

INSPECTION REPORT

REEDLEY PRIMARY SCHOOL

Reedley, Burnley

LEA area: Lancashire

Unique reference number: 119320

Head teacher: Mrs L A Sproston

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 16th – 19th October 2000

Inspection number: 224293

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Reedley Road Burnley Lancashire
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend E Saville
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Hardman (17794)	Registered inspector	Mathematics	Characteristics of the school
		Information and communication technology	School's results and achievements
		English as an additional language	Teaching
		Equal opportunities	Leadership, management and efficiency
Mr T Smith (19741)	Lay inspector		Pupils' attitudes, values and personal development
			Links with the community
			Welfare, health, safety and child protection
			Monitoring of personal development and attendance
			Personal support and guidance
			Staffing, accommodation and resources
			Partnership with parents
Mr A Hardwick (14991)	Team inspector	Science	Curricular opportunities
		Design and technology	
		Physical education	
		Music	
		Special educational needs	
Mrs S Jones (14659)	Team inspector	English	Assessment
		Art and design	
		The foundation stage	
Mrs L Smith (28173)	Team inspector	Religious education	Pupils' spiritual, moral, social and cultural development
		History	
		Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Reedley Primary School is a large school situated on the outskirts of Burnley serving the communities of Brierfield and Nelson. There is a broad social mixture in the school. Many pupils' attainment on entry to the school is below the national average although the full ability range is represented. There are 143 boys and 148 girls currently on roll. There are 16 per cent of pupils from ethnic minorities, who have English as an additional language and this is above the national average. Approximately 16 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Sixteen per cent of pupils have been identified as having special educational needs, this is in line with the national average and 2 per cent have statements of special educational need, which is above the national average. The majority of the pupils with special educational needs have moderate learning difficulties.

HOW GOOD THE SCHOOL IS

Reedley Primary School is a good school with many strengths. The leadership and management by the head teacher, key staff and governors are very good. By the end of Key Stage 2, pupils' attainment is above the level expected for their age in English, mathematics, religious education, history, geography, physical education, art and design, music and design and technology. It matches the levels for their age in all other subjects. Pupils achieve as well as could be expected in relation to their previous attainment and standards are rising because of good and often very good teaching. Relationships are very good, as a result pupils' attitudes are very good. The school gives good value for money.

What the school does well

- The quality of learning is good and, by the end of Key Stage 2, pupils achieve well when compared with their previous attainment. Standards are improving and are above those of similar schools in mathematics and science.
- The leadership of the school by the head teacher, key staff and governors is very good.
- The quality of teamwork by all staff is very good and fosters a very good ethos in the school.
- Teaching is good, often very good and occasionally excellent throughout the school.
- The procedures and provision for pupils with special educational needs and English as an additional language are good. As a result, pupils make good progress.
- The provision for pupils' moral, social and cultural development is very good. The procedures for monitoring and eliminating oppressive behaviour are excellent.

What could be improved

- The use of the existing good procedures for assessment to set specific and achievable targets for individuals and groups of pupils to further improve pupils' achievements in English, mathematics and science.
- The consistent implementation of the school's marking policy.
- The role of the core subject co-ordinators to evaluate and monitor teaching and learning in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress towards resolving the issues raised in the last inspection in November 1996. They have maintained the richness and breadth of the educational experiences offered to pupils. Schemes of work have been reviewed to include, where appropriate, cycles of content and more detailed guidance on the development of subject skills. These are currently being adapted to match the recent

initiatives for Curriculum 2000. Regular key stage planning meetings are in place, the school has developed a consistent style for planning lessons and this is well used by all staff. The school analyses test results and pupils' responses to specific test questions and uses the information well to target areas of skills through booster and additional literacy support groups for all pupils. The sets that are formed for part of the week in English and mathematics and the grouping for tasks in lessons also show how well the teachers use assessments to inform their planning. This system now needs extending so that targets for individuals and small groups of pupils are set and so further raise pupils' attainment in English, mathematics and science. The organisation in Key Stage 1 has been reviewed and more teacher directed activities are now in place, these are having a positive impact on pupils' learning. The monitoring and evaluation of the curriculum has improved since the last inspection. Subject co-ordinators manage their subjects well and they monitor teachers' planning to ensure that the curriculum is broad and balanced. However, the co-ordinators for English, mathematics and science do not regularly monitor or evaluate the quality of teaching and learning in their subjects through direct observations of lessons.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	C	C
mathematics	D	D	B	B
science	E	E	C	B

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The results of the inspection show that, by the age of 11, standards in English and mathematics are above the level expected for 11 year olds. The standards in English and mathematics have improved since the previous inspection and the school has maintained pupils' attainment in science. Pupils' results in the National Curriculum tests in 2000 show an improvement in all three subjects from the previous year. The school's implementation of the National Literacy and Numeracy Strategies has had a significant impact on pupils' attainment. The trend of pupils' attainment over time has been below the national trend but is now improving because of good teaching and clear direction for future improvement set by the head teacher, with good support from staff and governors. This is shown by the fact that in science and information and communication technology pupils' standards match those expected of pupils of this age. In religious education pupils' achievements are above what is expected nationally for 11 year olds. The school builds on the good start made in the Foundation Stage and pupils make good progress in all subjects in Key Stage 1. The school is well set to continue to improve standards, meet its targets and implement the new curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Pupils show good levels of self-discipline, they know what is expected of them and they behave well. Pupils are polite and courteous towards one another and adults.
Personal development and relationships	Pupils' personal development and relationships are good. They respond well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is above the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time. There have been no exclusions from the school in the last year.

Pupils' good attitudes result from the school's positive ethos and their response to the school's behaviour policy. They understand the need for school rules and demonstrate this in their behaviour towards others. Pupils have very good relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. They respond well to the trust and respect they are shown and, in turn, show this to each other and to visitors to the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good often very good	Good sometimes very good	Good often very 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.

Sixty eight lessons or part lessons were seen. Teaching was satisfactory or better in 99 per cent of lessons, it was good in 46 per cent and very good or better in 31 per cent of lessons. The quality of teaching has improved since the last inspection. There was only one unsatisfactory lesson seen during the inspection. Teaching was good and often very good for children in the Foundation Stage of their education in the reception classes. Staff develop children's language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. Teaching was good in both key stages. The quality of teaching throughout the school makes a significant contribution to the way pupils acquire new knowledge, develop their ideas, learn new techniques and how to use them to improve their learning. The teaching of literacy and numeracy is good in both key stages. Pupils with special educational needs and English as an additional language are very well supported by good teaching that provides challenging activities. Teachers make good use of support staff and other adults to work with pupils. The very good teaching of basic skills, very well managed lessons that maintain a lively pace and lead to good concentration by all pupils make a significant contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a relevant curriculum that meets the needs of all pupils. Many opportunities are provided to stimulate pupils' curiosity, interest and understanding. A good range of activities, both in and out of lessons, enhances the quality of pupils' learning.
Provision for pupils with special educational needs	The procedures and provision for pupils with special educational needs are good. Teachers know their pupils well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils with English as an additional language	Good. There is effective use of support staff who know pupils well, provide good teaching and ensure pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral, social and cultural development is very good. It is good for spiritual development. Pupils' spiritual and cultural development is promoted strongly through lessons and assemblies.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. There are good procedures for assessing pupils' attainment and progress. However, the results of assessments are not always used effectively to set specific targets for individuals and small groups of pupils.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably, for example, visits to the theatre, concerts, places of interest locally and extended residential visits. A strength of the curriculum is the good provision that is made for pupils with special educational needs and English as an additional language. The school has formed an effective partnership with most parents, which makes a good contribution to pupils' learning both at home and in school. The school has good procedures in place to monitor and promote pupils' attendance and behaviour. These are effective and pupils' behaviour has improved since the last inspection and is now good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher, key staff and governors provide very good leadership and management and give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a very positive ethos in which all pupils are valued and their efforts well supported.
How well the governors fulfil their responsibilities	Governors make a very good contribution to the effective running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	The school has good procedures for monitoring and evaluating the success of new initiatives. It makes very good use of the information generated by National Curriculum tests to identify strengths and weaknesses and target areas for development.
The strategic use of resources	The school has sufficient staff to meet the needs of the National Curriculum and they are well-deployed throughout the school. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well maintained. Resources to support pupils' learning are good and used effectively.

