

INSPECTION REPORT

**MOLDGREEN COMMUNITY PRIMARY
SCHOOL**

Huddersfield

LEA area: Kirklees

Unique reference number: 107691

Headteacher: Mr. R. A. Whitehead

Reporting inspector: Mrs. G. Peet
18842

Dates of inspection: 26th February – 1st March 2001

Inspection number: 214038

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: The Avenue
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Appropriate authority: The governing body

Name of chair of governors: Mr. M. Hardi

Date of previous inspection: 8th June 1999

INFORMATION ABOUT THE INSPECTION TEAM

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18842	Mrs G Peet	Registered inspector	Science Information and communication technology Equal Opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9952	Mrs L Brock	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18027	Mrs S Mawer	Team inspector	Mathematics Art and design Design technology	How good are the curricular and other opportunities offered to pupils?
8839	Mr M Egerton	Team inspector	Foundation Stage Geography History Physical Education	
1951	Mrs Y Crizzle	Team Inspector	English Music Religious Education English as an additional language	
4676	Mrs M Griffiths	Team Inspector	Special Educational Needs The unit for pupils with autism	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moldgreen Community Primary School is situated near to the centre of Huddersfield. The local education authority is Kirklees. The school serves an area of both owner occupied and rented Victorian housing but takes pupils from a wider area than the immediate catchment. The school is situated in an area which benefits from a Single Regeneration Budget. The school has 312 pupils aged from three to 11 who attend full time. It is bigger than the average primary school. Pupils are taught in 11 age related classes with an average of 22 pupils in each class. Pupil turnover is average for the size of the school. The percentage of pupils eligible for school meals is 26 per cent which is above the national average. There are 65 pupils on the register of pupils with special educational needs which is broadly in line with the average. There are 12 pupils with a statement of special educational need which is above average. This is because the school includes a unit for pupils who experience difficulties relating to Autistic Spectrum Disorder. There are six full time pupils and two part time pupils in the Unit for Pupils with Special Educational Needs all of whom have a statement of special educational need. There are 51 pupils who speak English as an additional language. Ten of these pupils are at an early stage of English language acquisition. Ten pupils come from families that are refugees or asylum seekers. Assessment on entry indicates that most pupils enter the nursery with attainment that is below average but attain average standards on entry to Year 1.

HOW GOOD THE SCHOOL IS

Moldgreen Community Primary School is an effective school in which everyone is working together to achieve their aim of providing high standards in a caring environment. There has been a very high level of improvement since the last inspection. Standards are rising throughout the school, particularly for pupils who are seven. The quality of teaching is good throughout all parts of the school. The headteacher and the deputy supported by the governors and senior management team provide good management and leadership. The school has above average income and is providing satisfactory value for money.

What the school does well

- Standards are improving in the three core subjects of English, mathematics and science and are above average in English at age seven.
- The quality of teaching is good and in the Unit for Pupils with Special Educational Needs is very good.
- The provision for pupils in the Unit for Pupils with Special Educational Needs is very good and allows them to make very good progress in their personal and social development.
- Provision for children in the Foundation Stage is very good and this enables them to make good progress.
- The behaviour of the pupils and their attitudes to work are very good.
- The displays around the school disguise the poor quality of the building and celebrate the good quality of pupils' work.

What could be improved

- The use of assessment in order to set group and individual targets in English, mathematics, science and information and communication technology.
- The responsibilities and accountability of the coordinators should be more clearly defined.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1999. It was judged at that time to have serious weaknesses. The key issues of the last inspection have generally been satisfactorily addressed even though it is still less than two years since that inspection. A very good level of improvement has been achieved in the first three key issues. The quality of teaching has improved from unsatisfactory to good, the leadership and management which were previously judged to be unsatisfactory are now good and the standards of writing have improved from unsatisfactory at aged 11 to satisfactory. A good level of improvement has been achieved in the way in which pupils are able to apply their mathematics to problem solving. Systems have been put in place to improve science skills but there is still some further development needed in this area. The quality of marking has

improved in most classes but there is still some inconsistency throughout the school and this remains an issue to be dealt with. The overall level of improvement is very good.

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	D	D	D	C
mathematics	E	D	D	C
science	E	C	C	C

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

Although standards in English at age eleven were below average in 1998 and have remained so since, standards have in fact risen in line with the national trend. Because nationally results have also risen, the disparity between the school and the national average remains. Standards in mathematics and science, which were well below the national average in 1998 improved considerably in both subjects in 1999 and in 2000 rose again in line with the national trend. The most significant achievement is at the age of seven. The number of pupils attaining the expected standard in the end of key stage tests at aged seven is well above the national average in reading and writing. The number of pupils achieving the expected level at age seven in mathematics and science is in the highest five per cent nationally. At both seven and eleven a particular strength in pupils' achievements is in their ability to listen. This is having a significant impact on the rising standards. Challenging targets are set each year and last year were exceeded in both English and mathematics. This year's targets have been raised to match higher expectations. Pupils enter the nursery with attainment that is generally below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work are very good.
Behaviour, in and out of classrooms	Pupils' behaviour in and around school is very good.
Personal development and relationships	Pupils' personal development and their relationships with each other are good.
Attendance	Attendance is satisfactory and in line with the national average.

Throughout the school, pupils respond positively to the school's high expectations of their commitment to learning and this makes a significant contribution to their academic and personal development. Relationships between pupils, with teachers and with other adults are very good resulting in a tension-free, purposeful learning atmosphere in most lessons.

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.

Throughout the school the quality of teaching is good overall, 72 per cent of teaching is good or better, 19 per cent is very good or better and two excellent lessons were seen. One was in the unit for pupils with special educational need. There was no unsatisfactory teaching. This represents a significant improvement since the last inspection when 16 per cent of all teaching was judged to be unsatisfactory. The best teaching was seen in the nursery and reception classes where 100 per cent of all teaching observed was judged to be good or better. In the classes for pupils aged five to seven, 83 per cent of all teaching was judged to be good or better and 25 per cent was judged to be very good or better. In the older classes, 54 per cent of teaching was judged to be good or better and 12 per cent was judged to be very good. The best teaching is in numeracy where eight of the nine lessons observed were judged to be good or better. Teachers are confident teaching numeracy and set pupils tasks that are appropriately challenging. A good level of learning takes place when teachers give clear explanations and focus well on the best ways of working out quick answers. In six of the ten literacy lessons observed, teaching was judged to be good or better. Teachers have secure subject knowledge of literacy, are confident teaching it and teach basic skills well. Pupils are managed well and clear about what they have to do. A strength of the teaching throughout the school is in the way teachers manage their classes. This results in very good attitudes from the pupils, inspires pupils to want to do their best and positively affects the progress pupils make. Assessment opportunities are not always identified in planning and teachers do not always have sufficient information about their pupils to allow work to be matched accurately to pupils' individual needs. Teaching of pupils with special educational needs is good and teaching in the unit is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good and these have made a positive impact on the school successfully meeting its aim of 'providing for all children high standards in a caring environment'.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. They have access to a broad and balanced curriculum and to extra-curricular activities. Pupils in the Unit are included in mainstream lessons whenever possible.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is satisfactory overall.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual and social development is good, while their moral and cultural development is very good.
How well the school cares for its pupils	The school offers good support and guidance to its pupils. There has been an improvement in assessment procedures since the time of the previous inspection but these are not yet being used consistently to inform planning.

The planning of the curriculum for the children in the Foundation Stage is very thorough in all areas of learning. Very useful links in the teaching are made across different subject areas and this is enriching the curriculum significantly. It is particularly successful in the way literacy is used to bring added interest to the history, geography and religious education lessons that are taught. At the moment the use of information and control technology to support learning in other subjects is not sufficiently well developed. All staff show an interest in the pupils and their families and take responsibility for the care of the pupils. Pupils in the unit and those from a range of cultures including children of refugees from Bosnia are fully integrated into the life and work of the school. As part of the Single Regeneration Budget, the school is taking part in a project to divert children away from crime (DIVERT). The school has a satisfactory partnership with parents. Although the school works hard to keep parents informed, many parents do not attend meetings or contact the school to find out what progress their children are making.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall leadership and management are good. The headteacher and deputy are well supported by a hardworking senior management team. The roles of the subject coordinators are not well defined and some teachers are unclear about the extent of their responsibility.
How well the governors fulfil their responsibilities	The governing body offers good support to the school. They fulfil all their statutory requirements.
The school's evaluation of its performance	The headteacher and the senior management team analyse the results of tests and other data on how well the pupils are doing. From this they are able to set National Curriculum targets for all pupils from the age of seven. More focused and more rigorous monitoring of teachers' planning, pupils' work and teaching has resulted in improvement in a number of areas, for example in writing.
The strategic use of resources	The school has used the additional funds provided since the last inspection well to provide cover for staff to enable monitoring to become an established part of school practice. The additional funds provided for the Unit for Pupils with Autism are used very well and to good effect.

The match of teachers and support staff to meet the demands of the national curriculum is good. The accommodation is spacious and meets the demands of the curriculum. It is however in a very poor state of repair and in parts of the school the internal plaster has collapsed leaving bare walls. Despite this, teachers have made a good effort to make the school pleasant and many of the problems are disguised by attractive displays. The outside play areas are small but the school manages them well in order to prevent overcrowding in the playground. Access to the site remains restricted and when pupils are arriving and leaving school there is a potential safety hazard. The overall level of resources is satisfactory. The number of computers has recently been increased and is now good.

The headteacher and deputy work together well as a team, sharing an understanding of the strengths and weaknesses of the school and establishing ways of securing improvement in the standards achieved. The coordinators of the core subjects of English, mathematics and science are all members of the senior management team and have a clear view of what their role entails. Other coordinators are less clear about their role and especially their responsibility for raising standards. The headteacher is very aware of the principles of best value and applies them to major financial decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school expects their children to work hard and achieve his or her best. • Their children are making good progress. 	<ul style="list-style-type: none"> • The accommodation. • The information they have on how well their children are getting on. • The range of activities outside lessons.

The inspection team agree with all the parents' positive comments about the school. They also agree that the accommodation is unsatisfactory. They do not agree with the other two negative points. The quality and range of information for parents is good. Parents receive letters and newsletters about events in the school. Three parents' evenings are held each year with a report during the summer term. The annual reports to parents give concise judgements on pupils' subject attainment and class teachers write sensitive comments on personal and social development. Parents of children with special educational needs receive regular information on their children's progress and are invited to the review meetings. The school provides a good programme of extra-curricular activities to widen and enrich the experiences of the pupils. Educational visits and visitors help to successfully widen the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The National Curriculum test results for 2000 show that the percentage of pupils aged eleven attaining the expected standards in English and mathematics are below the national average and in science are above the national average. When these results are compared with those of similar schools, pupils' attainment in English and mathematics is average and in science is well above average. The number of pupils attaining a higher level in English is well below the national average and in mathematics and science is below average. When these results are compared to those of similar schools the number of pupils attaining a higher level in English is below average and is average in mathematics and science. In each of these subjects boys performed better than girls. At the time of the last inspection attainment at age eleven was judged to be below average in English, mathematics and science. Since then attainment has risen in line with the national trend in all three subjects.
- 2 In the tests in the year 2000, the number of pupils aged seven attaining the expected level or above in reading and writing was well above the national average and well above the attainment of pupils in similar schools. In mathematics the number of pupils attaining the expected level or higher was very high. When the number of pupils reaching a higher level are considered the results in reading are above average, in writing are very high and but in mathematics are below average. Results in all three areas have risen considerably since the last inspection when results in the 1998 tests were well below average in all three subjects. In the assessments made by teachers of pupils' performance in science at the age of seven, the number of pupils attaining the expected level or above was very high and the number of pupils attaining a higher level was above average.
- 3 The findings of the inspection are that the National Literacy Strategy and the National Numeracy Strategy are both beginning to have some impact on standards at both seven and eleven as is the grouping of pupils into ability groups at the age of eleven.
- 4 The targets set by the school are based on previous performance and are challenging. For example, the prediction based on previous performance for the year 2001 was for 75 per cent of pupils to attain the expected level in each subject. This target, however, has recently been raised to 77 per cent in English, 80 per cent in mathematics and 85 per cent in science because the school feels that some pupils have made progress beyond that expected. In 2000 targets were exceeded.
- 5 Children's attainment on entry to the nursery is below the national average and is particularly poor in speaking and listening and personal and social development. Children make good progress in the nursery and in the reception classes and by the time they reach the end of the reception year the majority of children achieve the Early Learning Goals in all areas of learning.
- 6 By the age of seven, pupils have made good progress in reading and the inspection findings are that attainment is above the national average. Pupils in Years 1 and 2 have many opportunities to read throughout the day. Group reading is greatly enjoyed and is clearly successful in helping pupils to have experience of working cooperatively. By the time they are eleven pupils' attainment in reading is average. However, the pupils presently in Year 6 did not achieve at the age of seven the same high standards that pupils aged seven are now achieving. Progress is therefore satisfactory and for some pupils is good. Older pupils read fluently but the books are not always sufficiently challenging.
- 7 The inspection finds that by the age of seven, pupils have attained standards in writing that are above expectations. There is plenty of opportunity to write in a range of different styles. Spelling develops well. As with writing, the pupils presently in Year 6 did not achieve at the age of seven the same high standards that pupils aged seven are now achieving. However, by the age of eleven, pupils have made satisfactory progress and attain standards in line with expectations. Older pupils systematically add to their learning of basic skills and use speech marks, apostrophes and other punctuation correctly. They learn about grammar and tense when they write book reviews, poetry and play scripts.

