathematical development is good and teaching is good. Most children are likely to surpass the early learning goals by the time they leave the reception classes. Planned sessions of number work each day make good use of the advice and structure given in the National Numeracy Strategy. Most children make good progress in consolidating and developing number skills. Activities are well planned and those linked to practical activities capture the children's imagination and make them willing learners. For example, children sequence numbers from 0 to 10 in carpet tiles and enjoy counting as they walk the pathway. Very good support from the nursery nurse helps children to count accurately. Children successfully match numbers using a bingo game. Learning is fun and most children have secure understanding of numbers to 10. Some count beyond this and identify some written numbers greater than 10. In conversation, many children confidently add or subtract one to or from a given starting number. They order a random set of numbers to 15 and explain what they are doing. Teachers make many opportunities to extend children's mental arithmetic skills, such as counting as children return to the carpet. Questions such as 'Three boys here already and now one more, how many altogether?' inject pace into children's answers and increase learning very well.

Knowledge and understanding of the world

57. The school makes satisfactory provision for developing children's knowledge and understanding of the world. Teaching is secure and children make satisfactory progress in this area of learning. Most are on course to achieve the early learning goals by the end of the Foundation Stage. Through stories and pictures, such as the journeys of small bears, they learn about people who live far away and begin to appreciate the wider world. By looking at their own lives and families, they are beginning to develop an understanding of past and present. Teachers are good at taking the opportunities that arise to develop language skills, particularly words that are relevant but new to the children. Most children readily talk about where they live and other members of their family. They contribute considerably to one another's learning in this area of work. Teachers, for example, question children well and help them to identify likes and dislikes about their houses. Very careful and sympathetic questioning helps a Traveller child to have confidence to talk about his trailer. Other children listen carefully and show respect for his answers. Children know about electricity and use computers and small robots with confidence.

Physical development

58. The provision for the physical development of children is satisfactory and they are on course to meet the early learning goals by the time they leave the reception class. Although there is no secure outdoor play area, the arrangements for the provision and supervision of physical activities are good. Children are well supported as they use tricycles, scooters, prams and games equipment. Teachers plan activities for these sessions that are linked to activities in the classrooms. During the inspection, for example, cones and road markings encourage children to link these activities with Postman Pat's

delivery of letters. Children share equipment sensibly and willingly take their turn with the most popular play items. Children gain confidence and increasing control of body movements in physical education lessons. Activities are well planned and designed to increase children's ability to use space. Most respond quickly to instructions and show enjoyment of the activities. Children of all abilities are making satisfactory progress in using simple tools such as pencils, crayons, paintbrushes, scissors and glue. In all activities, they work safely and teachers and their assistants constantly praise good work.

Creative development

59. The school makes satisfactory provision for children's creative development and most are on line to achieve the early learning goals by the end of the Foundation Stage. In creative activities, children use a wide range of tools and materials. They learn the basic techniques of applying paint. Displays in the classrooms and corridors feature line drawings, collage and paintings that are of a sound standard. Secure teaching helps them to gain an awareness of shape, pattern and colour. Children enjoy singing and they join in enthusiastically.