The very good leadership and management provided by the head teacher, key staff and governors are major factors in the quality of teamwork and positive ethos in the school. They regularly evaluate developments and the head teacher monitors teaching and learning; as a result, they are well placed to improve and

prioritise initiatives for raising standards. Governors and the head teacher keep a close eye on spending to ensure that they get the best possible value for money and that pupils have good quality resources to help them learn.

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 • Their children are making good progress • Teaching is good • Behaviour in the school is good • They feel they can go to the school with any questions or problems • The way the school works with parents • The school expects children to work hard • The school helps children to become more mature and responsible • The school is well led and managed 	<ul style="list-style-type: none"> • The amount of homework given • The range of activities outside lessons

The inspection findings confirm the positive views expressed by parents about the school. Parents consider that they have a good partnership with the school and express satisfaction with virtually all areas of its life and work. The school notifies parents of a timetable for homework for each year group and the inspection team found that an appropriate amount is set by the school to help raise standards and improve pupils' progress. A good range of activities is provided outside lesson time, which enhances pupils' education, but these are largely for pupils in Key Stage 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 The school admits children with a broad range of attainment although many have below average language, literacy and communication skills. Their mathematical skills are better but still below those expected for their age. The number of children entering the school with English as an additional language is increasing. The school has a pre-school group who meet twice a week and is organised by a member of the Early Years staff. Most children have some pre-school experience before entering the school and have the opportunity to visit the reception classes regularly in the half-term prior to entry. Some children have many social and personal needs on entry to the school but the vast majority play together amicably. The high quality teaching in the reception classes means that children make good progress in their learning and many reach the levels expected by the end of the Foundation Stage of their education.

2 In both key stages, pupils' attainment varies considerably between year groups, mainly because of the different number of pupils who have special educational needs or English as an additional language. The school builds on the good start made in the Foundation Stage and pupils make good progress in all subjects in Key Stage 1. Pupils' attainment is improving in both key stages because of the successful implementation of the National Literacy and Numeracy Strategies. For pupils in the present Year 2 attainment in reading is above the level expected for their age. Their attainment in writing and speaking and listening is in line with what is expected. This is better than the findings of the last inspection. In the most recent National Curriculum tests, pupils' attainment in reading was well above the national average and in line with the average in writing. Pupils' performance in the reading tests was well above average in comparison with similar schools. Their performance in the writing tests was close to the average for similar schools.

3 In the 2000 National Curriculum tests, pupils' attainment in English matches the national average and is in line with the results for similar schools. By the end of Key Stage 2, pupils' attainment in English is above the level expected for their age. There has been positive progress in raising attainment in English by the end of Key Stage 2, because of the detailed analysis of pupils' previous results, this also means the school has evidence of the good progress made by these pupils over the last four years. The standards in English in Key Stage 2 have improved since the previous inspection. The trend over time has been below the national trend but there are better results in the latest tests. The school is setting realistic targets for improvement in English.

4 By the end of Key Stage 1 pupils' speaking and listening skills are broadly similar to those expected for their age. Pupils develop in confidence and by the end of the key stage they are eager to contribute verbally in discussions using books during the introduction of the Literacy Hour. By the end of Key Stage 2 pupils' speaking and listening skills are above the level expected for their age. Many pupils have a wide vocabulary and secure command of grammar. Teachers try to involve all pupils, including the reluctant ones, in answering questions and taking part in discussions. For example, in a mathematics lesson in Year 5/6, pupils explained the properties of different shapes and listened carefully to answers given by their teacher and their classmates.

5 By the end of Key Stage 1, pupils have made good progress in developing their reading skills. They regularly read to their teachers individually and in groups and are given opportunities to read silently for their own pleasure. By the end of Key Stage 2, the more able pupils are eager, competent, fluent readers with well developed library and information retrieval skills. By the end of Key Stage 1, pupils' standards in writing are satisfactory. Pupils undertake regular handwriting practice and so they make good progress and move from a basic print to a neat, joined style. The more able pupils use punctuation correctly and their spelling is

satisfactory. Pupils use language imaginatively at times in their stories and poems. By the end of Key Stage 2, most pupils have developed a regular, fluent, joined and legible style of writing. The majority of pupils use punctuation correctly and consistently. Grammar is taught throughout the key stage and pupils' ability to use it effectively in their free writing is improving because of the focus the school has placed on the importance of this aspect of English. Teachers use pupils' literacy skills in other subjects effectively, for example, in the recording of experiments in science, in written descriptions of different faiths in religious education and in editing poems by using computers.

6 By the end of both key stages, pupils' attainment in mathematics is above the level expected for their age. In the 2000 National Curriculum tests for mathematics for seven-year-olds, attainment was well above the national average and the average for similar schools. In the 2000 National Curriculum tests for 11-year-olds, pupils' attainment was above the national levels. When compared with similar schools, the school's results were above the average for these schools. These improving results in both key stages reflect the positive impact of the National Numeracy Strategy. There has also been very good analysis of pupils' performance in previous tests and this has resulted in the setting of good class targets to focus on improving the weaker areas of mathematical knowledge. The school recognises that this process now needs to be refined and targets set for individuals and small groups in order to improve pupils' attainment further. Pupils use their numeracy skills well in other subjects such as science. For example, they work out the strength of forces and accurately record results of scientific experiments.

7 By the end of both key stages, pupils' attainment in science is at the level expected for their age. In the teacher assessments in science in 2000 for Year 2, pupils' attainment was well above the national average. It was also well above the average when compared with similar schools. In the National Curriculum tests for 11-year-olds in 2000, pupils' attainment was in line with the national average. When compared with similar schools, the school's results were above the average. The school has done well to maintain the standards found in the last inspection because of the high number of pupils with special educational needs and English as an additional language throughout the school. During the inspection, there was no significant variation noted in the attainment of boys and girls. The head teacher and science co-ordinator are aware of the need to observe the teaching of science and have good plans in place for this to be undertaken in the near future. As a result, there is a good capacity for improvement.

8 Pupils with special educational needs and English as an additional language make good progress in their learning, particularly in their literacy and numeracy skills. The school makes effective use of assessment data in the reception class to set targets for future improvement. Regular school-based subject tests and national test data are used to identify pupils with special needs who are then set challenging targets in their individual education plans. Pupils with special educational needs meet the targets set out in their individual education plans.

9 By the end of both key stages, pupils attain standards in information and communication technology that are at the level expected for their age. This represents a significant improvement since the previous inspection when pupils' attainment in information and communication technology was below national expectations. The school has made considerable improvements to its curriculum over the past three years. Information and communication technology is valued as an essential part of the curriculum, computers are used regularly to support other subjects and so improve pupils' skills. Pupils in Key Stage 1 make good progress in developing their skills and knowledge. They use their keyboard skills to produce short pieces of text on the screen, use the mouse and understand the use of the cursor and of several of the screen icons when amending their work. In discussion, pupils in Year 2 identified ways in which they use technology to make objects, like the screen turtle, move and draw shapes. Throughout Key Stage 2, pupils build effectively on their skills and knowledge. In discussions, pupils explained how to load and save their work. They are confident when using computers and understand how to access the various menus available, for example,

when using text in an art program to make special cards. Pupils use computers to support their work in other subjects such as English and science, for example, they use the Internet for research.

10 By the end of both key stages, pupils' attainment in art and design, and music is above the level expected for their age. Pupils' attainment by the end of Key Stage 1 is in line with that expected for their age in religious education and above the level expected for their age by the end of Key Stage 2. Pupils in Years 1 and 2 gained much from a lesson on the importance of ceremonies when studying how different communities celebrate weddings. By the end of the key stage, pupils consolidate their learning about Christianity through stories from the Bible and from discussions. They know that the Bible is an important book to Christians and the significance of Christmas and birthdays. By the end of Key Stage 2, pupils understand the importance of religion to different people and they relate well to stories through discussions and writing about their own life experiences and present day issues. Pupils study world faiths and understand the significance of special festivals in Judaism and in Muslim beliefs. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress in religious education. Pupils' attainment by the end of Key Stage 1 is in line with that expected for their age in history, geography, design and technology and physical education. Pupils' attainment by the end of Key Stage 2 is above the level expected for their age in history and design and technology. It is in line with the expected levels in geography and physical education.

Pupils' attitudes, values and personal development

11 Pupils enjoy coming to school and have very good attitudes to their learning. Most are well motivated, ready to work and keen to respond to the challenges offered, pursuing each new task with purpose and determination and good levels of concentration. They usually listen carefully to their teacher, or when others are speaking, answer questions sensibly and contribute confidently during class discussions. Behaviour in and out of class remains good. Pupils know what is expected of them and react accordingly. Incidents of bullying are rare. No incidents were observed or reported during the inspection. There have been no recent exclusions. Pupils are genuinely proud of their school and show due respect for its fabric, fittings and resources.