- 8 The inspection findings are that at the age of seven, standards in speaking and listening are in line with expectations and at eleven are good in listening and satisfactory in speaking. Throughout the school, pupils have lots of opportunity to listen and this skill has developed well. When they have the opportunity to engage in discussion pupils have good ideas and communicate their intentions well. However, these opportunities are too few for all pupils to make consistently good progress over time.
- 9 The inspection findings are that standards in mathematics are improving each year and are now in line with the national average at both key stages. This reflects the good teaching, the effective influence of the subject coordinator and the effective implementation of the National Numeracy Strategy. The Numeracy Strategy is helping pupils to work more confidently in applying their mathematical knowledge to problem solving. Attainment has improved since the previous inspection, particularly at age seven.
- 10 Since the last inspection standards in science, at the age of eleven, have risen. Inspection findings are that they are now in line with national expectations and no longer below. The results of the teacher assessment of pupils aged seven in 2000 showed that standards were very high when compared to the national average. The percentage of pupils reaching the higher level was above the national average. The inspection findings do not agree with the teacher assessments and find that standards are above average at seven. This reflects an improvement since the last inspection when standards were judged to be in line with expectations at age seven. Pupils at both seven and eleven develop a good knowledge of scientific facts. In the older classes there is a lack of understanding by teachers about how scientific investigations can be used to help pupils develop real understanding of the knowledge they acquire. Teachers include skills teaching in their planning but this is often marginalised within the lesson or even forgotten. Consequently in this aspect of science, progress, which was unsatisfactory at the time of the last inspection, is still unsatisfactory.
- 11 Attainment in information and communication technology at both seven and eleven is satisfactory and this is an improvement on the judgement of the last inspection. Since the last inspection the number of computers in school has increased. The school now has more than the average number of computers, which are mainly situated in a computer suite. Classes are timetabled to use the computer suite regularly and whole class lessons on the use of information and communication technology are helping pupils to develop the expected skills. The lack of computers in classrooms however means that pupils get few opportunities to apply the skills learnt to support other subjects. There were no examples seen during the inspection of pupils using computers during literacy or numeracy lessons.
- 12 Since the last inspection standards have improved in art and design at age seven and in physical education at both seven and eleven and are now above expectations. Improvements in art and design are because of the good teaching of the skills of art and craft. It is also due to the way in which art is not only taught for its own sake but often through links with other subjects. The improvement in physical education is due to the enthusiasm of the coordinator who takes every opportunity to broaden the opportunities available to pupils both in experiences and in teaching input.
- 13 In the subjects of design and technology, geography, history, music and religious education standards have been maintained since the last inspection and are satisfactory throughout the school.
- 14 Pupils with special educational needs generally make good progress towards targets that are set for them, due to good levels of support and sensitive teaching. On the few occasions that pupils do not make good progress this is due to the fact that there are inconsistencies in planning work appropriate to the needs of individual pupils.
- 15 There are no significant differences in attainment between monolingual pupils and pupils with English as an additional language nor is there any significant variation in the standards they achieve across the different subjects of the curriculum. This is because there is sufficient support given to these pupils, mainly because most pupils are at a level of competence that stands them in good stead for continued learning. Those who are not at this level of competency generally manage well through being given appropriate activities and interacting with other pupils. However, support could be better if it were

properly targeted to meet specific needs. The forms, which identify the stages of learning English, are not passed to class teachers.

Pupils' attitudes, values and personal development

- 16 The pupils' behaviour and their attitudes to learning are very good and are an improvement on those found at the time of the previous inspection. Throughout the school, pupils respond positively to the school's high expectations of their commitment to learning and this makes a significant contribution to their academic and personal development. The school is a friendly and orderly community where pupils and teachers treat each other with courtesy and respect. This, combined with pupils' interest in learning, has a positive impact on the way pupils respond to teachers and to the standards they achieve. Children under the age of six in the nursery and Reception classes have very good attitudes to learning as the work stimulates and interest them. For example, during circle time in the Reception class, children listened well to a poem that captured their interest and they showed a willingness to talk about their likes and dislikes.
- 17 Pupils' response in lessons is very good. The vast majority of pupils are well prepared for their work. They are cheerfully enthusiastic and interested in their lessons. Almost all sustain their efforts and concentrate very well in most subjects. Only very rarely is their response less than good. Pupils in the unit enjoy their lessons. They responded well to the teachers' high expectations in a literacy lesson when asked to "put on your thinking cap" to identify the sounds that selected words made. Year 5 pupils showed concentration, application and perseverance when setting up a spreadsheet in an information and communication technology lesson. Pupils have shown that they are capable of accepting responsibility for their own learning when given the opportunity to do so.
- 18 Pupils' behaviour in classrooms and around the site is very good and there were very few examples of inappropriate behaviour during the inspection. Relationships between pupils, with teachers and with other adults are very good resulting in a tension-free, purposeful learning atmosphere in most lessons. For example, during a Year 6 religious education lesson, pupils behaved very well when considering the feelings and beliefs of others when looking at the connection between Islamic art and worship. They produced some very perceptive designs for a mosaic. This maturity extends beyond the classroom. Pupils behave well and keep themselves busy during playtime and lunchtime even in inclement weather. There has been one exclusion in the recent past.
- 19 Pupils with special educational needs have positive attitudes to their work. Good teaching enables them to enjoy participation in a range of activities and gives them the confidence to respond to challenges, even though they may not get the correct answers initially. They generally collaborate well and are mutually supportive of one another. The positive attitudes of mainstream pupils to pupils from the unit are a strength of the school.
- 20 There are good opportunities for personal development. Older pupils help younger ones and pupils of all ages act as classroom monitors. Pupils in the unit are part of the "Circle of Friends"; each child has a friend from the mainstream classes. Pupils collect for charities at home and abroad, and older pupils arranged and organised a link with elderly citizens in the community. Pupils have formed a bond with their "Reading Partners" from the local community and confirm that this is helping them to make good progress. Year 1 pupils showed personal commitment whilst creating the sounds of a train in a music lesson. Pupils confirm that they are proud of their school and wish to participate fully in all aspects of school life.
- 21 Attendance is satisfactory and in line with the national average. Most of the authorised absence is due to holidays taken in term time, particularly those that extend beyond the recommended period. A small number of families account for a large amount of absence and despite the school's best efforts, do not always appreciate the effect that poor attendance has on attainment and progress. Ten pupils gained 100 per cent attendance during the previous year. During the inspection, most pupils arrived at school and to lessons on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 22 Throughout the school the quality of teaching is good overall, 72 per cent of teaching is good or better, 19 per cent is very good or better and two excellent lessons were seen. One was in the unit for pupils with special educational need. There was no unsatisfactory teaching. This represents a significant improvement since the last inspection when 16 per cent of all teaching was judged to be unsatisfactory. The best teaching was seen in the nursery and reception classes where 100 per cent of all teaching observed was judged to be good or better. In the classes for pupils aged five to seven, 83 per cent of all teaching was judged to be good or better and 25 per cent was judged to be very good or better. In the older classes, 54 per cent of teaching was judged to be good or better and 12 per cent was judged to be very good.
- 23 In the nursery and the two classes with children under five, teaching is good. This represents an improvement since the last inspection when teaching in this stage was judged to be satisfactory overall with good features. In all these classes the positive approach of the teachers brings good and sometimes excellent responses from the children. In the nursery, activities are well prepared and a good range of resources is provided for children to use. These are presented in such a way that they encourage children to become involved. A very good level of teacher intervention ensures that children are encouraged to extend their play and learn from the activities. Ongoing assessment helps teachers and nursery nurses support individual children's learning. In the reception classes, lessons are well planned and well prepared. Very good questioning skills help develop the children's thinking and extend their vocabulary. Lessons are fun and teachers reinforce learning by using a range of different strategies in the same lesson. This was seen in a mathematics lesson when counting was reinforced by using fingers, a number chart and rhymes.
- 24 The best teaching is in numeracy where eight of the nine lessons observed were judged to be good or better. One very good lesson was seen in the older classes and one excellent lesson was seen in Year 2. In the excellent lesson, relationships between the teacher and the pupils were excellent and this resulted in pupils making a determined and corporate effort to do their best. By focusing on the positive rather than the negative qualities of the pupils' responses the teacher helped the pupils feel confident and this encouraged them to make good progress. The pupils valued the efforts of each other and this also encouraged learning. In the very good lesson the teacher was very skilled at describing and exploring with her pupils the different ways of working out calculations. Pupils found the lesson easy to follow and extended their range of strategies for working out calculations. Teachers are confident teaching numeracy and set pupils tasks that are appropriately challenging. Resources are used well particularly for the mental start to lessons which pupils enjoy. This aspect of the lesson is usually brisk and pupils respond well to the challenge of it. A good level of learning takes place when teachers give clear explanations and focus well on the best ways of working out quick answers. Although teachers know their pupils well, in some classes insufficient assessment takes place to enable teachers to always accurately match work to individual learning needs. At the end of each lesson, teachers reinforce and clarify the learning that has taken place and prepare pupils for the next stage of learning.
- 25 In six of the ten literacy lessons observed, teaching was judged to be good or better. One lesson in the classes for pupils aged five to seven was judged to be very good. Teaching is generally better in these classes than in the older classes. In the older classes, half the teaching observed was good and half was satisfactory. Teachers have secure subject knowledge of literacy, are confident teaching it and teach basic skills well. This means that pupils quickly grasp the basic skills. Pupils are managed well and pupils are clear about what they have to do. In the very good lesson pupils responded well to the teacher's challenging questions because they were accompanied by good humour and praise. Teachers often provide interesting activities. For example, in one Year 1 class when pupils were getting restless the teacher played a quick game with the pupils which had the effect of both waking them up and effectively drawing their attention to the letter sounds they were learning in that lesson. This resulted in good progress. The main weakness is that teachers do not always take sufficient account of pupils' individual needs. This was seen in one lesson in a Year 3 and 4 class when higher ability pupils already had a good grasp of the concept of singular and plural words.

- 26 In science, teaching is good in Years 1 and 2 and satisfactory in the older classes. Teachers in the younger classes use resources well to allow pupils the opportunity to see first hand what they are learning. The results can be seen in the good standards pupils achieve at age seven. Throughout the school, teachers generally have a good knowledge and understanding of science and plan clear step by step lessons that build on previous knowledge. Although teachers all plan investigative activities they are generally reluctant to give the pupils the opportunities to ask their own questions or think of their own methods for finding out the answer. Consequently pupils make less progress in this aspect of science than they do in developing their knowledge.
- 27 Teachers' knowledge and understanding of what they are teaching in other subjects is always at least satisfactory and in most subjects is good. Teaching of the basic skills in reading, writing and numeracy is good. Although teachers include the teaching of science skills in their planning this is not always given sufficient focus in lessons and this is an area that still needs improvement. Specific teaching of information and communication technology is helping to develop a satisfactory level of skills throughout the school but generally pupils are provided with too few opportunities to practice these skills across the curriculum.
- 28 Teachers' planning is effective and pupils usually learn what teachers expect them to learn. Teachers plan together in year groups and support each other well. They have appropriate expectations of most pupils but these are not always high for the more able pupils.
- 29 Teachers use a range of teaching strategies to help pupils learn. In the younger classes there is an appropriate focus on visual aids such as using Barnaby Bear to help pupils find out about the world. Games are also used well, for example when in music younger pupils played a game of hide and seek with instruments. Pupils had to guess the instrument being played out of their sight. This excited the pupils and helped them learnt effectively. Islamic art was effectively taught in a Year 6 class when pupils were asked to design a mosaic to be laid as part of a water feature in a mosque. This made the activity relevant and meaningful for the pupils who were enthralled by the lesson and did not want to stop.
- 30 A strength of the teaching is in the way teachers manage their classes. This results in very good attitudes from the pupils and inspires pupils to want to do their best. This positively affects the progress pupils make.
- 31 Learning support assistants are very well informed about the lessons and they make a significant contribution to pupils' learning. They are not however always used most effectively and several examples were seen of support assistants doing nothing whilst the teacher addressed the whole class. Resources are well prepared and well used.
- 32 Day-to-day assessment is satisfactory and teachers know their pupils well. However assessment opportunities are not always identified in planning and teachers do not always have sufficient information about their pupils to allow work to be matched accurately to pupils' individual needs. Teachers use questions well to check pupils' progress and in some classes marking provides good information on how work might be improved. This is however not consistent throughout the school. Homework is given regularly and helps to consolidate the learning that has taken place in class lessons.
- 33 Teaching of pupils with special educational needs is good. Teachers take an active role in setting and monitoring individual education plan targets. Support assistants are used effectively and make a valuable contribution to the progress of all these pupils. However, teachers' planning of work to match pupils' individual needs is still inconsistent across the school. In the Unit, teaching is very good. There is a very good team approach between the support assistants and the teacher and the very good relationships between adults and pupils develop pupils' confidence and enjoyment in their work. There are pockets of excellent teaching in the mainstream school and in the Unit. In one excellent lesson in the Unit both the teacher and the support assistants consistently challenged the pupils' thinking. The different levels of learning needs were met by questions specifically targeted at individual pupils. The sets based on prior attainment for numeracy and literacy in Year 6 work well for pupils with special educational needs and ensure that they are set appropriate challenges.