ENGLISH

60. Standards of attainment in last year's National Curriculum tests at the age of 7 were very high in reading and above average in writing compared with all schools nationally and similar schools. At age 11, attainment was average compared with all schools and when compared with similar schools. Over the last three years, boys have exceeded the national average in reading and writing at Key Stage 1 at a higher level than the girls. In Key Stage 2, this trend is reversed. Overall, the trend is rising in line with the national average except in writing in Key Stage 2, which is still a relative weakness. The targets for this year show an anticipation that writing will improve slightly. Standards seen during the inspection reflect this picture. The weak teaching in Key Stage 2 that was reported in the last inspection has lowered the standards in writing. This has led to unsatisfactory progress for many pupils. However, this no longer applies and there is a gradual improvement in standards of writing.
61. In Key Stage 1, pupils have confident speaking and listening skills and are keen to be involved in discussions from an early age. In Year 1, they talk about the atmosphere that is created in stories and describe the different feelings that characters show. They use examples from the story to show why people are excited or unhappy. The teacher subtly reinforces their understanding of language by putting in extra punctuation, such as the exclamation mark to emphasise the 'excitement'. Higher-attaining pupils immediately point out that other different punctuation is used in the story, like the question mark.
62. Reading standards in Key Stage 1 are well above average. Most pupils can read fluently and with understanding from different types of books by the age of seven. There are very good reading records that show what pupils can and cannot understand. These are communicated to parents, many of whom hear children read at home. Teachers use every spare minute to reinforce the teaching of basic sound recognition. For example, in a registration period, very young pupils call out their names changing the initial sound to one indicated by the teacher. This makes the learning fun. In older classes in this key stage, the teacher draws out pupils' understanding of how authors use repetition and publishers use italics to make certain points in the story. Pupils also show that they know phrases that relate to time, making links with their learning in mathematics.
63. Writing is above average in Key Stage 1. Most pupils have a good knowledge of punctuation and spelling is good and handwriting is mostly satisfactory. Pupils are taught how to use joined-up writing from the beginning of school. Stories become more detailed

and even the younger ones had produced extended stories at home on their own, which they were keen to read to the teacher. A higher-attaining pupil in Year 2 was able to use and punctuate direct speech in his efforts to show how animals might say human words. Teachers give pupils the chance to try out a range of writing, such as play scripts, poems and instructions on how to play certain games. Pupils show a good understanding of the different types of writing and use paragraphs to show the sequence of ideas quite well.

64. In Key Stage 2, the good standards are maintained in speaking and listening and in reading. Pupils sustain a good level of debate in literacy lessons. They talk with clarity about how different punctuation marks such as commas, colons and semi-colons can be used to extend stories. Reading is good and full of expression whether pupils are reading practised pieces in assembly or new passages in class. This was seen when three boys in Years 5 and 6 gave a fair rendition of some Middle English poetry from Chaucer. Teachers demonstrate good examples of how to read well as they take turns with the pupils linking the paragraphs and helping to maintain the flow of the story.
65. The quality of writing is variable in Key Stage 2, but is average overall. It ranges from some striking work from higher-attaining pupils to rather pedestrian attempts by others. Though writing is improving and the school has identified a clear plan of action there is still a way to go to raise standards. Good writing contains vivid imagery and a lively command of vocabulary as in a poem about *Changes* from a higher-attaining boy. He effectively included references to 'hormones', 'psychological influences' and other eye-catching phrases such as 'in ragged unison rang out'.
66. There are attempts by teachers to increase the time given to continuous writing by adapting the literacy strategy and devoting set periods to writing during the week. However, in many lessons too little is expected of pupils in the time available. Many pupils could write more than they are doing and some take too long to get started. In history, teachers are setting greater writing challenges and pupils' work is often good. In geography and religious education, the pupils are made aware of the audience for their writing, but they still write short passages limited by the content of some worksheets. As a result, pupils do not consistently achieve all that they are capable of.
67. Teaching is good because the teachers know their subject and make the lessons varied and interesting. As a result, attitudes to English are good. Pupils are enthusiastic about the subject and like reading and talking about their books. Teachers are good at assessing what individual pupils need to learn and this is shown both in the questions they direct at them and also in the marking in their books. Some of the best lessons are characterised by teachers using good examples from children's writing to illustrate to the others how composition can be made more effective. Occasionally, some of the group work in literacy sessions is conducted in an atmosphere that is a little over-exuberant and makes concentration less effective.
68. Support for pupils with special educational needs is very strong in the classroom and in group work organised in small rooms. Pupils with special educational needs, Traveller pupils and those speaking English as an additional language make good progress in both key stages. In reading, these pupils have very clear schemes to follow and appropriate modification of their work to suit their personal needs. The support they receive from teachers and assistants enables them to practise regularly to improve their skills. In speaking and listening, they take a full part in lessons because teachers ask them the sort of questions that effectively build on the things they know and can do. Teachers also provide pupils with the chance to use computers and this helps them to reinforce their knowledge of word sounds and spellings. Pupils of all attainment levels are motivated by the work they do on the computers.