12 Pupils' personal development is good. Most are considerate and fully understand the impact of their actions upon others. The youngest children, who have just started school, are settling well. They share and take turns without any fuss and sustain interest in whatever they are given to do. Pupils are keen to take on responsibility and carry out any jobs given to them with enthusiasm and efficiently. Residential visits and other activities, such as community involvement also add much to pupils' personal values. The quality of relationships amongst pupils and between pupils and members of staff is very good. This makes a very significant contribution to the education provided. There is a very relaxed and harmonious atmosphere within the school. Pupils are friendly, polite and always ready to help one another and their teachers. In lessons they work together well in pairs or groups, and share ideas and equipment sensibly. At playtime and when eating lunch, they are friendly and sociable. The school has improved this aspect of pupils' education since the previous inspection.

13 Attendance is good and remains above the national average for primary schools. Unauthorised absence remains extremely low. Punctuality is good. Almost all pupils arrive on time and are settled in class promptly at the start of sessions.

HOW WELL ARE PUPILS TAUGHT?

14 Sixty eight lessons or parts of lessons were seen. Teaching was good or better in over three quarters of lessons, including almost a third where it was very good. Teaching has improved considerably since the previous inspection. The head teacher is implementing the school policy for observing, evaluating and improving teaching. It is being used effectively to raise the quality of all teachers' performance. There

was only one unsatisfactory lesson seen during the inspection. This occurred in a science lesson when pupils were unsure of exactly what they were supposed to be doing when trying to find out that objects look smaller when they are further away; consequently pupils did not improve their knowledge or their methods for conducting experiments. There was good teaching in both key stages and the Foundation Stage. The quality of teaching and the teamwork of all staff throughout the school make a positive contribution to pupils' learning. The teaching of basic skills in literacy and numeracy is very good for all pupils. Teachers make good use of the National Literacy and Numeracy Strategies, although sometimes introductions to lessons are too long. Teachers make good use of homework to support pupils' learning. In both key stages, pupils with special educational needs and English as an additional language are taught well and they make good progress towards the targets in their individual education plans. Teachers make good use of support staff and other adults to work with pupils.

15 The school has placed great emphasis on raising the attainment of all pupils. The results of assessments are used effectively to guide teachers' planning and to set the classes for English and mathematics, which is having a positive impact on pupils' achievements and learning. However, the system now needs to be refined so that individual pupils and small groups are set targets for improvement and so raise pupils' attainment further. There is evidence of some good, thoughtful marking to guide pupils, however, this is not consistent throughout the school and, in some classes, there are too few comments that pinpoint areas for development. In both key stages, pupils learn more effectively when lessons are well planned to provide a suitable challenge for different ability groups. Learning is enhanced when pupils are given a deadline to work to.

16 The pace of most lessons is good and this ensures that pupils concentrate well and complete their tasks. Pupils have very good relationships with teachers and adults in the classroom and this has helped to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are high and they are expected to do their best. This was seen in a Year 5/6 science lesson, when pupils investigated ways to separate a mixture of salt, sand and iron filings. They were very attentive to an interesting introduction, showed care and consideration when devising their experiments, using filters to separate the substances and they accurately recorded their results.

17 Teachers in Key Stage 1 have a satisfactory knowledge and understanding of the subjects of the National Curriculum; it is good in Key Stage 2. In both key stages, they use subject based language to develop the pupils' knowledge and understanding of the particular subject. This was particularly evident in English, science, mathematics, history and music where specific technical language was used well. For example, in a Year 5 history lesson pupils understood the effect of war on different people and they were very interested in the gas masks the teacher had borrowed to give the pupils first hand experience of some of the rigours of life during the war. Teachers have a good knowledge and understanding of the teaching of English and mathematics and they sometimes use good observational assessments of pupils to build upon the areas that the pupils need to develop. For example, in a mathematics lesson in a Year 1/2 class, the teacher effectively used chosen questions to check that pupils understood the concept of tens and units. This developed well when specific questions were then directed to the more able pupils who correctly identified the numbers representing hundreds as well as the tens and units.

18 Teachers know and manage their pupils well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers respond well to the needs of pupils, including those with special educational needs and English as an additional language and they intervene sensitively to offer support and encouragement. Teachers make daily informal assessments during lessons on which to base their future planning. The use of homework is good; it is given on a regular basis to support pupils' learning.

19 Teaching for pupils with special educational needs and English as an additional language is good. All staff have a very positive attitude towards these pupils and know their strengths and areas for

development well. Teachers use daily observational assessment to provide work that matches the requirements of pupils with special educational needs. There are good communications between teachers and support staff and this enables support staff to help pupils towards the targets identified in their individual education plans. Individual education plans are working documents which are kept to hand and regularly consulted and updated. Pupils with statements of special educational need are well taught and make good gains in their learning. As a result of good teaching, pupils with special educational needs and English as an additional language make good progress.

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

20 The school provides a broad and balanced curriculum for all its pupils. It has been successful in addressing the key issues for action in this area which were identified in the previous inspection report. The process of updating schemes of work has largely been completed, although further work is now being undertaken in order to meet the new requirements for the curriculum. The quality and range of learning opportunities offered is now good and the expected statutory curriculum is in place.

21 The school has given full attention to the many initiatives such as National Literacy and Numeracy Strategies, while at the same time ensuring that its curriculum is enriched through a wide range of experiences in music, cultural activities and the humanities. Weekly planning is now much improved, although more needs to be done to ensure that plans include targets for individual improvement. Subject co-ordinators still do not have enough opportunities to monitor teaching and learning in their subjects and the school is aware that it needs to look at ways of approaching monitoring which includes a major role for subject co-ordinators. The process of updating schemes of work and policies is continuing; these now provide clear structures which ensure equality of access and opportunity and inclusion for all pupils. Statutory requirements are met and religious education is taught in line with the recommendations of the Locally Agreed Syllabus.

22 Despite the good progress made with the curriculum there are some areas which need further attention. Whilst the school has good procedures in place for assessing pupils' understanding, the way in which their books are marked is not consistent and does not always include pointers to further improvement. The setting of individual targets for learning needs further development, so that pupils know what they need to do to improve and what they should be aiming for, from week to week. Teachers work hard to ensure that they provide their pupils with activities appropriate for the range of ages and abilities within mixed-age classes. Learning is accelerated when pupils are taught in sets grouped by ability in English and mathematics.

23 Links with the local community make a significant contribution to pupils' learning. A wide range of educational visits and visitors to the school provide good first-hand opportunities for pupils and extend the work they do in class. Effective use is also made of the local Education Business Partnership to support school projects, for example, "Being Healthy". Residential visits help older pupils to gain confidence. Pupils take part in local arts festivals and enter many local competitions. Local clergy are frequent visitors and regularly lead assemblies. Support for charity and regular links with elderly residents and a local hospice raise pupils' awareness of the needs of others.

24 Provision for personal, social and health education remains satisfactory. They are taught as discrete lessons, but not yet underpinned by a whole school policy document. Health education and an awareness of the potential dangers of drug abuse are taught through science and are often linked to specific topics, for example "Being Healthy". A sex education policy is in place but there is no formal programme of lessons to address this topic. There are close practical links with the local high school and good links with other primary schools in the area. Work experience opportunities are provided regularly for local students. Arrangements for ensuring the smooth transfer of pupils in Year 6 to the next phase of education are satisfactory.

25 The implementation of the National Literacy and Numeracy Strategies is good and teachers make good use of opportunities to promote the basic skills of both literacy and numeracy in other subjects. In science lessons, for example, teachers use the correct scientific language and expect their pupils to do the same. In design and technology work, pupils use appropriate measuring and recording techniques which make use of, and develop, their basic numeracy skills.

26 Pupils with special educational needs and English as an additional language have full access to the broad curriculum which is available to their peers. The school makes good use of a range of teaching methods, from working as part of the whole class, to group and individual work, both in the classroom and in appropriate withdrawal groups. Where pupils are withdrawn from classes, this is carefully monitored to ensure that they do not regularly miss the same lessons. Curricular provision for these pupils is good.

27 The school provides a good range of extra-curricular activities, both after-school and at lunchtime, such as different sporting activities and country dancing, and also a wide range of visits. There are annual residential visits for the Year 5 and 6 pupils, which include a wide range of activities, and also regular visits to concerts, workshops and other cultural activities, which often involve large numbers of pupils.