- 34 Pupils with English as an additional language learn with others in small group work. Whilst this meets the needs of many it does not always meet the needs of the pupils most at need of English language support. In many lessons insufficient attention is paid to developing the pupils' ability to speak English because often the teachers do the talking. This limits the development of essential communication skills.

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

- 35 Since the previous inspection the school has continued to improve the quality of the curriculum and most of the weaknesses have been met. All subject documentation meets the statutory requirements of the National Curriculum, including the provision for religious education. The quality and range of learning opportunities are good and these have made a positive impact on the school successfully meeting its aim of 'providing for all children high standards in a caring environment'. Enough time is allocated for each subject to be taught in sufficient detail. The school is in the early stages of adapting some of the nationally recommended guidelines into their own schemes of work. It will be important for the coordinators to monitor the provision to ensure that the skills pupils need to make good progress are being covered progressively through the school. This was a general weakness at the previous inspection in the classes for pupils of seven to eleven and is only slowly being addressed. It particularly applies to science, history, geography, design and technology and art and design.
- 36 The planning of the curriculum for the children in the Foundation Stage is very thorough in all the agreed areas of learning. Children move smoothly from the nursery into reception classes. The work in reception classes prepares them well for the transition on to the National Curriculum.
- 37 All pupils with special educational needs have access to a full curriculum and to extra-curricular activities. Pupils in the Unit are included in mainstream lessons whenever possible, but their access to literacy and numeracy lessons is restricted due to the pace of these lessons. There are clear procedures for the identification and assessment of pupils with special educational needs with which all staff are familiar. The provision for pupils with English as an additional language is satisfactory overall. There are however few references in school curriculum policies to the particular needs of these pupils.
- 38 Very useful links in teaching are made across different subject areas and this is enriching the curriculum significantly. It is particularly successful in the way literacy is used to bring added interest to the history, geography and religious education lessons that are taught. The development of writing not only in literacy but also in many other subjects has improved considerably since the previous inspection. Problem solving in mathematics has also improved, but in science, although there has been some improvement, this is still a weaker area in the provision and has not yet been addressed sufficiently. At the moment the use of information and control technology to support learning in other subjects is not sufficiently well developed.
- 39 The implementation of the National Strategies for Literacy and Numeracy has been very effective in raising standards and provision is good. The generous amount of time for English and mathematics is having a positive impact on pupils' attainment in these subjects throughout the school. In addition the school has homework, revision and study support clubs and these gives further valuable support and additional time for pupils to improve their learning.
- 40 The school continues to provide a good programme of extra-curricular activities to widen and enrich the experiences of the pupils. Many staff participate in these activities that range from computer to recorder clubs. The school is involved with the project to divert children away from crime (DIVERT) which is funded by the Single Regeneration Budget (SRB). Through this, pupils sometimes join neighbouring schools to take part in sporting sessions such as the bowling league that is currently taking place. Other educational visits and visitors help to successfully widen the curriculum.
- 41 Links with the community are good. Many pupils from the school work with the police to improve the local area through planting trees and removing litter. There is regular contact and good relationships with the local secondary schools to help in the smooth transition of pupils at eleven. The local churches contribute in a very meaningful way to pupils' learning. The ministers are regular visitors and parishioners come into school each week as reading friends to a group of children. The school is also used by the local people for weekly adult classes and these very positive links have justified the addition of 'community' to the school name.

- 42 Provision for personal, social and health education is satisfactory and appropriate for the ages and needs of the pupils. Sex education together with awareness of the misuse of drugs and keeping safe are planned and taught effectively within the science curriculum. This is well supported by the contribution of the police liaison officer who is also a school governor. Through the Drugs Awareness and Resistance Education project (DARE) which is funded by the SRB she comes into school regularly to talk to pupils in Year 6 about a range of issues ranging from drugs education to lessons which are designed to raise self esteem and combat violence. There is also a good focus on health education in other science topics.
- 43 The provision for pupils' spiritual and social development is good, while their moral and cultural development is very good. This represents an improvement in moral development from the previous inspection when it was good. Pupils' spiritual development is promoted soundly in assemblies where a positive sense of community and shared values are celebrated together. It is heightened at times of special religious celebrations and the sharing of the news with the pupils of their sponsored child in Ecuador. There are also some good opportunities for pupils to experience awe and wonder especially in literacy, art and religious education lessons. The displays around the school show clearly the feelings and emotions often felt by the pupils in their work. For example older pupils express their own images of Blackpool through poetry, while younger pupils experiment with threads and beads to make batik designs that are similar to the insides of fruit. The spiritual appreciation of the natural world has been given a good profile within the school with lots of opportunities made for pupils to study the growth of plants and to sketch the displays of birds and other artefacts. This is important, as the outside environment for the pupils is very limited.
- 44 Moral development is promoted very well through the caring relationships that exist in the school. This is particularly noticeable in the way that the pupils in the special unit integrate so successfully with pupils from the rest of the school. Staff provide very good role models in reinforcing high standards of behaviour and sharing positive values with the pupils. This is an area in which the staff have worked very hard and established clear procedures that work. Because of this improvement lessons are purposeful, pupils are making good gains in their learning and standards are rising. The school is a well ordered community where pupils are taught to know the difference between right and wrong. Assemblies are regularly used to praise pupils for their positive behaviour and concern for others. Pupils feel safe and happy in the school and this has a positive effect upon the quality of learning. Moral issues are also explored successfully with older pupils through DARE initiatives on health and drugs awareness.
- 45 Provision for social education is good. Pupils show initiative and responsibility in working independently during literacy and numeracy lessons. There is still scope to develop this further, particularly in giving pupils more opportunities to work collaboratively in lessons and take some decisions for their own learning. Older pupils are given additional responsibilities around the school and support the younger pupils at lunch times. Pupils show a very good understanding of the needs of others in their close involvement with charities. Often the ideas and successful organisation for the fund raising comes from the pupils themselves. This indicates that pupils are very willing and ready for a more structured contribution to the organisation and running of the school.
- 46 The cultural provision for pupils' learning is very good. Opportunities have continued for pupils to experience the richness of other cultures. In religious education they learn about life in a multi-cultural society through the celebration of religious festivals and the teaching of Christianity and other faiths. Older pupils have visited the local mosque and Sikh temple while Year 1 pupils cooked and enjoyed a Chinese meal using chopsticks. Pupils were recently given the opportunity to track the progress of a friend to the school who sailed round the world and sent messages and postcards of the places he visited. A display of textiles from other countries has also created a lot of interest and pupils have responded by creating their own woven designs. In music and art, pupils consider the works of great musicians and artists from around the world. Pupils are also helped to appreciate the cultural diversity within the school and the local community. Year 6 pupils recently looked at the signs and symbols represented at the local Christian church. They are now moving on to design mosaics to go round a water feature of the mosque. There are good links with the local area in which most of the pupils live. The understanding of citizenship is heightened through singing in the community and joining other children at local holiday clubs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 47 The school offers good support and guidance to its pupils. As the parents commented, the school is a happy one. Pupils work in a caring community and staff show a high commitment to pupils' welfare and development. This sustains the judgement found at the time of the previous inspection. The positive, caring ethos ensures that pupils have a strong sense of identity with their school and feel secure there. Parents of children in the nursery and the reception class commented that their children quickly settle into school. When pupils transfer to secondary education, they are helped by the arrangements for visits and by the preparation they receive from the school. For example, the Local Education Authority Attendance Support Team works with Year 6 pupils before they leave the school.
- 48 The school is committed to the view that the education of the whole child is at the centre of its ethos and foundation. All staff show an interest in the pupils and their families. With the support of a range of external agencies, pupils have access to advice and guidance. Pupils in the unit and those from a range of cultures including children of refugees from Bosnia are fully integrated into the life and work of the school. Members of staff clearly know pupils very well and there is good communication between the school and parents about pupils' individual needs. Teachers often give willingly of their time to talk to pupils and provide extra help in and out of lesson time.
- 49 There are sound child protection procedures in place with guidelines in the policy for staff to follow. The designated teacher ensures that all staff are aware of the appropriate procedures. The deputy headteacher is due to attend training to offer additional support to children. As part of the Single Regeneration Budget, the school is taking part in a project to divert children away from crime (DIVERT). Pupils have participated well in this as seen in the final lesson of a series on the dangers of drugs. The police liaison officer led them in a lively discussion, which showed they had absorbed the main messages about the dangers of drug abuse. There are discrete sex education lessons for older pupils in the summer term.
- 50 The school is in a poor state of repair but the headteacher and staff do their best to ensure that this does not have a detrimental effect on the health and welfare of children. The headteacher and caretaker conduct risk assessments. They are documented and prioritised according to urgency or available finance. There are three members of staff fully qualified to administer first aid as well as two lunchtime assistants. The staff deal well with any day to day problems giving sensitive care to the diverse needs of pupils. Evacuation procedures are in order and the school holds regular fire drills.
- 51 The good procedures for monitoring and promoting pupils' behaviour are reflected in the high standards of behaviour seen throughout the school. The most significant factor is that teachers appeal to pupils' understanding of what is best for the community of the school. This promotes good self discipline, as pupils do not want to let their teachers or each other down. Almost all parents who responded to the questionnaire commented that the school is helping their children to become mature and responsible. The procedures for monitoring and promoting attendance are good particularly now the school has the benefit of computerised records. Absent pupils are identified quickly and the school benefits from the support of the education welfare service in contacting families.
- 52 There has been an improvement in assessment procedures since the time of the previous inspection but these are not yet being used consistently to inform planning. The school assesses attainment on entry and monitors progress throughout the years by using a series of diagnostic tests and by making good use of optional national tests as well as statutory end of key stages tests. This summative information is collated and recorded using a computerised assessment programme that supports the tracking of pupils. The school uses this to set targets for groups and individuals. There is at present insufficient information collected on how well pupils are progressing along the steps between attainment targets to enable teachers to plan lessons that meet individual or group needs.
- 53 Assessment practices are at their best for the youngest pupils in the nursery and reception classes. The records kept by the nursery staff show clearly how the children are achieving the Early Learning Goals. The information is then used to decide what the children should do next and which children need extra support.