69. The subject is well led and the joint planning and moderation of levels of attainment by teachers are leading to better teaching. The developing assessment systems are used effectively to target work for pupils of different levels of attainment. Good moves to look critically at pupils' work are helping teachers to have a greater understanding of what they need to do to raise standards in writing. This is the only aspect still in need of improvement since the last inspection.

MATHEMATICS

70. Pupils' standards in mathematics in the most recent National Curriculum tests, by the age of 7, are well above national averages. By the age of 11, standards are very high, in the top 5 per cent of schools nationally. This is broadly similar to the findings in the last report, although standards in Key Stage 2 have risen slightly. This is particularly apparent when comparing results with those of similar schools. By the end of Key Stage 2, the school's results are in the top 5 per cent of these schools. Girls have tended to perform better in the National Curriculum tests at the end of Key Stage 2. These differences relate to the higher proportion of boys with special educational needs over the last four years. All pupils make overall good progress in their learning through the school, largely as a result of consistently good teaching.
71. The small rise in standards has largely resulted from good use of the National Numeracy Strategy that has helped teachers to plan effective lessons. This provides a secure structure to lessons and focuses on what pupils need to learn. This is bringing positive improvement to the quality of teaching and raising pupils' standards of achievement. Pupils with special educational needs are supported well in their lessons. Very effective use of support staff questions pupils purposefully and promotes their enthusiasm and speed of response. Traveller pupils and those with English as an additional language are given appropriate support to ensure they are able to make effective progress. Teachers carefully use a level of vocabulary that enables them to understand. Pupils use mathematics to help learning in other subjects, for example when displaying data from science experiments. Information and communications technology is used to develop pupils' mathematical knowledge and understanding. For example, pupils use spreadsheets successfully to organise the costs for a party they are organising.
72. Pupils make good progress in their learning in the infant classes. Through Year 1, pupils show interest and enthusiasm for number, gaining greater confidence in recognising numbers and their names. They count accurately in twos and know about 'even' numbers. They use their developing understanding of number to recognise these in large numbers, 'I know that it's even because it ends with a 2'. Higher-attaining pupils recognise signs for addition and subtraction and calculate the answers to many simple problems in their heads. In Year 2, pupils tackle problems that develop their understanding of multiplication and division. Good teaching encourages them to find their own ways to record their answers. They recognise a range of shapes and know some of their properties. Pupils measure and tell the time in hours and quarters. By the end of the key stage, pupils accurately put numbers in the correct order. They have increasing understanding of simple addition and subtraction problems within 20. Higher-attaining pupils recognise and confidently use numbers beyond 100.
73. In the junior classes, pupils' good rate of learning is maintained. Throughout the key stage, pupils make good progress in their mental arithmetic skills and explain their thinking using correct vocabulary. In Year 3, the teachers' good pace of questioning challenges pupils' thinking well and sharpens their mental arithmetic. All pupils respond willingly in explaining how they get their answers and other pupils listen carefully. Year 4 pupils strengthen their familiarity with doubles, halves and multiples of three and four, using these in increasingly quick calculations. Years 5 and 6 pupils use decimals accurately and knowledgeably, solving problems using all four rules of number. They make good progress in the speed

and accuracy of their mental arithmetic. Teachers focus questions skilfully to pupils of different levels of attainment. All pupils show a developing use of a range of mathematics to tackle more complex problems involving money and decimals. Higher-attaining pupils were not consistently challenged in this work, although work in pupils' books showed good levels of demand on their mathematical skills. For example, they used realistic data in confident calculations in a wide range of challenging investigations. Pupils collect and graph data, finding the mean and explaining what their graphs show. By the end of the key stage, many pupils' attainment exceeds the nationally expected levels. Some pupils show achievement at consistently higher levels.