28 Provision for pupils' moral, social and cultural development is very good; it is good for pupils' spiritual development. The provision for this aspect of the curriculum is a strength of the school and reflects the aims of the school very well. The school has successfully maintained the standards found in the previous inspection. The planned themes in assemblies and in the teaching of religious education contribute well to this development.

29 Provision for pupils' spiritual development is good. Quiet moments and music in assembly create a thoughtful mood and the themes of being special and sharing relate to pupils' own lives. Art and creative displays around the school enhance the atmosphere in the school and pupils' interpretations of famous artists such as Lowry show how they identify the artist's intentions.

30 The provision for pupils' moral development is very good. The school has high expectations of behaviour and pupils are aware of them. In classrooms, rules and codes of conduct are displayed and a merit system supports and rewards good behaviour. Pupils know right from wrong and this is reinforced well through religious education. The atmosphere in school is friendly, well ordered and the very good relationships between staff and pupils support this.

31 The provision for pupils' social development is very good. The school promotes the development of social skills in many very good ways. Older pupils act as monitors, they set out benches in the hall and prepare the music for assemblies; this helps develop their sense of responsibility. Pupils are expected to work together in class and are given tasks that require co-operation. Younger pupils share milk and snacks together and each morning pupils are free to come into school and socialise together before formal lessons begin. A good sense of social awareness is developed through fund raising for a school in Gambia and the money helps to buy seeds to grow vegetables. Social skills are also developed through the curriculum programme that promotes a healthy life. The school has good links with the local community and other local schools.

32 The provision for pupils' cultural development is very good. The school is involved in the local culture with many visits to local heritage sites. Visitors to school play an important part in cultural activities. There are also visits to the theatre, the ballet, the Lowry Centre, a weekend visit to London to the Dome and the London Eye. A residential visit to an outdoor centre is an annual event that promotes these aspects of the participants' development very well. The school has well developed links with the local churches and the local mosque. A wide range of subjects have a cultural dimension, for example, a music teacher visits to teach pupils to play instruments. In history, pupils gain insight into life in the past. Through geography, pupils

study Kenya and appreciate a distant culture. In art and design they learn to appreciate great artists and their work. In religious education, pupils learn how to appreciate how different faiths worship their God. This makes a good contribution to raising pupils' awareness of the multicultural nature of society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33 Pupils' general welfare remains a high priority and continues to be well promoted within the school. The school has maintained the standards found in the last inspection. A suitable health and safety policy is in place and fully implemented. The day-to-day working practices adopted by all members of staff are good. Standards of cleaning and maintenance are very high. Pupils are supervised carefully throughout the day and lunchtime routines are managed well. As a result, the school functions smoothly. There are clear procedures for dealing with accidents and illness and for the administration of medication. These are followed closely. Child protection arrangements are effective. The head teacher has designated responsibility for liaising with outside agencies and local authority guidelines are followed if cases of abuse are suspected.

34 Procedures for monitoring pupils' personal development remain effective. Pupils' personal files contain good, on-going records about their general conduct around school and summary statements are included on their end-of-year reports, which are sent to parents. The head teacher also keeps a separate log of any incidents of serious misbehaviour. However, these are rare. Attendance is monitored satisfactorily. Registers are completed properly during sessions and any persistent lateness or unexplained absence is investigated.

35 Procedures for assessing pupils' attainment and progress are good. The school undertakes detailed analysis of information from National Curriculum tests to set targets for year groups in numeracy and literacy. Answers to specific questions are analysed to identify strengths and weaknesses in pupils' knowledge. This proved very effective last year in targeting pupils in Year 3 for additional support in literacy, following their relatively poor results in the National Tests at the end of Year 2 in 1999. The impact of this additional support was apparent in the inspection, as reading attainment for this cohort is now at a level expected for their age. This rigorous analysis of assessment data as a means to raise attainment by the careful use of resources, is characteristic of the school's commitment to help every pupil to do as well as possible. However, the system now needs to be refined so that individual pupils and small groups are set targets for improvement and so raise pupils' attainment further.

36 Assessment procedures for children in the Foundation Stage are good. Teachers build up an initial profile of each child prior to the start of the year during pre-school visits. The procedures to assess children when they start school are completed on time and the information is used to identify the strengths and weaknesses of the year group, as well as showing individual needs. This procedure is used to identify children with special learning needs and language difficulties. Staff use this information to help them cater for these strengths and weaknesses when planning activities and working with the children. Staff discuss children's attainment and progress and formal records are made in individual profiles. Progress in specific skills is recorded such as recognition of key words, numbers, shapes and colours. A comprehensive profile of each child is built up during the reception year and is now forming the basis for an individual record of attainment and progress through school.

37 Pupil profiles include records of strengths and weaknesses in all areas of the curriculum with specific assessments in English, mathematics and science in relation to National Curriculum levels achieved. A profile of each pupil's personal development is built up through the twice yearly entries. These profiles are used to compile annual reports to parents. The school has just introduced "Progress Books" which are intended to build up a comprehensive picture of each pupil's attainment and progress over time, across the curriculum. The school recognises that the work in these books is an ideal base for setting individual targets for every pupil, especially in literacy and numeracy.

38 Assessment for pupils with special educational needs is good and very clear targets are set for individual pupils matching the priorities indicated in their individual education plans. All planning for support is based on the assessment of each pupil in each session. This information is also used well by teachers when planning the curriculum for each session. All statutory requirements are met for the review of pupils' special needs.

39 There has been significant improvement in the way teachers use assessment in their daily planning since the last inspection. This is reflected in the steady improvement in pupils' overall attainment since the last report. The guidelines for assessing progress in both the National Literacy and Numeracy Strategies have helped teachers to identify exactly what pupils learn in each session and how successful groups of pupils have been in achieving these goals. The school recognises that every pupil now needs individual targets to continue this pattern of improvement in learning.

40 Pupils' personal development is well supported. Teachers know their pupils very well and are fully aware of their needs. They are good role models and successfully promote high standards of behaviour. School rules are well understood by pupils and ensure they act sensibly. Sanctions are fair and praise and rewards are used effectively to encourage effort. Significant achievements are celebrated. Clear guidance is available to deal with bullying. Any reported incidents are taken seriously and dealt with promptly. Pupils enjoy coming to school and inspection findings support this.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41 Parents continue to express strong support for the school. They are happy with the standards achieved and indicate that they would feel comfortable approaching teachers with any worries or concerns. About half of them have already signed up to the home-school expectations statement. They are actively encouraged to support their children's learning through the work they do at home and they respond well. Most are satisfied with the range and quantity of homework set. Reading diaries are used effectively. A few parents help in school on a regular basis, whilst many others accompany visits or attend special functions. The Parents and Friends Association remains active and gives generous support to the school through organised fund raising and social events. Parents of new starters in reception are introduced to the school with understanding and given clear guidance about its routines and expectations.

42 Communications with parents remain satisfactory. There is a regular flow of correspondence about life in school and, in addition to this, parents also receive a clear summary of the work done in class. Replies to the questionnaire indicate that they are generally happy with the quality of information provided about their children's progress. However, end-of-year reports do not always contain details about information and communication technology and design and technology and, therefore, do not always fully meet statutory requirements. Parents of pupils with special educational needs are fully consulted and involved at all stages. Regular meetings are held to review individual education plans and discuss other aspects of the child's life in school. The school sets great importance in working in partnership with parents and keeps them fully informed about their children. Parents are encouraged to come in to school whenever they feel it necessary, so that problems or difficulties can be speedily dealt with. The school notifies parents of a timetable for homework for each year group and the inspection team found that an appropriate amount is set by the school to help raise standards and improve pupils' progress. A good range of activities is provided outside lesson time which enhances pupils' education but these are largely for pupils in Key Stage 2.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43 The head teacher, key staff and governors provide very good leadership and management and give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a very positive ethos in which all pupils are valued. The governing body is committed to helping the school move forward. Governors make a very good contribution to the effective running of the school and are

committed to maintaining and raising standards further. The school has made good progress towards addressing the issues raised in the last inspection in November 1996. Schemes of work have been reviewed to include, where appropriate, cycles of content and more detailed guidance on the development of subject skills. Regular key stage planning meetings are in place, the school has developed a consistent style for planning lessons and all staff use this. The analysis of results and pupils' responses to test questions has led to the school setting realistic targets. These identify skills that are supported through booster and additional literacy support groups. The sets that are formed for part of the week in English and mathematics and the grouping for tasks in lessons also show how well the teachers use assessments to inform their planning. This system now needs extending so that targets for individuals and small groups of pupils are set and so further raise pupils' attainment in English, mathematics and science. The organisation in Key Stage 1 has been reviewed and more teacher directed activities are now in place, these are having a positive impact on pupils' learning. The monitoring and evaluation of the curriculum has improved since the last inspection. Subject co-ordinators manage their subjects well and they monitor teachers' planning to ensure that the curriculum is broad and balanced. Although, the co-ordinators for English, mathematics and science monitor pupils' work and report back to all staff, they do not regularly monitor or evaluate the quality of teaching and learning in lessons in their subjects throughout the school.