- 54 A caring attitude towards pupils with special educational needs is demonstrated throughout the school. This leads to pupils being happy and confident in lessons. The Code of Practice is successfully implemented and Individual Education Plans are in place for all pupils requiring them. These adequately reflect the recommendations of any pupils with statements. Targets are realistic and achievable. The school is fully complying with legal requirements in respect of statemented pupils. A comprehensive record of pupils' progress is kept and reviewed on a regular basis. Liaison with secondary schools to which pupils will transfer is good. Assessment is very comprehensive and well recorded and gives clear indication of the progress pupils make.
- 55 The school's marking policy is clear but is not being followed by all classes. There is inconsistency in the use of comments to show pupils where they have performed well or what they need to do to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 56 The school has a satisfactory partnership with parents. With one or two exceptions, those parents who attended the meeting prior to the inspection were mainly positive about the work of the school and the commitment of staff. Most parents confirm that they are made welcome and any support they give is valued. Ninety five per cent of parents who returned the questionnaire said they would find it easy to approach the school with suggestions or complaints. During the inspection, parents at the school gates said that they felt able to share concerns with the teachers at any time.
- 57 Although the school works hard to keep parents informed, many parents do not attend meetings or contact the school to find out what progress their children are making. Workshops held for parents to find out how the school teaches literacy and numeracy were very poorly attended. Most parents support their children with homework and listen to them read. A small group of parents help out on a regular basis in the classroom but more parents are willing to help at special events. The school intends to evaluate its partnership with parents and consider ways of asking for more specific help. Induction meetings are held for parents of nursery children and for those entering reception classes. The Friends' Association is held together by a small group of dedicated parents who organise and fund treats for children and extra resources for the school. Training in information technology is offered to parents and the community and the tutor confirmed that all are making good progress in acquiring the skills and knowledge to support their children. Pupils are benefiting from the Reading Friends scheme which involves adults supporting children in reading.
- 58 The quality and range of information for parents is good. There has been an improvement on this since the previous inspection as the annual report of the governing body to parents now fulfils statutory requirements. There are however few references in the prospectus to the particular needs of pupils with English as an additional language. Parents receive letters and newsletters about events in the school and parents at the meeting said this was a forum for thanking them for their co-operation. There was almost unanimous agreement from parents through the responses to the questionnaire that their children are making good progress in the school. Three parents' evenings are held each year with a report during the summer term. The annual reports to parents give concise judgements on pupils' subject attainment and class teachers write sensitive comments on personal and social development. Parents of children with special educational needs receive regular information on their children's progress and are invited to the review meetings. Strong partnerships have been developed with these parents particularly those in the unit. The majority are very supportive of what the school is doing for their children. There is good parental involvement in review procedures, including statutory annual reviews.
- 59 Parents say that their children like school and attend willingly as confirmed through the meeting with parents and the responses to the questionnaire.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 60 The overall leadership and management of the school have improved significantly since the last inspection and the school now benefits from good leadership by the headteacher and deputy headteacher. They work together well as a team, sharing an understanding of the strengths and weaknesses of the school and establishing ways of securing improvement in the standards achieved. They successfully promote very good attitudes to school, very good behaviour by the pupils, good manners and equality of opportunity. The ethos of the school is caring and with the recent improvement in standards is moving closer to the school's aims and objectives of providing 'high standards in a caring environment'. Pupils are happy to come to school. The school has clear aims that are supported by the pupils, staff and governors. The headteacher and deputy are well supported by a hardworking senior management team.
- 61 Since the previous full inspection there has been very good improvement in a number of areas. Attainment of pupils at both seven and eleven has risen in the three core subjects of English, mathematics and science. The standard of teaching has improved from unsatisfactory at the time of the last inspection to good. This has happened because the monitoring and evaluation procedures, which were underdeveloped at the time of the last inspection, have now been improved and made more rigorous.
- 62 The headteacher and the senior management team analyse the results of tests and other data on how well the pupils are doing. From this they are able to set National Curriculum targets for all pupils from the age of seven. More focused and more rigorous monitoring of teachers' planning, pupils' work and teaching has resulted in improvement in a number of areas. In writing for example, which was a key issue of the last inspection, the information has been used effectively to improve writing skills. In numeracy, the way pupils are able to use different strategies to solve problems, has improved. The coordinators of the core subjects of English, mathematics and science are all members of the senior management team and have a clear view of what their role entails. Other coordinators are less clear about their role and especially their responsibility for monitoring the provision of their subjects and for raising standards.
- 63 An enthusiastic and committed coordinator has established clear systems for the identification and assessment of pupils with special educational needs. Documentation is extensive and clearly recorded. All staff are well informed about pupils' individual needs. Support assistants are well managed and are generally effectively deployed. Although the special educational needs coordinator and the unit teacher are supportive of one another, there are no procedures to ensure closer liaison with the unit and its procedures, for the mutual benefit of the school.
- 64 The governing body, which is properly constituted, offers good support to the school. It monitors the school's progress through the headteacher's reports and governors are aware of its positive achievements and where there are weaknesses. However, they are not proactive in their approach towards the development of the curriculum and the drive to improve teaching and attainment. This limits their contribution to the raising of standards. Governors visit the school regularly and have been particularly active in supporting the attempts of the headteacher to improve the state of repair of the school or have a new school built. They fulfil all their statutory requirements.
- 65 The school development plan has clear and relevant targets which are costed and closely related to the budget. The school's planning takes account of its immediate priorities and identifies suitable resources to support them. The plan is currently only for one year because the present uncertain future of the school building makes future planning impossible. The headteacher is very aware of the principles of best value and applies them to major financial decisions. For example, the recent purchase of computers was not of the cheapest but was of the most compatible with existing equipment and of most value to the school. The school has used well the additional funds provided since the last inspection, to provide cover for staff to enable monitoring to become an established part of school practice. The additional funds provided for the Unit for Pupils with Autism are used appropriately and to good effect. There are good financial systems in place to ensure that finances are kept in order. The school responded positively to the recommendations made in the latest local authority audit report.

- 66 The match of teachers and support staff to meet the demands of the national curriculum is good. The teachers have an appropriate range of subject expertise and there are suitable procedures for inducting new members of staff. The school has more than the average number of classroom support assistants who are fully involved in the life of the school. The school has appointed a senior classroom assistant and this has been effective in managing their role to best effect. They are included where possible in planning meetings and are encouraged to attend training courses. Their contribution is having a positive impact on the standards of teaching and the rise in standards since the last inspection. There are coordinators for all subjects and the school has acknowledged the need to define their role more explicitly, particularly in the foundation subjects. The school has prepared for the introduction of performance management and the governors have approved a formal policy, as is required by law.
- 67 The accommodation is adequate and meets the demands of the curriculum. It is however, in a very poor state of repair and in parts of the school the internal plaster has collapsed leaving bare walls. Despite this, teachers have made a good effort to make the school pleasant and many of the problems are disguised by attractive displays. The outside play areas are small but the school manages them well in order to prevent overcrowding in the playground. Access to the site remains restricted and when pupils are arriving and leaving school there is a potential safety hazard.
- 68 The overall level of resources is satisfactory. The number of computers has recently been increased and is now good. The quality and quantity of resources in science and design and technology are good. Resources in religious education are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 69 In order to maintain and further improve standards of attainment in all subjects the school should:
- (1) Extend the use of assessment in English, mathematics, science and information and communication technology in order to set group and individual learning targets and provide more effectively for higher attaining pupils, by:
 - developing criteria against which to assess pupils' progress towards National Curriculum attainment targets and using these to assess and record pupils' progress;
 - reviewing the marking policy and applying it consistently throughout the school in all subjects.
 (paragraphs 32, 52, 53, 92, 95, 103, 105, 112, 138)
 - (2) Clearly define the roles, responsibilities and accountability of all coordinators, particularly in the foundation subjects.
(paragraphs 62, 118, 122, 127, 133, 139, 145, 150, 155)

Other issues which should be considered by the school

- (1) Extending the use of information and communication technology across the curriculum.
- (2) Involving the unit for pupils with special educational needs more in the work and life of the school.

THE WORK OF THE UNIT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- 70 The unit is part of the Local Education Authority provision for primary aged pupils who experience difficulties relating to Autistic Spectrum Disorder. There are currently six full time and two part time pupils. All pupils have statements of special educational needs.
- 71 Pupils in the unit make very good progress during their time in school. This is due to the fact that they are well supported by a qualified teacher and a team of knowledgeable support assistants. It is also

due to their inclusion into school life, whenever possible and the close daily contact maintained with parents through the home/school link book.

- 72 As a result of very good teaching pupils are encouraged to be happy and self confident about all that they do. They are generally enthusiastic and well behaved. Despite occasions when pupils present teachers with a range of challenging behaviour, their development of social skills is very good as they learn to listen attentively and show respect both for each other and for other adults in the room. Appropriate behaviour patterns are well developed as pupils learn to request things from someone else. They do not find it easy to remain quiet but are willing to persevere when requested. Their thinking is constantly challenged and then often rewarded with a favourite song.
- 73 Teaching within the unit is very good. Sensitive and informed responses to pupils' needs promote learning alongside enjoyment of what they are doing. For example, a light-hearted game of "Animal Bingo" contains significant learning and communication strategies which pupils pick up without realising they are doing any work. Very good team approaches to teaching ensure that pupils are appropriately challenged through specifically targeted questions. English as an additional language support is very effective in ensuring that a pupil who has difficulty understanding English has access to the curriculum. Teacher relationships with pupils are very positive, promoting independence, confidence and self-esteem. Planning and evaluation of lessons is clear and well maintained.
- 74 The unit is very well managed. Guidelines for personnel working in the Resourced Provision have been produced by the teacher in the unit and are very helpful. A modified curriculum is on offer to pupils who are also encouraged to join their mainstream peers for certain subjects. Pupil assessment is very thorough. Work is well annotated and observations of pupils are made on a weekly basis. Scrapbooks of work are kept as a record of what pupils have achieved and the progress they have made. Video recordings give a useful insight into the responses of pupils from the unit, to a variety of learning situations, including those with their mainstream peers. The unit is well resourced apart from music equipment, which would provide beneficial therapy.
- 75 While maintaining the high standards identified in the last report, the school has yet to demonstrate its commitment to the unit by encouraging contact with unit procedures and practice. Although the special educational needs coordinator and the unit teacher are mutually supportive they have little daily contact. The governors would also benefit from an insight into the everyday work of the unit, which is, after all, an important part of the school. The well-established "circle of friends" continues to provide pupils from the unit with some of the necessary contact with mainstream pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	16	53	22	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	312
Number of full-time pupils known to be eligible for free school meals		82

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	10
Number of pupils on the school's special educational needs register	3	65

English as an additional language	No of pupils
Number of pupils with English as an additional language	51

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	43

Attendance

Authorised absence	%
School data	5.6
National comparative data	5.2

Unauthorised absence	%
School data	.2
National comparative data	.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	25	16	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	25
	Girls	16	16	16
	Total	39	39	41
Percentage of pupils at NC level 2 or above	School	95 (80)	95 (83)	100 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	25
	Girls	15	16	16
	Total	38	41	41
Percentage of pupils at NC level 2 or above	School	95 (83)	100 (88)	100 (90)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	18	20	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	17
	Girls	10	11	18
	Total	27	26	35
Percentage of pupils at NC level 4 or above	School	71 (74)	68 (60)	92 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	18
	Girls	8	11	18
	Total	23	27	36
Percentage of pupils at NC level 4 or above	School	61 (74)	71 (67)	95 (81)
	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	2
Black – African heritage	
Black – other	3
Indian	3
Pakistani	27
Bangladeshi	
Chinese	
White	217
Any other minority ethnic group	38

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.8
Number of pupils per qualified teacher	24.6
Average class size	21.8

Education support staff: YR– Y6

Total number of education support staff	10
Total aggregate hours worked per week	276

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	2
Total aggregate hours worked per week	28

Number of pupils per FTE adult	19.7
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	635738
Total expenditure	623182
Expenditure per pupil	1872
Balance brought forward from previous year	-12698
Balance carried forward to next year	-142

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	312
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	2	0
My child is making good progress in school.	60	39	2	0	0
Behaviour in the school is good.	40	47	7	0	5
My child gets the right amount of work to do at home.	33	49	7	4	7
The teaching is good.	54	45	2	0	0
I am kept well informed about how my child is getting on.	31	58	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	56	39	5	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	32	51	9	2	7
The school is well led and managed.	32	54	5	2	7
The school is helping my child become mature and responsible.	45	51	2	0	2
The school provides an interesting range of activities outside lessons.	28	25	10	7	30

Other issues raised by parents

One parent thought that bullying was an issue in school.
 One parent thought that the school was unapproachable

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

- 76 Attainment for the majority of children on entry to the nursery is below the national average. A significant number of children have poorly developed language skills particularly in speaking and listening and many have problems making themselves understood when speaking. Personal and social development is poor and children find it difficult to share resources with each other or to be considerate to the wishes of others. However, by the time they reach the end of the reception year the majority of children have achieved the Early Learning Goals in all the recommended areas of learning. This is due to the consistently good provision and to the quality of teaching which is, at all times, good across all the required areas of learning. This is an improvement since the last inspection when teaching was judged to be satisfactory.
- 77 Teaching and support staff cooperate very well to provide a caring and very stimulating environment for the children in the Foundation Stage. They work together very successfully to plan and implement a relevant curriculum which is geared to the Early Learning Goals. High expectations of children's performance, allied to constant praise and encouragement from all the staff, enable the children to develop confidence and a feeling of security. Very good liaison is developing between all those teachers involved in the Foundation Stage. Day to day monitoring of children's progress is excellent and procedures for assessment are very thorough. Early identification of pupils with special educational needs is undertaken and these children are then well supported and make good progress in all their work. Pupils with English as an additional language are well supported. The level of resourcing for children in the Foundation Stage is good and the accommodation, including an outside area for the youngest pupils, is set out in an interesting and tasteful manner setting an example to the children.