74. Teaching is good in both key stages. The very good relationships between teachers and pupils established throughout the school are a feature of all mathematics teaching. These help pupils to feel secure in their learning and to have confidence to try their best. In the most successful lessons, teachers are enthusiastic and make sure that pupils work at a fast pace. They give clear instructions about how much time pupils have to complete tasks, for example. This sets a good atmosphere of challenge. Pupils respond well to these challenges and the rate of their learning improves. In many lessons, teachers make good use of praise to motivate pupils and promote pride in their learning. Pupils invariably respond well to tasks and activities and this helps them to achieve well in lessons.
75. New assessment systems are being introduced that make use of a wide range of information. Increased analysis of school results is accurately tracking pupils' achievement. As a result, teachers are increasingly able to match pupils' work to their individual needs and this helps them to learn at a good rate. Co-ordination of the subject is good and effective support is given to teachers. Well-targeted training has supported teachers in gaining new skills and this is effective in improving the quality of teaching. Systems of monitoring teaching have been established and these are proving effective in sharing the good practice in the school.

SCIENCE

76. Teacher assessments and National Curriculum tests for 2000 show that pupils aged 7 and 11 achieved standards that were well above national averages. These standards are also well above those reached by pupils in similar schools. These findings show distinct improvements from the standards identified in the last report. In particular, the proportion of pupils achieving higher levels, at the end of both key stages, is much greater. These improvements result from improved consistency of teaching through the school and greater attention to the development of pupils' skills in investigations. There is no significant difference between the performances of boys and girls. Pupils with special educational needs, those with English as an additional language and Traveller pupils are fully integrated into normal classroom activities and they have good support in their learning.
77. Lessons are well planned, with clear identification of the skills and the vocabulary that are to be focused upon. This enables pupils of all abilities to make good progress in developing these two key areas of learning. In Years 1 and 2, pupils develop investigations into waterproof materials making guided choices of materials and methods. All make appropriate suggestions and careful observations during their investigations. Higher-attaining Year 1 pupils make predictions and record their findings with support. Year 2 pupils recognise ways to make their tests fair and apply some of these to their investigations. Pupils work very well in groups talking sensibly, but at times excitedly, about their findings. By the end of Key Stage 1, pupils have knowledge in all areas of the science curriculum. They identify pushing and pulling forces, make predictions and draw conclusions from simple investigations, such as allowing model cars to run down a ramp. Higher-attaining pupils analyse their results more closely and draw graphs to show their findings.

78. Teachers' greater attention to investigations is apparent in pupils' improved skills in Key Stage 2. All pupils develop a more systematic approach to recording their observations and findings in simple investigations. They apply their developing understanding to aspects of the subject, such as electrical circuits and specific forces such as gravity. By the end of the key stage, they undertake a variety of investigations making greater use of their developing knowledge across the subject. For example, pupils investigate how weights stretch an elastic band and how solids and liquids can be separated. They use a wide range of scientific terms correctly in their discussions and apply their mathematical skills well when analysing and representing their findings. The teacher's challenging questioning ensures that all pupils apply their knowledge and understanding to the problems. As a result, all pupils make good progress. Teachers make increasingly effective use of the strong assessment systems to ensure that they challenge pupils of all levels of attainment. Higher-attaining pupils in Year 6 use a wide range of terms correctly and show understanding well above the national average. Lower-attaining pupils are carefully questioned to tackle the more elementary parts of the lesson. With this support, they apply themselves well, achieving standards that are close to average.
79. Teachers have friendly and supportive teaching styles that result in pupils having good attitudes and behaving well. Relationships are good and pupils know that the teachers value the contribution they make in lessons. Teachers' explanations are clear and these focus pupils' thinking. As a result, pupils listen carefully and are keen to offer answers to questions. All pupils enjoy science lessons, particularly when they are given opportunities to investigate and take some responsibility for their own learning. All teachers mark work conscientiously and keep detailed records of pupils' achievements. They make good use of the resources available to support pupils' learning and this ensures that lessons are exciting and involving for pupils, encouraging them to apply themselves well and extend their learning.
80. Much of the recent co-ordination of the subject has been undertaken by the headteacher. She has provided good leadership for the subject in terms of leading curriculum development, monitoring teaching and planning and managing resources. This has been very effective in sharing the good practice within the school and raising standards in the subject.