44 Teaching has been observed by the head teacher and support given where needed, which has resulted in an improvement in the quality of teaching since the last inspection. All staff have a shared commitment to raise standards. They have succeeded in creating a learning environment where relationships are very good and pupils feel secure and valued. A positive ethos reflects the school's commitment to improve educational standards and provide equal opportunity for all pupils. The governors are involved with the management of the school and are committed to improving the school building and raising standards. They are kept well informed by the head teacher and have a good committee structure to enable them to support the head teacher and to meet their statutory responsibilities. There are named link governors in place for literacy, numeracy and special educational needs who visit regularly and support the work in school. For example, a parent governor is a regular helper in classes and the governor for English has observed the teaching of the Literacy Strategy. With their current level of involvement and commitment, the governors, in partnership with the head teacher and key staff, are well placed to plan and implement further improvements.

45 The school fulfils all legal requirements for special educational needs and the joint undertaking of the co-ordinator's role by the head teacher and a part time teacher who held the role previously is successful. There are clear areas of work for each and good liaison between them. Good policies and procedures aimed at ensuring support are in place. For those pupils who are on the school register there are clear, well defined targets to help them overcome their difficulties. The register is well organised and up-to-date and any changes in the circumstances of pupils are noted and, if necessary, acted upon. Individual education plans are in place for those pupils who require them and parents are involved in the review of their children's progress. The school liaises very well with outside agencies when necessary. The support for pupils with special educational needs is effective; as a result, they make good progress in both key stages.

46 The school development plan is a useful framework for improvement, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on the future direction of the school. Educational and financial planning are clearly linked. The head teacher and school secretary work well together to ensure that the principles of best value are followed. The school knows its strengths and areas for development and has a good grasp on how to improve.

47 The school has sufficient staff to meet the needs of the planned curriculum. Teachers are suitably qualified and provide a good balance of experience and expertise. They are ably supported by a good number of competent and well-qualified support staff. The quality and provision for clerical support and

caretaking are also good and ensure that the daily life of the school runs smoothly. Arrangements to support newly qualified teachers are good and fully meet national requirements.

48 There is sufficient accommodation for the number of pupils on roll. The buildings are very well maintained and kept meticulously clean. Classrooms are suitably furnished and, together with corridors and public areas, contain good quality, attractively mounted displays, particularly of pupils' artwork. Outside, the grounds are well tended, although the enclosed play area for children in the Foundation Stage is rather small and underdeveloped.

49 The school is well resourced in nearly all subject areas. For art and design, resources are particularly good and are reflected in the quality and range of pupils' work on display around the school. There is now adequate equipment for information and communication technology, but the non-fiction section in the library is somewhat restricted. Resources are well managed, used effectively and are easily accessible.

50 The head teacher, well supported by the governors, has been the driving force behind the school's recent improvements. Co-ordinators monitor teachers' planning and lead discussions on recent initiatives, for example the implementation of the National Literacy and Numeracy Strategies. However, they are not yet monitoring the delivery of the curriculum by observing teaching and learning in their subjects throughout the school. Educational priorities are well supported through the school's financial planning. There have been good improvements since the last inspection. The cost of educating each pupil is in line with the national average. There is very good leadership by the head teacher, key staff and governors, very good financial management and very good relationships in school. Inspection findings confirm that pupils' attainment is improving and it is now above the average by the end of Key Stage 2 in English and mathematics, and in line with the average in science. As a result, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

A. Further improve pupils' standards of attainment in English, mathematics and science at the end of Key Stage 2 by:

- using the existing good procedures for assessment to set specific and achievable targets for individuals and groups of pupils;
- consistently implementing the school's marking policy to provide guidance for pupils to improve their work.

(Paragraphs 15, 18, 21, 22, 35, 37, 39, 43, 60, 66, 68, 73.)

B. Further extend the role of the core subject co-ordinators to evaluate and monitor teaching and learning throughout the school.

(Paragraphs 21, 50, 67, 74, 80, 90.)

In addition to the key issues above, governors should include the following issues as part of the action plan:

- improve the quality and range of large apparatus, particularly for outdoor play, for children in the Foundation Stage of their education; (Paragraphs 57, 59.)
- provide more resources for the non fiction library; (Paragraphs 49, 68.)
- provide reports to parents that clearly identify pupils' attainment and progress in information and communication technology and design and technology as separate subjects. (Paragraphs 42, 90, 102.)

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	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	28	46	22	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	291
Number of full-time pupils eligible for free school meals	46

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	46

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.07
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	21	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	16	18
	Girls	26	27	27
	Total	44	43	45
Percentage of pupils at NC level 2 or above	School	90% (83%)	88% (93%)	92% (98%)
	National	83% (82%)	84% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	27	27	28
	Total	45	45	47
Percentage of pupils at NC level 2 or above	School	92% (93%)	92% (98%)	96% (100%)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	19	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	19
	Girls	21	21	23
	Total	36	37	42
Percentage of pupils at NC level 4 or above	School	80% (64%)	82% (62%)	93% (69%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	19
	Girls	20	23	22
	Total	35	39	41
Percentage of pupils	School	78% (69%)	87% (69%)	91% (79%)

at NC level 4 or above	National	70% (68%)	72% (69%)	79% (75%)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – Afro heritage	1
Black – other	0
Indian	0
Pakistani	47
Bangladeshi	0
Chinese	0
White	197
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	22.4
Average class size	26.5

FTE means full time equivalent

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	142

Financial information

Financial year	1999 - 2000
	£
Total income	534,026
Total expenditure	524,048
Expenditure per pupil	1,686
Balance brought forward from previous year	26,199
Balance carried forward to next year	36,177

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

291

Number of questionnaires returned

86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	0	1	0
My child is making good progress in school.	49	42	3	1	5
Behaviour in the school is good.	45	48	2	0	5
My child gets the right amount of work to do at home.	44	38	12	1	4
The teaching is good.	56	38	0	0	6
I am kept well informed about how my child is getting on.	37	55	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	34	1	0	1
The school expects my child to work hard and achieve his or her best.	58	41	1	0	0
The school works closely with parents.	47	43	7	0	3
The school is well led and managed.	59	36	0	0	5
The school is helping my child become mature and responsible.	55	41	0	0	4
The school provides an interesting range of activities outside lessons.	37	35	16	2	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52 Children begin school in the September following their fourth birthday and are divided into two reception classes in adjacent teaching areas with free access to a large shared activity area. Their ability on entry is extremely varied and the results of the assessments of children on entry confirm this diversity. Overall, children begin school with well below average language skills for four year olds. Their mathematical skills are better but still below those expected for their age. The number of children entering the school with English as an additional language and a very poor knowledge of language is increasing. The school has a pre-school group who meet twice a week and is organised by a member of the Early Years staff. Most children have some pre-school experience before entering the school and have the opportunity to visit the reception classes regularly in the half-term prior to entry. A few children have many social and personal needs on entry to the school but the vast majority play together amicably.

53 The provision for language development is good and all staff have a thorough understanding of how to teach basic literacy skills to young children. Their planning is based on guidelines in the new curriculum for the Foundation Stage. Aspects of the Literacy Strategy are used to give all children the opportunity to prepare for the National Curriculum before they transfer to Year 1. Good teaching gives children security in their learning and communication skills are quick to develop through role play, sharing big books and learning to listen as well as speak. Levels of attainment are mainly below that expected for children by the end of the reception year. Though the majority of children do achieve all the nationally identified levels for children of this age in communication, language and literacy, a significant minority do not. This group includes children who are learning English as an additional language and some who have to make substantial gains in social and personal development before they are ready to acquire new language skills. All children were involved in a project about "Communication" during the inspection. The role play areas included a puppet theatre and a well-stocked office complex with a range of manual and electronic equipment. Children responded to requests for information and answered the telephone confidently. More able children develop a good vocabulary through sharing big books. One child suggested that the procession of teddy bears could be called a "parade". All children listened intently to a bi-lingual story told in Urdu and English and talked about the pictures. At this early stage in the school year children begin to use books on a regular basis. They take them home to share with their families and some children are beginning to read key words. Most children look at pictures and some can point to text. A few children have no interest in the words and are just starting to look through a book from the beginning. Work kept from the previous year showed that children make good progress in writing skills, especially the more able who write their names clearly and form simple sentences by the end of reception. All children are encouraged to do simple tasks at home with their families, to help them gain confidence in using a pencil and to practise forming letters.