Personal, social and emotional development

- 78 By the time they reach the end of the reception year pupils achieve the Early Learning Goals in personal, social and emotional development. Children are confident and friendly when they enter school and are developing independence through good teaching in the nursery. The nursery programme is designed to encourage choice and initiative and as a result, children make good progress in their personal and social development throughout the Foundation Stage. There are clear areas for different activities and children show growing independence by making use of this layout to choose their own activities. Children have very good attitudes to learning. They work beside each other in groups, sharing resources and helping each other. They behave very well and follow the rules when waiting to use equipment and materials. Children in reception form friendly relationships, listen carefully to their teachers, and are becoming increasingly responsible for their actions. They look after their clothes when changing for physical education, undress and dress independently and fasten their own coats for outside play. Children in all the classes take their responsibilities seriously and are always eager to be helpful to the teachers and other adults in their classes. They are sensitive to each other's feelings and look after each other.

Communication, language and literacy

- 79 The majority of children achieve the Early Learning Goals in communication, language and literacy by the time they leave reception and a small proportion exceed them. Adults regularly engage children in conversation when they are working on an activity, which develops children's speaking and listening skills and extends their thinking. For example, a group of children making play dough gingerbread men were joined by the teacher who discussed with them the various sizes and thickness of the figures they had made. They listen attentively to their teachers and to each other, hold conversations on the telephone in the role play area and discuss their work freely and enthusiastically with adults. Early writing often takes place in the role play area where children explore writing and progress from

squiggles to forming letter shapes. By the time they reach reception many children are ready to form letters accurately and begin to copy sentences. Many children in reception are making good progress in developing the early skills of reading and some are becoming competent readers. Children take books home to share with their parents and when they are in the classroom they show an obvious enjoyment of books and handle them with care. Teachers place great emphasis on reading and take every opportunity to introduce different books and texts.

Mathematics

- 80 By the time they reach the end of the reception year children have attained the Early Learning Goals and have made good progress. Children in the nursery use the correct mathematical language and describe and sort everyday items and simple two-dimensional shapes. They are introduced to a good range of number rhymes and songs to develop their counting skills and recognise and use numbers to ten and beyond. They understand concepts such as 'bigger than', 'smaller than' and 'one more'. The computer is regularly used to help children to sort common shapes and objects and to develop confidence in using numbers. By the end of the reception year children are confident with numbers up to ten and a number of children are able to count up to 20 and use their numeracy skills to perform simple addition and subtraction sums. They understand and record numbers through the well planned practical activities and are beginning to develop the ability to solve simple problems, for example, in finding missing numbers from the number line. In each of the classrooms there is a strong emphasis on displays relating to mathematics and these in turn reflect the good teaching which allows children to learn through lots of practical, experimental activities during which learning is fun.

Knowledge and Understanding of the World

- 81 The majority of children achieve all the Early Learning Goals before they leave the reception class. In the nursery opportunities for children to experiment with salt dough, water and sand support the children's growing understanding of materials and their properties. In the outdoor area teachers provide them with opportunities to tend the garden, plant bedding plants and see them grow. On one occasion, they discovered some snails whilst tidying the soil and the teacher took the opportunity to get the children to observe them, looking at their size and how quickly they moved. The careful observations they made can be seen in their pictures of the snails. Throughout the Foundation Stage, excellent use is made of visitors who provide children with an understanding of how people such as the police can help in our daily lives. Children are developing an awareness of the passing of time as they talk about the days of the week and how things change over time. When using the computer, children have good levels of confidence and work well individually and in pairs. They have good 'mouse' control and click on different colours and tools with accuracy. Most children know where they live, and can talk about simple man-made and natural features in their environment.

Physical development

- 82 Children make good progress in their physical development, moving well during the warm up period in the hall and showing increasing control and coordination in their movements, particularly when running and jumping. They show an increasing awareness of space and children in the reception class show consideration for others when they are moving around the hall. They move from their classrooms to the hall quickly and quietly and respond well to the teachers' instructions. A very positive feature of their physical development is how hard they try to carry out the task. Reception children when challenged to throw and catch a beanbag concentrated really hard on the activity. Children of all abilities handle tools and materials well when engaged in creative or construction activities. They show confidence in handling materials and making things with them, even when the materials are difficult to handle, such as wood and metal objects. The good teaching encourages children to be imaginative in their physical play and to enjoy new challenges. Children are well on course to achieve the Early Learning Goals by the end of the reception class.

Creative Development

- 83 By the end of the reception year the majority of children achieve the Early Learning Goals. In certain aspects of art, particularly in the use of paint they achieve high standards for their age. Throughout the Foundation Stage they are given regular opportunities to use paints, collage materials, printing and modelling materials such as dough. The use of these materials is often linked to other areas of the curriculum, for example, after reading the story of the Gingerbread Man the children produce exciting and colourful pictures of the characters. In the Foundation Stage there are many good opportunities provided for the children to sing songs and rhymes together. These often occur in the numeracy and literacy sessions as well as during planned singing and percussion activities. Children sing with great enthusiasm, they are tuneful and can remember the words. They listen attentively to music and are developing a good sense of rhythm.
- 84 All the staff in the Foundation Stage work hard together to provide a caring environment and they are committed to the children in their care. The coordinator of the Foundation Stage provides positive leadership and has a clear understanding of the needs of the children. The high quality of teaching for children is an important factor in the good progress they make.

ENGLISH

- 85 In the year 2000, the results of the National Curriculum tests for pupils aged eleven showed that standards in English were below the national average but average in comparison with similar schools. The percentage of pupils reaching a higher than expected level was well below the national average. Data indicates that the boys attained better than girls. This inspection finds that standards are improving and are satisfactory overall. No differences between boys and girls were observed during the period of the inspection. In listening and presentation, standards are good. Standards in speaking, reading, writing and spelling are satisfactory. The pupils presently in Year 6 did not achieve at the age of seven the same high standards that pupils aged seven are now achieving in reading and writing. Progress is therefore satisfactory and for some pupils is good. Pupils do not have sufficient opportunities to apply what they have learnt through research, for example, using information and communication technology, the library and through purposeful discussion and this limits the opportunities for pupils to attain higher standards.
- 86 The results of the National Curriculum tests for pupils aged seven in 2000 showed that for reading, standards were above the national average and well above when compared with similar schools. In writing, standards were well above the national average and very high in comparison with similar schools. The percentage of pupils achieving the higher Level 3 was above the national average for reading and well above the national average for writing. This inspection finds that standards are in line with the national average in speaking and listening, and in reading and writing are above the national average and for some pupils are well above.
- 87 Throughout the school, pupils have lots of opportunity to listen and this skill has developed well. When they have the opportunity to engage in discussion pupils have good ideas and communicate their intentions well. When pupils have the chance to explain something to the whole class or to their teacher, they use appropriate examples to illustrate what they have in mind. These opportunities occur in all subjects. For example, in Years 3 and 4 pupils learn about fables and predict the lesson or moral of the stories. Older pupils enjoy listening to the Greek myths and discussing them. All pupils from the age of seven make good progress in listening and satisfactory progress in developing speaking skills. When pupils are encouraged to discuss work at a more demanding level than the simple responses to teachers' questions they all make good progress. However, these opportunities are too few for all pupils to make consistently good progress over time.
- 88 All pupils up to the age of seven make satisfactory progress in developing speaking and listening skills and good progress in lessons when they have greater opportunities to practise these skills, particularly speaking. In Year 1, pupils recalled well the story of The Three Little Pigs and enjoyed identifying key features. They listened to the ideas and opinions of each other and added to them using suitably expressive and descriptive language to clearly explain what they meant. They talked about current news events, such as the outbreak of foot and mouth disease and the heavy snowfall in Scotland. They listened interestedly to how food products, such as, herbs and chutney are used and gasped in surprise as their teacher ate chives. Both pupils and teachers clearly enjoy working together. In Year

2, pupils listened to specific information about owls and re-told facts and the story back to their teacher with good understanding and developing vocabulary. Throughout the school, pupils who have special educational needs and English as an additional language are generally supported well because teachers make sure everyone is involved. This helps them make satisfactory progress.

89 All pupils make satisfactory progress in their reading. Older pupils read fluently but the books are not always sufficiently challenging. The high and average attaining pupils develop research skills and use them well in other subjects, such as, history, science and geography. However, they do not use information and communication technology or the library sufficiently to support higher order literacy skills. Low attainers tend to use limited research skills in their English work and have very little opportunity to apply these skills in other subjects. Pupils who have special educational needs or have English as an additional language make progress in line with their prior attainment.

90 Younger pupils learn to read well through rhymes and have a good interest in storybooks. They read with confidence and good accuracy. Most pupils use a range of strategies to read the words or talk about pictures. Pupils attempt unfamiliar words well and often successfully, sometimes surprising themselves. They have many opportunities to read throughout the day. Group reading is greatly enjoyed and is clearly successful in helping pupils to have experience of working cooperatively. The higher attaining pupils develop their knowledge and understanding of specific terms, such as, fiction and non-fiction, title, author and illustrator well. With encouragement, pupils talk about character and plot, but these skills are still developing. The majority have a good knowledge of the alphabet. However, they have very limited opportunity to use the library other than for changing a book and, overall, pupils have limited awareness of books apart from storybooks. In Year 2 pupils have opportunity to work with adults in the 'reading partners' scheme. The ten week programme offers the chance to read, discuss and talk about text. The trained adults support pupils well, using praise and encouragement appropriately, and through sensitive and constructive criticism. This is particularly helpful for pupils with special educational needs or English as an additional language. Pupils are confident and this helps them to listen and learn well. They enjoy the work.

91 Older pupils make satisfactory progress in developing their writing skills. They systematically add to their learning of basic skills and use speech marks, apostrophes and other punctuation correctly. They learn about grammar and tense when they write book reviews, poetry and play scripts. They learn important spelling rules and spelling patterns, how to plan and develop stories and write clear instructions, for example, how to make a toy parachute. Handwriting and presentation of work is generally just satisfactory in Year 3 but improves significantly in Year 4. The higher attaining pupils in Year 5 present their work very well indeed and generally accurately. The presentation of work from other pupils is good. Although pupils learn important writing skills well they do not always have sufficient opportunity to apply these skills, for example, in writing for different purposes or in producing lengthy stories of good quality. This is mainly due to the fact that there are few opportunities to check their own work, re-write and re-draft. Teachers do too much for them. This prevents pupils from using their own initiative and selecting for themselves the best method to approach their work. For example, by preparing their own notes before they write their paragraphs or checking spelling for themselves before they hand their work in for marking. When pupils do have opportunities to work on their own they are motivated to produce their best work. In a Year 5 lesson, pupils learnt homonyms and enjoyed creating riddles. This activity gave them the chance to develop spelling and vocabulary in an interesting way. They applied their literacy skills imaginatively and successfully.

92 Overall, younger pupils make good progress in developing writing skills. It is evident from pupils' first week in Year 1 that they learn letters and practise writing skills well. The worksheets to support word building and handwriting are well chosen and well kept. There are plenty of opportunities to write for different purposes, such as short sentences, writing their address and short stories. The progress pupils make within the first weeks is good and this builds week on week so that by the time they are seven, almost all pupils successfully produce a neat joined script. Spelling develops well mainly because pupils are clear that errors must be corrected and they follow this rule well. Overall, when they are in Year 2, higher attaining pupils sustain the good progress they make early in Year 1. Other pupils, including pupils with special educational needs and those who have English as an additional language make swift progress at first and satisfactory progress over time. This is due to assessment

not being sufficiently well developed to enable teachers to plan writing activities that match pupils' individual needs well. In Year 2, higher attaining pupils produce very neat writing.