ART AND DESIGN

81. Few lessons were observed, due to the arrangements of the timetable. Although no judgement can therefore be made on teaching, it is clear that pupils' standards are better than reported in the previous inspection. They are now in line with expectations by the ages of 7 and 11 years. There were also some examples of good attainment in illustrations linked to work in other subjects, such as English, history and information and communication technology. Pupils make sound progress and develop a satisfactory range of skills in many aspects of art. Display in the school is good and promotes the subject well. Many of the designs involve pupils successfully working together on large-scale collages and intricate designs, such as stained-glass window representations. These pieces are an important contribution to pupils' personal development.
82. In Key Stage 1, pupils learn how to control brushes and pencils and illustrate their stories and daily news effectively. Teachers introduce pupils to a range of famous artists and many have been able to represent their styles in a simple way. For instance in Key Stage 2, pupils have produced some vivid abstract pictures in the style of Picasso, and shimmering rural scenes experimenting with the shades and textures of Monet. There is evidence of detailed and well-finished three-dimensional work in the Viking masks that are on display.

83. Teachers effectively link art with other subjects, such as history. For example, pupils study Holbein's work at the same time as they are looking at the reign of Henry VIII. The portraits they produce of the King and his wives are bold and show good control of brushes and colour. The main weakness across the school in art is in observational drawing, although an exception to this was seen in Years 3 and 4. Many pupils here had recreated accurate and detailed cross-sections of fruit and flowers. There is wide use of sketchbooks, but they vary in quality from strikingly accurate drawings of a mobile phone and lively ideas for models of characters in *Alice in Wonderland* to ineffective charcoal drawings of still life. Planning of work in the sketchbooks is an underdeveloped skill.
84. Art and information technology are often taught together and examples of good work were seen in a lesson in Key Stage 2. Pupils were creating and printing out particularly good patterns on the computer as part of their design for an African cloak. Pupils with special educational needs were achieving particularly well and gained confidence as the lesson progressed. They showed justified levels of pride in their completed work. Other pupils in the class were experimenting with a range of materials, such as pencil crayons, paints and paper collages. The overall results were interesting and ranged from good to satisfactory in quality.

DESIGN AND TECHNOLOGY

85. The school's timetable restricted the lessons that could be seen. However, discussions with pupils, their past work and limited observation show that they achieve standards that are in line with national expectations by the ages of 7 and 11 years. These standards are similar to those in the last report. Throughout the school, pupils take part in a satisfactory range of activities covering the full curriculum. They use appropriate media, such as wood and card, construction toys and food. Pupils make good use of their developing mathematical skills as they draw and measure with increasing accuracy. They show interest in their tasks and pride in their work. Teachers' planning is thorough and carefully identifies what needs to be learned. This ensures that pupils are aware of the learning they have made and teachers are able to assess pupils' progress.
86. In the infant classes, pupils identify the qualities of some materials used in buildings and how they can appear in different forms. Year 2 pupils use construction toys to make 'kennels' for 'Spot' the dog. They begin to develop understanding of how to make the structures stronger by using bonding like that in brick walls. Most pupils work together successfully in pairs, sharing ideas and materials and discussing what they are doing. The teacher's effective questioning helps them to consider their work carefully and make greater analysis of how successful it is. Good support for pupils with special educational needs ensures that they are focused on their tasks. This develops their confidence and helps them to learn.
87. In the junior classes, teachers have also improved their attention to encouraging pupils to evaluate their work. This addresses a weakness identified in the last report. As a result, many junior-age pupils explain clearly what they have done and how they would improve it. For example, higher-attaining pupils are clear about what aspects of the slippers they have designed work best. Pupils identify a range of ways of joining wood and suggest which would be the strongest. They use this knowledge to construct small wheeled toys. Pupils record their plans, designs and findings with increasing clarity and attention to detail.