54 Children make good gains in mathematics and the majority achieve the expected level in most aspects of this area of learning, by the end of reception. Teaching is good and a wide range of attractive resources are used to encourage children to learn. Counting is the most popular activity and the more able children understand that numbers relate to objects and count out five or more articles of different sizes. They recognise numbers to nine and add or take away objects to make the number they want. Most children recognise and match numbers in a game of dominoes, with support. Children transfer to Year 1 with a good knowledge of number. They make positive progress in other aspects of mathematics, such as discussing shape, once they have enough language and the maturity to recognise simple patterns. A minority of children do not achieve what is expected for their age in mathematics and attainment overall is just below that expected by the end of reception, except for number which is about average.

55 Many children come into reception with a very limited knowledge of their world. They are provided with a rich and stimulating range of experiences and some excellent teaching was observed in this area of learning, which has a very positive impact on pupils' learning. Methods of communication were explored through examining books written in Braille. Children closed their eyes and felt the patterns on the page which they found quite difficult to do. Other children learning to sign using British sign language were accumulating a vocabulary of signs for words such as colours and animals. They asked their teacher to find out more signs and were learning "ice cream" and "lollipop" in this lesson. Most children sign the words they know with confidence and are very pleased with their new skill. They made telephones with plastic cups and string and were surprised that they could hear each other speaking clearly once they held the string tightly. Children make gingerbread men, plant bulbs and taste a wide range of different foods during the year. They work in small groups with two-way radios to find places round the school and report their location back to control. Some children found it very difficult to speak into the radio at first but their confidence grew with practice. They build with confidence but find problem solving difficult, such as working out why a tower of bricks keeps falling over. Children draw old and new telephones using pencils and crayons. They begin to use the computer and move a cursor round the screen with help. A few children use the computer with confidence. Progress is good and the majority achieve the level expected for their age.

56 Creative work is undertaken with great enthusiasm and children have many opportunities to use a wide range of materials and media with which to explore ideas and express themselves. They have good observational skills and draw enthusiastically. Some children made very good sketches of the school's badge and put a lot of detail into their drawings. They use colour with confidence in their free painting and enjoy discovering new colours when mixing paints. They make rhythms in music and enjoy singing rhymes. Puppets are used to perform to each other and children enjoy role play both individually and with friends. Attainment meets expectations and the vast majority achieve the level expected for their age in creative development. Teaching is always at least satisfactory and good in art. Children respond well to the praise and support they receive for their efforts.

57 The provision for physical development is adequate and children are well taught to develop their fine motor skills in art and design. Most children have good observational skills but some have very poor pencil control which makes writing and drawing difficult. Teachers know the children well and devise many activities to help them improve their pencil control. Children find scissors easier to control and enjoy making models. Most cut out shapes and use glue to stick materials together, some require help with this task. A group played outside with balls and demonstrated control in rolling, bouncing, throwing and catching that was good for their age. They enjoy using the hall for dance and climbing activities. The school does not have any wheeled vehicles for these children to use. Their physical development is appropriate for their age and meets expectations by the end of reception.

58 The provision for social, personal and emotional development is very good and is central to all teaching. The staff work very hard to be good role models for children and establish very good relationships with them and their families. The emphasis is on learning to play and work together in harmony. Some children do not know how to sit and listen when they come into school and find simple routines difficult to follow. By the end of their reception year children progress to Year 1 with good social skills and they speak in turn and listen to each other. There are a few children who find self-control very difficult, but all staff are consistent in their approach and the vast majority of children progress as well as they can through the year. Every opportunity is taken to encourage choice and taking responsibility. Groups of children planted their bulbs in the same bowl and one from each group was asked to volunteer to take the bulbs home and look after them until they started to grow. The children negotiated amongst themselves for this privilege and abided by their decisions when home time came and just a few children had bowls of bulbs to take home. Children attend assemblies and behave appropriately in a range of different situations. Co-operation is encouraged in play activities and when making objects and playing number and letter games. Children share happily when using headphones and listening to recorded tapes and games. Resources are cared for and

equipment is put away quickly and carefully. As children make progress in their social, personal and emotional development their learning improves and they enjoy the success that this brings.

59 Teaching in the reception classes is good and often very good or excellent. Staff work together as a team to provide the best opportunities for learning. They use their strengths and interests to add variety to the experiences planned for the children. Their teaching of basic skills is particularly strong across all areas of learning. Staff know the children well and use day to day observations to plan the next stage in learning for individuals. The use of resources is very good and new technology, such as the two-way radios, is introduced with care and for a specific purpose. Lessons have a good balance of direct teaching, guided group work and free choice activities. All the strengths mentioned in the previous inspection have been maintained, new initiatives have been implemented successfully and the co-ordinator works hard to keep the quality of provision good while adapting to meet the changing needs of each cohort of children. New developments include the regular and planned support for bi-lingual children as well as adopting the theory and practice of the new national guidance for the Foundation Stage. There is a need to improve the provision of large apparatus for children to improve opportunities for both physical activity and social experience.

ENGLISH

60 By the end of Key Stage 1, pupils' attainment in English is at the level expected for their age. Reading and speaking are above those levels and writing and listening about average. This is similar to findings in the last inspection in reading and speaking. Pupils' attainment in writing has improved. In the most recent National Curriculum tests pupils' attainment in reading was well above the national average and similar to the national average in writing. The proportion attaining higher levels in both reading and writing was significantly better than in the 1999 tests. The standards attained by pupils in reading tests were well above those achieved by similar schools. Pupils' performance in writing tests was the same as the average for similar schools. The proportion of pupils who have English as an additional language increases each year. These pupils make rapid progress in speaking English, but listening skills develop more slowly, along with their ability to understand and interpret what they hear. By the end of Key Stage 2, pupils' attainment is above the level expected for their age in English. Listening skills develop well through the key stage for all pupils and are above those expected for eleven year olds. Speaking and reading are also above expected levels and writing is average. This is an improvement since the last inspection. The recent improvement in English results is due mainly to the impact of the National Literacy Strategy and improved quality of teaching. Additional support for literacy is targeted effectively to help pupils achieve their best and the gap in attainment between boys and girls is closing each year. Pupils with special educational needs or English as an additional language achieve well in relation to their individual targets. The school has set realistic but challenging targets for current year groups and is set to provide each pupil with individual targets in order to raise attainment even further.

61 Though pupils enter the school with a wide range of language skills and experiences there is a significant minority who have very poor language skills, including some pupils for whom English is an additional language. By the end of Key Stage 1, most pupils are confident speakers and are keen to contribute verbally in lessons. They use a limited vocabulary but give relevant answers to questions. Pupils in Year 2 described features of pictures in a book about family history as "old" and "funny". They have a good command of technical words such as "primary" and "secondary" colours in art and design. Pupils give very full answers to questions about sentence structure and explain how they use this knowledge when ordering a group of mixed words into a sentence. Though listening skills are good in shared reading, many instructions have to be repeated several times, before group work. Most pupils with English as an additional language are very keen to practise their speaking but need time to work out their answers to questions. Though they pay attention, some of these pupils need a lot of help to work out the meaning of what they hear. By the end of Key Stage 2, pupils are discerning listeners and very confident speakers and enjoy using their increasing vocabulary. They enjoy finding new words to use such as "pugilism". Year 6 pupils read out their Haiku poems and the text from their "Wanted" posters clearly and with expression. The quality of their

individual reading from story books is impressive. These skills are used in other subjects as they acquire a wide range of technical language in mathematics and science and converse positively with their colleagues when working in groups. There is evidence of particularly good progress in listening in Year 5 where pupils understand and explain instructions and processes such as making and using concrete and papier-mâché in model making. Most teachers are very skilful in asking questions of groups of pupils and individuals to ensure that all are involved in speaking and listening in class.