- 93 Standards have improved in the eighteen months since the previous inspection mainly in writing which was a key issue. In the infant classes standards were broadly in line with the national average and are now above. In the junior classes standards were below the national average and are now in line. There has been particular emphasis on developing writing throughout the school and this has proved successful. There are many examples of well presented interesting pieces of work on display and in exercise books. Essential skills to develop writing have been taught well and the emphasis on a whole school approach to handwriting has been very effective. There are useful opportunities for pupils to apply their learning in other subjects.
- 94 Pupils' attitudes and behaviour are good. They are generally attentive and show good levels of interest particularly when the work is purposeful and absorbing. At these times they participate well taking good care as they explain their ideas using examples appropriately to help clarify their own understanding or to help improve a classmate's understanding. They do this politely and through these exchanges of information help each other to learn well. At these times they demonstrate good levels of maturity and confidence. When the pace in lessons is brisk and the activity challenges pupils' thinking, they are motivated to produce better work and they respond well to these opportunities. Relationships are good but when the work stimulates them to do their best, relationships improve further creating an atmosphere where teachers and pupils work together productively.
- 95 The quality of teaching throughout the school is always at least satisfactory and is good overall and results in pupils achieving a good level of learning. Teachers have good subject knowledge and teach basic skills well. Many use effective methods to help pupils understand the work. When teachers allow pupils to apply their learning through appropriate discussion pupils' make good progress. Pupils are managed well. Resources are not always used well and books have a low profile in some classes. The main weakness is an unsatisfactory understanding of how to meet pupils' individual needs through appropriately challenging work. Teachers believe they meet pupils' needs because they sometimes prepare slightly different work for the different abilities. However, because assessment is not sufficiently developed to enable teachers to identify individual needs, work does not always effectively challenge all pupils. The quality of reading records varies in usefulness from class to class. Where pupils have lost their reading records, perhaps a year or more ago, these have not always been replaced. Many teachers have little up-to-date knowledge of a pupil's standard of reading. Records are kept of test results in reading and spelling but these have little value as they are not analysed to see why a pupil has made some progress and another has not. The limited use of the library and of information and communication technology prevents pupils from taking greater responsibility for their work. In younger classes the pupils are clear that when they make a spelling mistake they have to correct it. This is good practice. When marking work teachers write comments but these are not always sensitive or helpful and are generally not followed up. Some younger pupils cannot read the comments. Older pupils often do not read them as can be seen from the next piece of work in their exercise books. Marking was a concern in the previous inspection, and although much improved, it remains a concern in this inspection.
- 96 The coordinator has expertise in the subject and has attended courses and held training for colleagues. This has helped improve the standard of teaching in literacy. The strength in teaching has been the adoption of the National Literacy Strategy. The writing programme has been successful in improving the quality of teaching and learning and has addressed the previous key issue well. There are weaknesses in assessment and at present there are no systems to identify individual learning needs. Although satisfactory overall there are weaknesses in the management of the subject. This is because although the coordinator has regular non contact time she nevertheless finds it difficult to maintain a good overview of the subject as well as fulfil her senior management team responsibilities.

MATHEMATICS

- 97 In the year 2000, the results of the National Curriculum tests for pupils aged eleven showed that standards in mathematics were below the national average but average in comparison with similar schools. The percentage of pupils reaching a higher level was also below the national average. The

results of the National Curriculum tests for pupils aged seven in 2000 showed that standards were in line with the national average and above average when compared with similar schools. The percentage of pupils reaching a higher level was below the national average. Further analysis of the results show that boys performed better than girls. Inspection evidence revealed no indication that boys are performing better than girls.

- 98 The inspection findings are that standards in mathematics are improving each year and are now in line with the national average at both key stages. This reflects the good teaching and the effective influence of the subject coordinator. Attainment has improved since the previous inspection, particularly at Key Stage 1. Pupils enter the nursery with below average number skills. They make good progress in the Foundation Stage and enter Year 1 with standards that are in line with expectations. Their knowledge and understanding of numbers, shape and measuring improves steadily and by the time they are seven they have made satisfactory progress.
- 99 As pupils move through the school they continue to make satisfactory progress and gains in their learning, especially in the way they are able to use different strategies to solve problems. This was a weakness at the previous inspection and is being successfully addressed due to the effective implementation of the National Numeracy Strategy. The school has increased the time for mathematics and increased the resources. For example, the introduction of overhead projectors into classrooms has improved the strategies teachers use in the oral starter and whole class teaching. The school has also set up homework, revision and study support groups for mathematics. These not only give additional time for the subject but also provide valuable support for pupils to reinforce and improve their skills further. The data handling aspect of the subject, also identified as a weakness at the previous inspection, has only recently begun to show signs of improvement.
- 100 By the age of eleven the National Numeracy Strategy is helping pupils to work more confidently in applying their mathematical knowledge to problem solving. However, teachers are reluctant to give pupils the responsibility for planning, organising and carrying out investigations and real-life problems themselves. Higher and average attaining pupils are developing a good mental facility to work competently on a wide range of calculations. The 'booster class' for these Year 6 pupils is helping considerably to raise their expectations in numbers and measures so they will achieve higher levels of attainment. Approximately a third are expected to achieve a higher level and these pupils are already confidently solving word problems, for example, where they have to find $\frac{5}{7}$ of 210. Higher attainers generally know their tables but many of the lower attaining pupils can't work quickly enough yet, especially in the oral part of the lesson. All pupils take a great pride in the presentation of their work. Pupils have had some opportunities to draw and interpret information, for example, from weather reports and swimming results but generally levels of competence are not at the same level as in other aspects of mathematics. Information and communication technology is not yet being used to support this area of learning sufficiently.
- 101 By the age of seven most pupils can add and subtract numbers accurately to 100 in a good variety of situations such as sequencing, doubling and finding missing numbers. The majority of pupils are beginning to understand the principles of multiplication and the relationship between repeated addition. They generally use the correct vocabulary when explaining how they work out answers. A small number of pupils in Year 2 are lower attainers but they are generally confident in using numbers to twenty. They receive good focused and practical support. All pupils gain an appropriate range of practical experience in estimating and measuring using standard measures and most can read the time to the hour and half past. Pupils are occasionally given the opportunity to collect information and make graphs but information and control technology is not yet being used to support this area of the subject. All pupils present their work very neatly and this represents a significant improvement since the previous inspection.
- 102 The school in its teaching of mathematics ensures equal opportunities and inclusion for all pupils. Pupils with special educational needs receive an effective level of support, which enables them to make good progress towards the targets set for them. The pupils who speak English as an additional language are also provided with good support so that they can work successfully in class.

- 103 The quality of teaching is good, with over three quarters being good or better. There was no unsatisfactory teaching. This is a much better picture than at the previous inspection when there was some unsatisfactory teaching in the early part of Key Stage 2. In most lessons teachers have secure subject knowledge and plan well to focus on practising, improving and extending the knowledge and skills of the pupils. Generally expectations are high and have improved from the previous inspection but more still needs to be done in a few classes to challenge the higher attainers sufficiently and plan suitable work for the wide range of ability. The systems for identifying pupils' individual needs are still underdeveloped and teachers still do not always plan work that challenges all pupils appropriately. All teachers, however, have very high expectations of pupils' behaviour and relationships are often outstanding. This has helped the pupils to concentrate and work productively in lessons and make good gains in their learning. All these successful qualities were seen in a mixed Year 3 and Year 4 lesson. The teacher was very skilled at challenging and exploring with the pupils, the different strategies they could use for sequencing numbers and then helping them to acquire important new skills and knowledge in the independent tasks. This was further extended at the end of the lesson so that these pupils had made very good gains in their learning and knew what they had learnt. In just a few lessons the mental starter is less successful because teachers don't use enough strategies or resources to maintain a brisk pace and keep all pupils involved in answering quickly. In most of the lessons seen, pupils have very few opportunities to work together and learn from each other
- 104 All teachers have a clear understanding of the objectives of the National Numeracy Strategy and are confident in their teaching of the basic skills of numeracy. The Numeracy Strategy has been effectively implemented into all classes. There is very stimulating environment in most classrooms where numeracy has a high focus and good displays remind pupils of the rules and language of mathematics. Numeracy skills are used well in other subjects. For example, pupils measure nets for their work in design and technology and in geography they make graphs to compare different temperatures around the world. Literacy skills are promoted well through discussion, explaining mental strategies and recording information.
- 105 The strong and effective management of the subject has had a significant impact on the improved standards throughout the school. The coordinator has a very good understanding of the strengths and weaknesses in teaching and learning through her rigorous monitoring. This was missing at the time of the previous inspection. Although the school has some reliable assessment procedures in place for mathematics these are not sufficiently linked to the planning and teaching to enable all pupils to be taught at the correct level. Although all teachers mark pupils' work, the comments made do not often tell the pupils how well they have done and how they could improve.

SCIENCE

- 106 In the year 2000, the results of the National Curriculum tests for pupils aged eleven showed that standards in science were in line with the national average and above average when compared to similar schools. The percentage of pupils reaching the higher level was below the national average. Boys performed slightly better than girls. The inspection findings are that standards are in line with the national average at the end of Year 6. No differences in the standards of boys and girls were observed during the inspection.
- 107 The results of the teacher assessment of pupils aged seven in 2000 showed that standards were very high when compared to the national average. The percentage of pupils reaching the higher level was above the national average. The inspection findings do not agree with the teacher assessments and find that standards are above expectations at the end of Year 2 and not well above. This reflects an improvement since the last inspection when standards were judged to be in line with expectations at age seven and below expectations at age eleven.
- 108 Pupils of seven to eleven make satisfactory progress in developing their knowledge about science. Pupils in Year 6 have a good understanding of the physical processes. They know that both light and sound travel in waves and that sound is vibrations. They talk confidently about how shadows are formed and understand that we see because light is reflected from objects into our eyes. In electricity, they know that a complete circuit is needed in order to light a bulb and that changing the number of bulbs or batteries in the circuit can alter the brightness of the bulb. They are very interested in the

earth's position in space and talk confidently about why we have night and day. They have a sound understanding of materials' science. They can explain the difference between a solid, a liquid and a gas and give examples of each. They know that some changes are reversible and some are not. They are familiar with the terms evaporation and condensation but do not use these confidently to explain what is happening for example when a puddle dries up. They have a satisfactory understanding of their own bodies and can name some of the major organs such as the heart and lungs. They know that the heart pumps blood around the body but are unsure of the function of other organs. They can name some of the parts of a plant such as the stamen and stigma, but are unable to explain their function. Overall pupils are working at a level in line with expectations but generally have had insufficient opportunities to gain the extra understanding that would enable them to achieve the higher levels.

- 109 Pupils in Years 1 and 2 make good progress in developing their knowledge and understanding. They have a good understanding of materials and know how they can be grouped, for example into natural and manmade materials. They talk about changing materials by twisting and bending them and by heating them. They know that some solids can be melted and changed into a liquid and recall having melted ice, chocolate and butter. They talk about the characteristics of some materials such as wood being hard but are unsure about how the properties of a material may make it suitable for a particular purpose. They also have a good understanding of forces and know that they are pushes and pulls. They know that when something falls to the ground it is being pulled by gravity. They can confidently name the external parts of their bodies and the parts of a plant. They know that some foods are better for their health than others. Overall, by the time they are seven, most pupils are working at a level in line with the expectations for pupils of their age and a few at a higher level. Throughout the school pupils with special educational needs or English as an additional language are well supported in class and attain levels commensurate with their ability.
- 110 Since the last inspection the school has adopted the nationally recommended scheme for science for the younger pupils and uses it to support the science for the older pupils. There has been an increased focus on problem solving and investigations. This was a key issue of the last inspection and the coordinator has worked hard to encourage teachers to include more investigative work into their teaching. To support this she has written a 'skills route' to be used alongside the concepts route and teachers are now required to teach a skill in every lesson. This has not been entirely successful because although teachers include these skills in their written planning they then often fail to focus on these skills when teaching the lesson. There is a lack of understanding by teachers of older pupils about why skills are important and how they can be used to help pupils develop real understanding of the knowledge they acquire. Consequently in this aspect of science, progress is still unsatisfactory. Year 4 and 5 pupils were unsure about what they had to keep the same and what they had to change when setting up a fair test. When investigating to find which material was the best thermal insulator many did not understand the question 'what did they have to measure?' and thought it meant they had to measure the cup or the piece of material. Pupils have too few opportunities to raise their own questions or to suggest their own ideas of how they might set up an investigation to find out the answer. Investigations are too directed by the teachers and the pupils do not understand the purpose of them. Pupils are not sufficiently encouraged to be curious about science and a focus on learning facts has resulted in some pupils thinking that science is not fun.
- 111 Pupils' attitudes are always at least good and often are very good. They listen carefully to their teachers and carry out tasks sensibly. They always do as they are told even when they do not fully understand why they are doing it. This was seen in a mixed Year 4/5 class when pupils obediently followed all instructions for carrying out a test and then recording their results in a line graph. Some of the pupils in this class did not understand why they were taking regular measurements of the temperature or what the line graph was telling them.
- 112 Teaching of science is always at least satisfactory and in the infant classes is good. In these classes the teachers uses resources well to allow pupils the opportunity to see first hand what they are learning. For example, in one Year 1 class the pupils looked at real plants when learning the names of the different parts. In a Year 2, class the teacher brought in a range of electrical items so that pupils could be reminded easily of the different functions that electrical items can have. In the older classes teaching is satisfactory overall. One good lesson was seen. In the good lesson the teacher focused on skills and encouraged the pupils to predict what might happen. Teachers generally have a good

knowledge and understanding and plan clear step by step lessons that build on previous knowledge. Appropriate attention is paid to safety, for example when pupils were working with hot water or when in one class the group working with cotton wool could not have any asthmatic pupils in it. At present there is little assessment in science and so teachers are unable to closely match lessons with identified needs or at age seven to accurately make assessments of pupils' attainment. There are insufficient opportunities for pupils to use information and communication technology to support their learning in science.