GEOGRAPHY

88. Few lessons were observed in geography, but evidence was taken from a scrutiny of work and from discussions with pupils and teachers. This shows that pupils achieve standards in line with national expectations by the ages of 7 and 11 years. This is better by the age of 11 than those reported in the previous inspection. Pupils develop satisfactory skills in the subject through the school.
89. There is good coverage of the National Curriculum requirements. In Key Stage 1, young pupils follow the journeys of their class toys, Barney Bear and his sister Betty, around the world. There is also a mass of postcards from all parts of the globe brought back by pupils and friends, which the class talk about. Betty Bear has been taken to Japan and her Japanese owner writes back regularly to tell the pupils what life is like in this country. The pupils enjoy learning about different places. Other examples include the study of weather shown in a class chart recording their experiences, and drawing maps of the school.
90. Older pupils in Key Stage 1 understand how to plot directions in the locality and answer questions on places using a key to maps of towns of various sizes. Some of their written work is a little untidy and most of their writing is in brief sentences. They also study a contrasting locality, Tocuara in Mexico. The teacher takes good advantage of their previous knowledge to help them locate the new place. One pupil, who had been to America, quickly pointed out Mexico to the others on a world map. The teacher also makes good use of resources, such as colourful posters and careful questions. She is, therefore, able to sharpen pupils' powers of observation. This helps them to form a picture of the main differences between the two villages by the end of the lesson. In afternoon lessons, the class composition is different from the morning and some pupils do not settle well to work. The teacher has to work very hard to keep them focused, but her firmness and clear expectations ensure that most achieve well.
91. In Key Stage 2, pupils learn about the formation of rivers and continue their world studies. They consider important moral, cultural and social issues, such as pollution and overcrowding in certain areas. Discussions in class show that they are able to talk about their opinions in a clear way. Many have a good general knowledge about world affairs, but they do not often put their ideas down clearly in writing. The wide use of resources is a good feature of the teaching of geography. In Years 3 and 4, letters and pictures from Mali interest the pupils and give them a better idea of how real people have to cope with their everyday lives. Most pupils use information and communication technology in research on topics, such as rainfall charts. They use the Internet with confidence to get information, but few write their ideas in their own words. Teachers do not make enough use of aspects of the subject as opportunities for pupils to write in different forms.
92. As in Key Stage 1, pupils are a little restless in the afternoon, but most are kept to the task in hand. Pupils with special educational needs have good support and the work set for them is relevant. The school has adopted the national guidelines, but has tailored the scheme of work to their own needs. This helps to make pupils' learning relevant and interesting.

HISTORY

93. No history teaching was observed during the inspection so judgements are based on a scrutiny of the work available and discussions with pupils and teachers. Standards are as reported in the last inspection, in line with national expectations by the ages of 7 and 11 years. Teachers give pupils an appropriate range of opportunities to learn from the past and these ensure that they develop sound skills. Through the school, pupils develop better understanding of different stages of history and identify important events and characters.