62 The school has developed an effective approach to the teaching of reading and pupils make steady progress in learning to decode words and understand their meaning. The most able pupils make rapid progress and attain levels in reading that are well above those expected for their age by the end of Key Stage 1. Attainment is above average by the age of seven. Pupils have clear likes and dislikes in literature and recognise humour and sadness in the books they read. Pupils who have English as an additional language are avid readers and try to learn every word by heart. By the age of eleven pupils have built on their early skills and are above average in both the way they read and their understanding of a range of texts. Most able pupils are sensitive to style and give an opinion as to why different ways of speaking provide information about characters in the Harry Potter books. Most pupils explain the difference between books based on fantasy as opposed to stories that have a realistic theme. The author's use of spiky speech bubbles and bold text were commented on as devices to give emphasis to particularly scary parts of a story. Pupils enjoy books and benefit from the wide range of fiction available to them. The school makes regular use of the local public library and pupils use their skills well to find information from books borrowed to support their topic work and personal interests such as music.

63 Standards of writing have improved since the 1999 National Curriculum test results in both key stages, especially for more able pupils. By the end of Key Stage 1, more pupils are achieving good levels than previously. Spelling is good and pupils have a good grasp of how to form sentences and use them to write for many purposes. For example, they record historical facts such as how athletes were treated in the Olympic Games in Ancient Greece. Their ability to understand how animals behave was used as a theme for creative writing. How a hedgehog might feel when crossing a road was described sensitively and in detail. Pupils use cursive handwriting in Year 2 but find it difficult to sustain. Some pupils used their word-processing skills to complete a task on ordering sentences. Those pupils who find writing difficult make good progress through the key stage especially in the accuracy of their work. The school works hard to help boys become better writers and the work in their books is often better than their performance in tests. By the end of Key Stage 2, pupils write at the level expected for their age. Their understanding of the use of language when writing in different styles is good but vocabulary is restricted, except for the most able. Topics are chosen carefully to appeal to both boys and girls. Newspaper articles were written based on events in the Olympic Games and other sporting events. These accounts contained information and opinion and were based on an analysis of what makes an article in the newspaper attractive to the reader. The Literacy Hour has helped these pupils gain knowledge of their language and how to use it with relevance and interest. Handwriting is still erratic but improving with regular practice for all pupils. Pupils with special educational needs continue to develop their writing skills and make good progress towards achieving their individual targets. Pupils with English as an additional language gain confidence in writing as their speaking, listening and reading skills develop and they attain well.

64 The quality of teaching is good in both key stages with some very good and excellent teaching in Key Stage 2. Teachers have good knowledge of the subject and a very good understanding of how to teach basic literacy skills. The planning for the Literacy Hour follows the guidelines for teaching mixed age classes, which was necessary in all but one class in both key stages. There was excellent teaching in Key Stage 2, when pupils in Year 5/6 were highly motivated, working to full capacity and enjoying the opportunity to use language expressively in writing Haiku poems and to arouse public interest in their quest to find a lost dragon. These pupils were assessing their own work and looking for better ways to achieve their very different goals through the written word. All teaching in Key Stage 2 was based on very good class management and well paced lessons in which pupils knew exactly what they had to do in order to improve

their literacy skills. Teaching in Key stage 1 was nearly always good and every lesson included good support to help pupils with particular needs. Teachers work very hard to help pupils with English as an additional language make as much progress as possible in each lesson. Teachers work well in teams with other adults and are ready to benefit from the additional support for bi-lingual pupils, which has just been introduced for younger pupils. Staff who provide support to pupils with special needs in literacy, work alongside class teachers to make sure that they are working on similar tasks. Every teacher works hard to include all pupils when working orally with a whole class. All teachers use resources well to support pupils' learning including the use of computers for word-processing. Literacy skills are used positively in other subjects.

65 Pupils behave well in English lessons because they are well taught and interested in their work. They participate well in whole class sessions and work independently in groups when required. Their work is completed and they are pleased to share their thoughts in class on such topics as how to write a letter of complaint or how to interest the public in their posters. All pupils benefit from the good working atmosphere in English lessons. Pupils with specific educational needs respond well as part of the whole class and have very good working relationships with the support teachers and staff.

66 The English curriculum is based on the National Literacy Strategy which the school has implemented successfully. Assessment procedures are good and help the school to set annual targets for National Curriculum tests that are both challenging and realistic. Year group targets are set in basic literacy skills and pupils are assessed regularly to judge their progress. The school has introduced "Progress Books" this year and recognises their effectiveness as a basis for setting individual literacy targets for all pupils, especially in writing. Additional support for literacy is targeted carefully after analysing the level of need in each year group. This has been used effectively to raise attainment in the current Year 4, where there are a high proportion of pupils who have special needs and language problems. Their reading level as a year group has already been raised to that expected for their age and their writing is beginning to improve. Marking in English is usually of good quality but is not linked to specific targets for every pupil. Pupils with special educational needs have individual targets and their work is planned and marked to help them meet these goals. The content of writing and handwriting are priority areas for development and planning includes strategies to improve these literacy skills.

67 The subject is well led by a very committed co-ordinator who makes sure that all teachers have a good range of resources to teach all aspects of the subject. Although the co-ordinator for English monitors pupils' work and reports back to all staff, the regular monitoring and evaluating of the quality of teaching and learning in lessons is not yet well established. However, thorough monitoring of planning and the efficient organisation of professional development for all staff have resulted in many improvements in English since the last inspection. All areas of strength have been maintained and developed. The curriculum is well organised and all pupils have the opportunity to develop their literacy skills through carefully planned experiences linked to assessment. Resources are good and well used. The school's aim to raise attainment for boys in English is reflected in the wide range of books available and the careful choice of topics for writing. The subject meets and sometimes exceeds its yearly targets.

68 The school has identified priorities to raise attainment further and has started to address them through staff development, provision and resources. The gap in attainment between boys and girls in writing is closing slowly in year groups. The rate of progress for each pupil is difficult to assess as the majority do not have individual targets to meet. The school recognises that this is the next step needed to raise attainment further in literacy. The school is aware that the non-fiction library is barely adequate and have good plans to improve resources. Pupils have good skills in finding information from books and other sources, but the location of the library makes it difficult to access during class time.

MATHEMATICS

69 By the end of Key Stage 1, pupils make good progress in mathematics and the standard of work is above the level expected for their age. This is an improvement since the previous inspection. The National Curriculum test results of 2000 show that pupils' attainment in mathematics was well above the national average and also well above that of similar schools. The proportion reaching the higher levels also improved. By the end of Key Stage 2, pupils' attainment is above the national average and above that of similar schools. The number of pupils achieving the higher levels in the tests was about the same as other schools nationally. These findings are a credit to the school when the abilities of each year group vary considerably and there are high numbers of pupils with special educational needs or English as an additional language in some years. The school has set realistic targets for improvement in mathematics in future years. The good progress of most pupils throughout the school is due mainly to good teaching, which has strengthened pupils' abilities in number and measurement, the setting of pupils for some lessons every week and the successful implementation of the National Numeracy Strategy.

70 By the end of Key Stage 1, pupils are quite confident in handling number. For example, they understand that numbers up to 99 are divided into tens and units. Pupils accurately add and subtract one and two digit numbers up to 20 and sometimes higher. They understand how to multiply by two, three and ten, and sequence numbers in different patterns and recognise the difference between odd and even numbers. Pupils appreciate the relative values of fractions, such as halves and quarters, and use this to good effect when telling the time. By using correct mathematical language when handling problems, pupils compare numbers that are "greater" or "less" than others. They measure everyday objects correctly using standard measurements of centimetres. Pupils copy mirror images of patterns to show how symmetry works. They recognise common two and three dimensional shapes, such as cones, pyramids and cylinders. The setting of pupils by ability for some lessons each week is having a positive impact on pupils' learning and achievements. For example, in a Year 1/2 lesson for the higher attaining pupils the focus was understanding the value of each number in a three digit figure. Most pupils recognise that 163 can be broken down to show 1 hundred, six tens and three units. They then use this knowledge to successfully explain how to add and subtract these numbers.