- 113 The coordinator manages the subject well and has prepared 'topic packs' to support teachers in their planning. She has monitored teaching and has monitored pupils' work in order to match it to the planning. As a result of this, she is aware that further development is needed, particularly in the areas of investigative science, information and communication technology and in assessment.

ART AND DESIGN

- 114 The attainment of seven year olds is above that found in most schools and progress is good. This is better than the previous inspection when standards were in line and progress was average. Improvements are because of the good teaching of the skills of art and craft. It is also due to the way in which art is not only taught for its own sake but often through links with other subjects. This means that a generous allocation of time is given to the subject. For eleven year olds the average standards have been maintained since the previous inspection and progress is satisfactory. Although art still enjoys a high profile within the curriculum for the older pupils, less time is allocated for the subject to be taught with the understandably high focus on literacy and numeracy, especially in Year 6. There are also fewer links made across subject areas.
- 115 By the age of eleven, pupils have a sound understanding of the materials and methods used by some important artists. Several of these artists are used as a basis for developing pupils' skills in the techniques of art. The ideas of Turner and Van Gogh are used creatively in the pupils' own original landscapes. Many are competent in applying well developed techniques with pencil, pastel, ink and brush to their work and demonstrate their own personal expressions. Year 6 pupils, in their still life patterns, use good observational and drawing skills of natural objects and apply careful shading with paint. The teacher normally chooses the resources and this somewhat limits the opportunities pupils have to select and experiment with different materials themselves. Pupils with special educational needs and those with English as an additional language all make satisfactory progress.
- 116 By the age of seven, pupils show well developed skills in using a good range of media, tools and techniques in their drawings, paintings, collage and printing. They mix their own paints and did particularly well in blending colours together to achieve very effective results for the 'Isles of Struay' paintings by day and at night. Pupils show a good awareness of the artistic elements of line, tone and colour in their imaginative shape pictures in the style of the artist Mondrian. This they do with paint and using a computer programme. They also comment simply on the similarities and differences between famous artists' work and their own efforts in class. Younger pupils have covered a very wide range of work that includes batik, modelling and weaving. Pupils with special educational needs and those with English as an additional language all make good progress.
- 117 The school has maintained the good quality of teaching generally observed at the last inspection and learning for all pupils is good. Examples of very good teaching were observed at Key Stage 1. Here a wide range of experiences is provided and the results are clearly seen in the way the pupils take pride and interest in their work. All teachers, throughout the school, have good subject knowledge and this is shown in the confident way in which they demonstrate the skills pupils need to improve their work. Pupils are supported very well with ideas and resources and teachers encourage them to modify their work and look at the strengths and weaknesses. This is helping them to make simple aesthetic judgements about their own and other people's work. However in one lesson where the pupils were being introduced to clay no reference was made to any famous potters and pottery was not examined sufficiently to give pupils examples to explore in their own work. In this lesson, although the pupils were asked to evaluate their own work in their art books there were missed opportunities to discuss and compare the methods and approaches of each other's work. Sketchbooks are not used widely through the school to allow pupils to express their ideas.

- 118 The coordinator has had a strong influence in raising the standards of art of the younger pupils but has not had the opportunity to support staff in the older years. Pupils' work is very well displayed throughout the school, reflecting the high profile of art and the care teachers take in celebrating the achievements of the children. Art makes a very good contribution to the spiritual and cultural development of pupils.

DESIGN AND TECHNOLOGY

- 119 Pupils throughout the school achieve average standards and make good progress up to the age of seven and satisfactory progress from seven to eleven. The picture at the previous inspection was not as positive, with a general weakness in planning and evaluation in the older classes. The school has addressed this issue very well. Although no lessons were observed, judgements are made on the analysis of work, teachers' planning, photographic evidence and the discussion with the coordinator.
- 120 In the years between seven and eleven pupils continue to develop their skills in a satisfactory manner. They design, make and evaluate a range of products that include packages, light sources and Christmas cards. In Year 6, they measure and plan carefully the net they will need as their template for a container and list the resources they require. They learn about the folding and securing of joints. The finished product is well made and suited to the purpose. Pupils learn from their mistakes and are beginning to focus well on how the finished product could be improved. Year 4 and 5 pupils recently carried out a well planned project on making their own light sources. Although they all worked to the same design brief, the finished product used different materials and joining methods. One pupil specifically designed his light source to fit in his mum's bag. Pupils make good use of their literacy and numeracy skills in written evaluations and in accurate measuring.
- 121 All aspects of the design and technology curriculum are now taught through the school. In Year 2, pupils skilfully added a winding mechanism to make the 'Incy Wincy Spider' appear and disappear. They developed their making skills by cutting, sticking and assembling their model and took pride in the good quality finished product. Pupils are helped to design and evaluate their models well. The initial sketches are labelled and the pupils give careful thought to such matters as why the drum is important on a winding mechanism. Every opportunity is taken to link design and technology to other subjects and especially through stories and poems. The recent making of vehicles with an axle and wheels has been extended to explore the history of vehicles today and long ago. Younger pupils in Year 1 learn about food technology through activities such as making their own sandwiches. They evaluate the work by looking at the appearance of the food and discuss their likes and dislikes through the tasting of the sandwiches. This method helps to extend speaking and listening skills very well. Throughout the school the pupils with special educational needs and those with English as an additional language make similar progress to that of other pupils of their age.
- 122 Although it isn't possible to comment on any teaching, a strength in the provision is the way in which the different parts of design and technology are given equal prominence and enough time is allocated to teach the subject in sufficient depth. For the younger pupils, the good progress that is made is due largely to the wider range of opportunities given to pupils by linking subjects together. As the nationally recommended guidelines for design and technology have only recently been introduced it will be important for the coordinator to monitor the teaching and learning in order to evaluate the success of the new planning. It will also be necessary to check, within the topics being studied that the skills of the subject are being taught progressively through the school. At the moment the role of the coordinator does not include a responsibility for monitoring of the provision or accountability for standards.

GEOGRAPHY

- 123 Pupils throughout the school work at the expected levels for their age and make satisfactory progress. This is a similar finding to that reported at the previous inspection.

- 124 By the end of Year 6, pupils know the different weather patterns experienced around the world, such as Arctic and Antarctic regions, deserts and areas experiencing monsoon conditions. Using their knowledge, they are able to argue the case for choosing Sri Lanka as a holiday resort. Whilst involved in these studies pupils become so interested that they continue their studies at home. Pupils in Year 4 have a detailed knowledge of maps and are able to build on earlier experiences to interpret local maps and identify features on a map of England. By the time they are in Year 6, they are able to further develop these skills and can explain the meaning of longitude and latitude and use degrees. They know how to extract information from maps and use facts and figures from a variety of sources to provide information about the world's longest rivers in different continents.
- 125 Pupils up to the age of seven build on the work done in the reception classes and learn more about the environment of school. They study weather and the seasons and are aware of the basic characteristics of each season. In Year 2, during their study of an imaginary island they are able to recognise similarities and differences between their own environment and that of the island and record these. They are able to find information from a variety of sources and collect this together. From using simple maps showing the route to school they progress to devising their own map symbols, which they include on an imaginary map, and record as a key for other pupils to use. This early work on maps provides them with a good grounding for later work in the older classes.
- 126 Although only a limited number of lessons were seen in geography, the quality of teachers' planning and the progress that pupils make indicate that the teaching is at least satisfactory with some good examples observed during the inspection. Where the good teaching was observed, clear explanations and good questioning developed pupils' skills. In a Year 2 lesson, the teacher skilfully used everyday signs that the pupils could identify in order to illustrate that signs give messages or indicate where things are. This then developed into how people who draw maps use similar symbols to show where things are on a map. In their planning teachers are continually drawing on the experiences pupils already have before moving on to new topics. Good classroom management and positive pupils' attitudes are significant factors in the establishment of the relaxed, but purposeful lessons seen throughout the school. Pupils with special educational needs and those with English as second language are supported and make similar progress to that of other pupils.
- 127 The coordinator for geography is new to the post but has already identified that resources for the subject need to be improved. There is no clearly defined role for the coordinator to monitor provision in geography or the standards attained. Good quality reference books and wall maps need to be available so that pupils have the opportunity to further extend their investigative skills.

HISTORY

- 128 At the time of the inspection very little history was being taught. Evidence from the scrutiny of pupils' work and teachers' planning indicates that attainment at the end of both key stages is appropriate for the age of the pupils. This maintains the standards attained at the time of the last inspection.
- 129 By the age of seven, pupils are developing an understanding of change over time especially within their own lifetimes. They learn about famous people such as Florence Nightingale and Louis Braille and are able to describe significant events in their lives. When writing about significant events they are able to put them in the correct sequence. Younger pupils in Year 1 learn how to describe artefacts and how to identify the similarities and differences that exist between modern toys and those that belonged to grandparents. When discussing the toys, the pupils not only learn about things from the past but also about the materials they are made from and this helps them in their scientific learning. Pupils in Year 2 are able to use different sources of information to write simple accounts of events; this enhances the work they are doing in literacy.
- 130 By the end of Year 6, pupils are able to produce comprehensive pieces of work on topics such as Ancient Greece. These are carefully investigated by collecting information from a wide range of resources, which is put together in well presented writing and illustrations. In earlier classes pupils produce interesting pieces of work following studies of the Celts. They then move on to studying the Roman Invasion and here their written work shows how well they have retained facts from the stories

they have read and been told. A feature of the pupils' work between seven and eleven is the use of literacy skills to produce well presented pieces of written work. Year 4 pupils' writing about the Vikings is clearly written and contains good descriptive phrases as well as factual information about how they lived. The work of pupils with special educational needs and those with English as an additional language indicates that they make progress in line with their ability.

- 131 Although little teaching was seen during the inspection, evidence indicates that teaching is at least satisfactory and good in a number of aspects. The subject is brought alive for the pupils by good use of artefacts and through visits to places of interest such as local museums. Good links between subjects exist particularly with literacy but also with art where the pupils' skills in using a range of materials are utilised to produce good quality illustrations.
- 132 The quality of learning is good. This can be seen in the samples of pupils' work where they show a good understanding of the subject and an ability to retain knowledge collected from different sources. Pupils obviously enjoy the subject and, during the inspection, older pupils were clearly looking forward to their forthcoming study of the Second World War.
- 133 The coordinator for the subject is new but is very enthusiastic. Her role does not at present include provision for monitoring pupils' work, the teaching or the standards attained but she is looking forward to reviewing current practice in the school. She has already identified a need to improve resources both in terms of school based artefacts and study materials.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 134 By the age of seven and eleven pupils have attained standards in information and communication technology, which are in line with those expected for pupils of that age. This shows an improvement on the standards judged to be below national expectations at the time of the last inspection. During their time in the school, the great majority of the pupils, including those with special educational needs and English as an additional language, make satisfactory progress in relation to their prior attainment.
- 135 Pupils between seven and eleven make satisfactory progress and demonstrate increasing gains in their learning. In communicating information they use a word processing program confidently and understand how to incorporate graphic images to complement their text. They are able to change the size, colour and style of the font they use. This was seen in work produced by pupils in Years 4 and 5 when they designed book covers with a border. Pupils are able to edit their work and make corrections to mistakes. Pupils use a graphic modelling program to design rooms such as a bathroom and a classroom. The Years 3 and 4 pupils make increasing gains in learning how to plan and give instructions to a robotic toy. For example, pupils understood how to plan and enter a series of commands to make the toy move through a series of right angles in order to draw a rectangle. They understood when the shape was less than perfect that this was because the surface the toy was travelling on was not flat. Pupils in Years 3 and 4 use a database program to learn how to sort and classify information. By the time pupils are in Year 6 they are able to do this using an adult data handling program. Pupils in Year 6 are confident when using computers. They turn them on confidently and quickly access the program they wish to use. This was seen during an indoor break time when pupils independently accessed the Internet to use a science revision program.
- 136 In Year 1, the younger pupils benefit from precise teaching using a published scheme. They recognise how various everyday devices respond to signals and instructions. They learn how to turn the computers on and off and to access different programs. By Year 2, they know how to use the computer keyboard to produce text. They use a paint program to produce pictures in the style of Mondrian. They are confident when using the paint tools. Pupils with special educational needs and English as an additional language are supported by teachers during lessons and make satisfactory progress in developing information and communication technology skills. There was little evidence during the inspection of information and communication technology being used to help these pupils with their special educational needs or language development.