94. In Key Stage 1, younger pupils learn about the passage of time, starting with their date of birth and then constructing simple time-lines using family events. As they get older they write about famous explorers, such as Marco Polo, and about heroes and heroines in history like Florence Nightingale. Much of this writing is stimulated by worksheets and results in brief and sometimes untidy responses. Overall, however, most pupils have a good understanding of how we learn from history.
95. In Key Stage 2, there is imaginative writing on topics such as the Vikings. A higher-attaining pupil in Year 3 had produced a lively diary account basing its structure on the seasons of the year. In Year 4, there were newspaper accounts of the events surrounding Tutankhamun's tomb, with telling phrases like 'a multitude of clothes was found' and 'some of the items were a reflection of high status'. In Year 6, a personal response to life in Victorian times was factually accurate and conjured up the spirit of the times, despite lacking paragraphs. However, teachers do not give pupils consistent good opportunities to develop their writing skills through the subject.
96. There is good use of information and communication technology with evidence of research using CD-ROMs and the Internet. Pupils are starting to adapt the ideas they gain from research, though there is still a tendency to print out passages wholesale rather than selectively finding the information they need. Most pupils have a real understanding about the different ways of finding out about the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. The school has made satisfactory progress in this subject since the previous inspection and the plans for the future are well thought through. Attainment is in line with national expectations by the ages of 7 and 11 years. All pupils are gaining confidence in their use of information technology in a range of subjects.
98. In both key stages, pupils' skills in word-processing and employing text, graphics and images are in line with those expected. Most change fonts, use colours and save text confidently. In Key Stage 1, younger pupils vary in their attainment, but most are confident users of the word-processor to improve the quality of their written work. They also use relevant programs to test their number and spelling skills. They successfully import artwork into their stories and explore designs and ways to use the computer in art. Some have a good understanding of how a computer works and how information technology is used in various walks of life, such as in televisions and video machines. Teachers introduce imaginative ideas for showing pupils how to control programmable toys, such as creating a robot 'Postman Pat' to deliver their letters.
99. In Key Stage 2, pupils see how information technology is useful in other subjects. They use the Internet in most subjects, but need more practice in interpreting and using the information they receive. In history, they research topics through CD-ROMs, for example investigating the various reasons for causes of death in Victorian times in Newcastle. There was a very vivid piece of writing based on the experiences of a member of the Jarrow March produced by a higher-attaining pupil. Pupils successfully create spreadsheets in mathematics to prepare a budget for a party they have to organise. The teacher supported them as they calculated the costs and printed out charts to aid their understanding. Higher-attaining pupils in Year 6 remembered the formula for the calculation. In geography, pupils have designed and printed out tables showing the difference in rainfall and sunshine hours. Pupils also use the computer to design patterns in art.

100. There is a good range of available resources including software, which pupils use readily both in the classrooms and in a central computer area. These provide good opportunities for pupils with special educational needs to improve their basic skills in English and mathematics. Support staff help pupils to extend their vocabulary by encouraging them to describe their work. For example, when pupils were using a drawing program, one girl with special educational needs thought her patterns that she had filled in looked like 'the rainbow'. Another boy saw his 'like a stained glass window'.
101. Teaching is good and most teachers use information technology effectively to support the teaching of other subjects. Lessons have clear objectives and support staff are effectively deployed to help all pupils to learn. In class lessons, teachers use a variety of arrangements to meet the learning needs of pupils. In some lessons seen during the inspection, however, teaching groups were large and this detracted from pupils' learning. However, the school is already aware of this relative weakness and has identified other ways to work with smaller groups with the computers. These good plans are manageable and will increase the ability of staff to respond quickly to pupils' needs. The co-ordination of the subject is good and there are good plans to ensure the full coverage of the National Curriculum.

MUSIC

102. Due to the arrangements of the timetable, few music lessons were observed. However, teachers' planning and informal observations show that satisfactory provision is made throughout the school. Regular opportunities are taken to provide music lessons that make effective use of school curriculum advice. These ensure that teachers provide a satisfactory range of opportunities to develop pupils' skills in music. These often link well with pupils' work in other parts of the curriculum and promote learning effectively.
103. Pupils achieve average standards by the ages of 7 and 11 years. Year 1 pupils are motivated well by the enthusiastic approach of the support worker leading their lesson. They are keen to take part in the singing games and these give them confidence to sing solo parts. Some sing sweetly and tunefully, with good levels of confidence. Throughout the school, pupils use a range of percussion instruments to accompany their singing and to create their own simple pieces of music. Pupils sing songs and listen to music in many contexts. When music is played, for example in assembly, staff often make good use of opportunities to talk to pupils about what they have been listening to. This encourages pupils to express their views and promotes their language development.
104. Many pupils take advantage of the extra-curricular opportunities in music and standards in these are above average. Very good relationships encourage pupils in the choir to show good levels of enthusiasm. They try hard and, as a result, their skills improve, leading to greater clarity and precision in their performances. Singing is lively and controlled, with many pupils beginning to make good use of their voices. Pupils having instrumental tuition in violin concentrate hard on their new piece and achieve greater flow and accuracy. They read conventional music notation with greater confidence and improve their understanding of beat and rhythm. These activities are a positive contribution to the subject throughout the school.
105. The co-ordination of the subject is effective and good measures have been taken to introduce an appropriate system of monitoring of teaching. This has the potential to share the good practice within the school and to promote higher expectations of pupils' achievements.