- 137 Throughout the school pupils demonstrate keen interest in the subject. They cooperate together very effectively and their behaviour is of a very good standard. They listen attentively to their teachers and act willingly on the advice they are given.
- 138 Although little teaching was seen during the period of the inspection, evidence from teachers' planning and the progress pupils make indicate that teaching is good. Teachers in the classes with pupils under seven follow a commercial scheme of work. This is effective in allowing teachers to build on previously learned skills. In the older classes, teachers follow the nationally recommended scheme of work. Some aspects of this are not possible because the school does not yet have all the resources needed. For example, the school does not have any sensing equipment to allow pupils to measure, for example, the temperature or the amount of light when conducting scientific investigations. At present teachers lack confidence in teaching information and communication technology and all the teaching in the older classes is done by just two teachers in the school. The school recognises that this is unsatisfactory and intends to include all teachers after the training due to take place in the autumn term. There are no systems for assessing pupils' progress in information and communication technology and so teachers are not able to plan lessons that meet individual needs. This is a weakness and means that some pupils are not able to make the progress of which they are capable.
- 139 The subject coordinator has only recently been appointed and has had to spend a considerable amount of time linking the computers to the internal network and with other technical matters. He recognises the need to conduct an audit of software in order to ensure that teachers have all the resources they need to teach all aspects of the curriculum. His role does not include any responsibility for monitoring the provision of information and communication technology or for monitoring and raising standards. Since the last inspection the number of computers in school has increased. The school now has more computers than average. These are mainly situated in a computer suite. Recently acquired computers have been placed in classrooms but few examples were seen during the week of the inspection of computers being used. Classes are timetabled to use the computer suite regularly and whole class lessons on the use of information and communication technology are helping pupils to develop the expected skills. The lack of computers in classrooms however means that the subject is not always used well to support other subjects, for example, research into some aspect of history or geography. Pupils get few opportunities to use information and communication technology for extended writing and so the contribution of the subject to the development of literacy skills is limited. There were no examples seen during the inspection of pupils using computers during literacy or numeracy lessons.

MUSIC

- 140 There is insufficient evidence to make a judgement on standards in music for pupils by the age of seven and eleven. Few lessons were observed, but from speaking to staff, pupils and analysing school documents it is clear that while the subject is planned to be taught, there are weaknesses in teachers' subject knowledge and in the sufficiency of instruments to support learning.
- 141 The oldest pupils learn the names of a range of instruments and have a good understanding of organising these into groups. For example, they use diagrams to present their work of a set of drums, bells and bones and do this neatly. There are many examples of satisfactory graphic scores that have clearly encouraged pupils to think about music and how it makes them feel. They have an understanding of how to present simple rhythm patterns and musical notation to express a beat. Pupils have experience of listening to syncopated rhythm in Joplin's Ragtime and Purcell's Baroque. These opportunities broaden pupils' developing experiences of music in the world. In a mixed Year 3/4 lesson, pupils listened to a tape of sounds made by a range of unfamiliar instruments. The tape and worksheet supported them well. They clapped rhythmic patterns and had the opportunity to create short pieces of rhythmic pattern for themselves. The younger pupils show a good awareness of the sound instruments make when they play the hide and seek music game. The majority of pupils name the instruments correctly. In a lesson in Year 1, pupils made a satisfactory attempt to perform a song with an ostinato accompaniment. All pupils learn hymns and songs from memory, read or follow the words and perform well.
- 142 In the previous inspection of 1999, standards were judged to be broadly in line with the national expectation by the age of eleven. No judgement was made for pupils by the age of seven. Few

lessons were seen and pupils did not make satisfactory progress in all elements of music. The recently purchased commercial scheme of work was not fully in use. This scheme is now in use for the older pupils. Resources that were just adequate are now unsatisfactory. Pupils were confident and concentrated satisfactorily and this remains the same.

- 143 From the analysis of pupils' work it is evident that there is a keen desire to present work neatly and pupils do this consistently well. Their attention in their lessons is satisfactory and in singing during assemblies and in singing practice is good. When they are more involved in their lessons and have opportunities to work collaboratively their attitude to their work is good. They listen quietly to their teachers and have many experiences of listening for lengthy periods of time.
- 144 An overall judgement on the quality of teaching cannot be made. However, in the three lessons observed, one lesson was good and two were satisfactory. The good features of teaching occur when pupils know the routines and are encouraged to follow them well. Teachers encourage pupils to develop their understanding and knowledge through well planned activities. Pupils are managed well and resources are used effectively to help pupils create the music of a train. Teachers are clear about what needs to be taught and how to develop skills and knowledge building on previous learning. In one lesson, the teacher talked to the pupils for a long time and this restricted them from having the opportunity to work collaboratively. The scheme of work, taped pieces and worksheets, clearly support teachers who follow it by providing very clear guidance on the next steps in a lesson or programme of lessons. However, some teachers still have insufficient understanding of what is required in order to help pupils learn well and to develop skills systematically.
- 145 The coordinator is relatively new to the role, and sings and plays the guitar. Even without specific qualifications to teach music, these skills and the evident good interest in the subject benefits the school greatly. The current commercial scheme is to be adapted to include the nationally recommended guidelines. All teachers need to be better informed about how to teach music and how to use the scheme more effectively. The procedures to assess, monitor and evaluate the subject are unsatisfactory. Resources are insufficient and not of a range to support a lesson. This is unsatisfactory. The school does not have software to support music through information and communication technology. The role of the coordinator is unclear and there is insufficient guidance to support the coordinator to fulfil her responsibility. This is unsatisfactory.

PHYSICAL EDUCATION

- 146 Attainment is above that normally expected of pupils of a similar age at the end of both key stages. Standards have improved since the time of the last inspection. Pupils, including those with special educational needs and those with English as an additional language make good progress in developing their skills. Good quality teaching, supported by the good planning of lessons ensures that all the required aspects are covered effectively. Pupils clearly enjoy taking part in physical activities and their consistently positive approach and high standard of behaviour enables them to work hard and enthusiastically in all aspects.
- 147 Pupils over seven develop skills learnt in earlier classes and are able to chest pass a large ball with considerable accuracy both to a target and to a partner. They are able to make good use of apparatus and are moving with good coordination and increasing control. When carrying out both exercises and activities they do so with correct body posture and position. A simple exercise such as skipping clearly reveals how much control they have developed as they have progressed through school.
- 148 The youngest pupils begin their lesson with a discussion about why they need to warm up. They clearly understand why it is necessary and talk about the heart and muscles. When they begin to exercise they do so with vigour and enthusiasm. When exploring ways in which they can use stretches and curls they show imagination as well as responding to the instructions they are given. They are able to use the space in the hall very well and they show respect for each other's efforts and consideration for one another when involved in group work. Pupils in Year 2 work very hard to improve the quality of their jumps when running and jumping. They are eager to show the teacher how well they are performing and this confidence in using their bodies is shown when they make their first attempts

at a forward roll. Pupils with special educational needs and English as an additional language enjoy their physical education lessons and make the same good progress their colleagues make.

- 149 The quality of teaching seen is good. Teachers give very clear instructions to pupils leaving them in no doubt as to what is required of them. Warm up sessions are used to revise previous work and to assess how much the pupils can recall. Very good use is made of demonstration both by teachers and pupils. The demonstrations given by the pupils are done with great confidence and are used by the teachers to inspire other pupils to improve the quality of their work. During activities the teachers are constantly challenging the pupils and set high expectations for them in their work. Pupils clearly understand that not being entirely successful in completing an activity is not a sign of failure but presents an opportunity for having another go. Physical education provides a powerful source of support for the overall ethos of the school.
- 150 The coordinator is full of enthusiasm for the subject and takes every opportunity to broaden the opportunities available to pupils. There is no provision, however, for the coordinator to monitor provision of physical education or have responsibility for maintaining or raising standards. Huddersfield Giants come into the school and help with training and there are regular friendly football games with other teams. The pupils enjoy the magic of the Saratoga Dance Group and take part in the English Schools Athletic Awards. The curriculum in physical education is enhanced by a wide range of opportunities too numerous to mention but all of them are of high quality and make a significant contribution.

RELIGIOUS EDUCATION

- 151 By the age of seven and eleven, pupils achieve standards in religious education that are broadly in line with the expectations of the locally agreed syllabus. The oldest pupils learn about signs and symbolism in Christianity and in Islam. They have a satisfactory awareness of how believers of both faiths use symbolism in worship. They learn about Hinduism and of the many festivals and celebrations kept by the people who are members of these major world faiths. They express through diagrams their own beliefs and feelings, and use the signs and symbols with satisfactory understanding. Pupils learn about Jesus in the Bible, such as, the story of how Jesus entered Jerusalem on a donkey. They learn that some words used then, mean something different today, for example colt is used to describe a donkey. The different accounts of the same story in the Bible offer pupils a good insight into how people can see the same thing from a different point of view and reach a different conclusion. This is an important aspect of their learning, which is in an early stage of development. Younger pupils learn about the meaning of faith through the stories about Abraham and Isaac. They are encouraged to imagine what Jesus looked like and to think about his friends and enemies. Pupils, in Year 1, learn about the gift of friendship and the gift of Jesus' birth. All pupils make broadly satisfactory progress although the progress for the younger pupils is not consistently satisfactory. This is because there are too many instances when pupils copy teachers' work rather than writing their own account. The copying activity removes challenge and opportunity for pupils to remember the stories for themselves and retell them in their own words. They do not have opportunity to apply their developing literacy skills more appropriately.
- 152 In the previous inspection, standards and progress were in line with expectations. Older pupils made good progress in their knowledge and understanding of faiths other than Christianity and use of religious terminology. This broadly remains the same. Standards in writing to communicate factual knowledge and other information were below average and progress was unsatisfactory. This inspection finds that significant improvement has been made in writing and that the older pupils produce neatly presented work, which is thoughtful and shows satisfactory recall of the stories they learn. There was a weakness concerning the lack of appropriate work to meet the needs of all pupils. This is still evident and particularly in Year 2. Throughout the school pupils have too few opportunities to engage in independent research and enquiry. This was also a concern in the previous inspection report. Pupils with special educational needs and those with English as an additional language are given appropriate work in lessons and overall make satisfactory progress.
- 153 Pupils have good attitudes to the work and behave well. When they have the opportunity to explore their own feelings and learn how people use faith they make use of the experience well. They show a

mature outlook to the work and when they have appropriate information about a faith they communicate this to everyone well. Sharing information and learning together in this way supports the older pupils very well in their developing maturity and sense of responsibility. Younger pupils listen to teachers attentively and more so when they are encouraged to ask questions. When they copy the teacher's work they do so willingly even when they cannot read it for themselves. Their determination to produce their neatest writing is very strong.

- 154 An overall judgement on teaching for pupils from the age of five to seven cannot be made as only one lesson was observed. This lesson was satisfactory. Teaching for the older pupils is good. The subject is well planned and teachers' expectations are high. Pupils are managed well. Teachers have good subject knowledge and tell the stories effectively, using their expression and soft voices well. This creates an intimate learning atmosphere, which supports spirituality well. In Years 4/5, teachers set the scene carefully to tell the story of Palm Sunday. The use of different accounts from the Bible effectively show pupils how information can be presented from different points of view. Many pupils have little knowledge of the Bible. The methods used by teachers successfully support pupils' understanding by creating vivid pictures in their imagination. This is evident as pupils write their accounts of the story in their own words. Teaching generally encourages pupils to use their literacy skills well. However, there are weaknesses when pupils do not have access to Bibles or to dictionaries. Teachers often give spellings too readily. Good teaching motivates pupils to find out more and this encourages research and homework possibilities. Marking is not consistent and some creative pieces of writing have been missed. This does not support pupils well in helping them to improve their work and does not acknowledge or have high expectations of what they achieve.
- 155 The coordinator has been recently appointed and has already made useful links with the Local Education Authority advisor and with other coordinators. Although this is all at an early stage it shows a confidence and interest in the work. An important strength is the coordinator's firm conviction that all teachers should know about the religious education being taught whether they are currently teaching the subject to their pupils themselves or not. However, teachers poorly interpret some sections so that, for example, sacred books become special books and pupils learn about fact and fiction, horror stories and the Bible. This is confusing. There are no assessment systems in place to enable teachers to plan work that matches pupils' individual needs. Monitoring of teaching and learning has barely begun and the coordinator has very little idea of pupils' standards. This is unsatisfactory. Resources are unsatisfactory.