PHYSICAL EDUCATION

106. By the time pupils leave the school, their attainment is average, similar to that found at the time of the last inspection. No lessons were seen in Key Stage 1, but teachers' planning and discussions with pupils show that satisfactory arrangements are made to teach the subject. Teachers make good use of the hall and grounds to teach skills in all aspects of the curriculum, including dance and gymnastics. Swimming lessons are given to all pupils in Years 3 and 4 and these enable almost all pupils to achieve the national standard. Opportunities for outdoor pursuits and other adventurous activities are regularly and appropriately included in the curriculum. The co-ordinator has good understanding of the quality of the school's arrangements for the subject and gives good support to teachers.
107. In the junior classes, teaching is satisfactory overall. Teachers pay good attention to developing pupils' skills in games, such as rugby, soccer and netball. A well-organised afternoon of sport gives all pupils good opportunities to improve their performances. Teachers are very clear of what they want pupils to learn and their enthusiasm encourages all pupils to take part. Despite biting cold, pupils tried hard in all sports and these good attitudes helped them to improve. Good use was made of representatives of the local professional soccer club, who reinforced skills previously taught by the teachers. In addition, they placed good emphasis on the need to be 'on their toes' to respond quickly and this motivated pupils and increased their physical effort. In rugby and netball, pupils learn to pass the ball with increasing confidence. They apply their developing skills to small games and show appropriate levels of competitiveness. The oldest pupils take increasing responsibility for their own fitness, such as when devising their own warm-up routines. During gymnastics lessons in the hall, Years 5 and 6 pupils respond quickly to the teacher's instructions and this ensures a good pace of learning. Safe routines have been established and pupils apply themselves well to practising and improving their performances, for example in rolling and landing.

RELIGIOUS EDUCATION

108. The school adopted the new locally agreed syllabus in September 2000 and much of the work is orally based at the moment. Few lessons were observed though discussions with teachers and pupils revealed that attainment, by the ages of 7 and 11, is in line with the requirements of the agreed syllabus. Throughout the school, pupils' oral work when talking about the moral dimensions of the subject is above average. For example, Year 6 pupils think and speak clearly about issues such as drugs and alcohol and their links with crime. In Key Stage 1, pupils write well about the first Christmas and relate the story with a good understanding of the factual detail. Higher-attaining pupils manage to create the atmosphere of hope and wonder, but the prayers that they compose, though thoughtful, are rather brief. Most know about the stories and parables of Jesus and understand at a basic level the idea of symbolism.
109. In Key Stage 2, pupils have researched to discover more about the heroes and famous people of history. There were some good pieces of personal evaluation about Saint Paul and John Wesley, but many just copied the information without really thinking about it. Older pupils are challenged to think about complex ideas, such as freedom and justice. Because teachers use sensitive and careful questioning, pupils make several perceptive observations about human character.
110. There is evidence in the scrutiny of work that pupils cover the study of other faiths and beliefs, such as Islam and Judaism, at different times of the year. They also produce leaflets and use role-play, drama and video production in their study of religious themes. Talking to pupils in Key Stage 2, they demonstrate a good understanding of religious

festivals and ceremonies. They know about Lent and Ash Wednesday and relate their significance to the Christian faith.

111. The links with the Church are very good and there is no doubt that the subject makes a large impact on the moral and spiritual development of pupils. Too little is written down by the pupils, however, and some of their knowledge is rather shallow. The school does not make enough use of the potential of religious education as an aid to pupils' writing skills. The oral aspect of the subject is, however, well developed. Pupils with special educational needs are effectively integrated into lessons and make sound progress.