71 By the end of Key Stage 2, most pupils have a broad mathematical knowledge. Most pupils have a sound grasp of their times tables, can multiply and divide properly and are using long multiplication. They understand how to work out percentages of whole numbers, such as 60 per cent of 200. Pupils calculate accurately with numbers to two decimal places and multiply such numbers by 10 and 100 by altering the position of the decimal point. When setting out their workings correctly on paper, for example, in a Year 3/4 lesson pupils made good suggestions on how to create a pictogram using one rectangle to represent the number of raffle tickets sold. They then used this information to correctly record the different numbers sold by each class in a school. Pupils build effectively on the work in Key Stage 1 in their recognition of two and three dimensional figures such as a rectangle, pentagon and octagon by the key features of sides, corners and angles. They construct and measure acute angles in geometric shapes. Pupils know how to present mathematical findings in bar and line charts. For example, pupils in Year 6 create block graphs to show temperature changes over a number of days. There is good use of mathematical strategies to answer problems and confidence improves when pupils use patterns of thinking that can be applied to different situations. For example, in a Year 6 mental mathematics introduction pupils explained how they worked out answers involving addition, subtraction, multiplication and division. Pupils, including those with special educational needs or English as an additional language, make good progress when compared to their prior attainment. This is shown in the analysis of pupils' results in National Curriculum tests in 1996 and the comparison with their results in tests in 2000.

72 The quality of the teaching in both key stages is at least satisfactory, often good and occasionally very good. This is a significant improvement since the last inspection. In effective lessons, teachers have very good relationships with the pupils, which produce a positive working environment and guarantee good levels of concentration and behaviour. Teachers maintain a brisk pace to lessons, particularly during the mental mathematics sessions. For example, they conduct a quick fire question and answer session to keep

pupils focused. Teachers use support staff well to help groups of pupils and individuals in need, and also to record assessment during whole class activities. Teachers have a secure knowledge of the teaching of basic skills; lessons are brisk and challenging, with time managed well. Pupils are given many opportunities to reinforce their existing skills and knowledge and lessons are designed to extend and develop their understanding. These effective teaching strategies, and the successfully implemented Numeracy Strategy, are raising standards in both key stages.

73 Although there have been improvements in assessment procedures since the time of the last inspection, the overall impact of these is not yet as good as it could be. Teachers collect a good deal of information on each pupil. A variety of tests and assessments are undertaken at suitable intervals. Some teachers are making effective use of programmes to analyse data and use this information to set new class targets. This has been successful, for example, in raising expectations of higher attainers in mathematics. Although teachers use the results of assessments to provide work for different abilities within the class they do not consistently set targets for individuals to enable them to make even better progress. There is evidence of some good, thoughtful marking to guide pupils but, often, marking has few comments that pinpoint areas for development. Teachers have good expectations of their pupils. They establish effective classroom routines that encourage pupils to listen constructively and participate eagerly. They are enthusiastic about mathematics and value pupils' contributions. This leads to good learning where pupils are keen to contribute to discussions and concentrate well when given their different tasks. Teachers have high expectations of behaviour and pupils respond accordingly. When teaching is very effective, pupils of all ages are very aware of what has to be learned and levels of concentration and perseverance are very good.

74 The mathematical curriculum is broad, balanced and well resourced. All teachers have been trained for the National Numeracy Strategy that has been successfully implemented. The co-ordinator does not yet monitor teaching and learning throughout the school. However, the head teacher observes teaching and provides useful feedback to teachers, which is improving the quality of the teaching of mathematics throughout the school. The management of the subject by the co-ordinator is enthusiastic and influential in the determined effort to lift standards. The school's strategy for the development of the subject is good and meets the requirements of the National Curriculum. The school has a clear strategy to move forward and a desire to tackle the use of assessment data. The school is therefore well placed to make further improvements in the standards achieved in mathematics.

SCIENCE

75 By the end of both key stages, pupils' attainment in science matches the level expected for their age. The school has maintained standards since the previous inspection. The Key Stage 1 teacher assessments of pupils in science in 2000 show that pupils' attainment is well above the national average and also well above that of similar schools. The proportion reaching the higher levels in the most recent tests also improved from the previous year. By the end of Key Stage 2, pupils' attainment is above the national average and above that of similar schools. The school's most recent Key Stage 2 National Curriculum test results show that, after a period of less satisfactory attainment, standards are once again broadly in line with expectations when compared nationally and above the average for similar schools. The use of experimental and investigative science is a strength throughout the school.

76 In Key Stage 1, the teaching of science is satisfactory, although, in one lesson, teaching methods were inappropriate and pupils became confused and unable to make progress. Pupils are aware of how to conduct a fair experiment. For example, in a Year 1/2 lesson pupils conducted an investigation into how well different balls bounce. The teacher explained the work clearly and provided good support so that pupils completed their tasks. Pupils are taught the correct scientific vocabulary to talk about what they are doing and this makes a good contribution to their basic literacy development. The teaching helps pupils to develop positive attitudes towards science and they are given a good introduction to conducting investigations. By the end of Year 2, pupils recognise that certain foods are healthy and that too much chocolate is not good for you

and can damage your teeth. Pupils' learning is good when they are encouraged to discuss different aspects of the food they eat. For example, in a Year 1/2 lesson on healthy eating they effectively discussed their own ideas of what food they need in order to grow and recognise that all creatures need nourishment to stay alive.

77 Teaching in Key Stage 2 is good. Teachers plan interesting investigative activities that capture the imagination of pupils and lead to good learning. As they move through the key stage pupils are given increasing opportunities to take charge of their own learning, choosing their own methods and equipment and deciding for themselves how best to complete the tasks set for them. For example, in a Year 3/4 lesson on seed dispersal, the teacher's clear, authoritative teaching style and good subject knowledge, enabled pupils of all abilities to learn well. The class was well managed, the teacher had high expectations, and pupils' behaviour was good. By the time they are in Years 5 and 6 pupils work out how to separate mixtures by applying their knowledge of the properties of different materials such as salt and iron filings. In the lesson, the teacher encouraged pupils to find things out for themselves and to work together sensibly. Regular reminders about what they were trying to find out and the very good management of the lesson ensured that all pupils benefited from the investigation.

78 Throughout the school, pupils enjoy their work in science. The combination of activities, a lively, engaging teaching approach and good promotion of individual learning, ensures that pupils develop positive attitudes to the subject. In a Year 3/4 lesson, for example, pupils investigated whether light would pass through different materials. Pupils were involved and interested as they shone torches through the samples and, because the work was tailored to the needs of different ability groups, all could participate fully. The lesson had a sense of purpose and lively participation by all pupils.

79 The curriculum for science is broad, with balanced coverage being given to all areas. The school is good at developing pupils' investigative skills, so that they learn the importance of fair testing, understand how to observe carefully, record their observations and evaluate accurately their own and other people's work. Many of the activities provided are set up to promote investigative skills, as well as stimulating pupils' interest through careful choice of exciting work, which is well matched to pupils' interests and abilities. The breadth of the curriculum ensures that pupils of all abilities, including those with special educational needs and those for whom English is an additional language make good gains in learning as they move through the school. The good attention to the use of appropriate scientific language ensures that the work makes a positive contribution to the development of basic literacy skills.

80 The subject co-ordinator is aware of issues relating to the development of the subject, in association with the long-term aims of the school in the development plan. She has worked hard, in consultation with staff, to update the science policy in line with the new national requirements for the curriculum. Some work has been done on monitoring teachers' planning and pupils' work but there is not yet a system in place to monitor the teaching and learning throughout the school. Resources for science are good, well organised and readily accessible to staff. Due consideration has been given to safety aspects and staff have been made aware of the importance of safety when undertaking practical science activities. The school grounds are used well for practical work on environmental science.

ART AND DESIGN

82 By the end of both key stages, pupils' attainment in art and design is above that expected for their ages. Pupils' progress and learning are good and very good when highly motivated by very good teaching. This is a major improvement since the last inspection in both standards achieved and the progress made by pupils.

83 Pupils in Key Stage 1 demonstrate a good knowledge of colour and understand the difference between primary and secondary colours. They work well using families of colours, building up samples of new colours which they incorporate into a page of colour based on a central shape. These pictures have

different moods which the pupils discuss alongside their observations of printed pictures and posters. Pupils work happily in both two and three dimensional media to create pictures, murals and models. Their paper sculptures are well constructed and provide an interesting contrast to the figures they created using straws. They paint scenes and landscapes in the style of Van Gogh and use their good drawing skills to illustrate stories. All pupils have contributed to the very attractive teddy murals and collages.

84 Pupils continue to develop their skills and understanding of art and design in Key stage 2 as they explore an ever increasing range of media. Models are designed and made using papier-mâché and concrete. Drawing skills are developed as they explore the effects that can be obtained when using pencils of different densities. By Year 6, their drawings are detailed, beautifully executed and extremely varied in content. Pupils have produced symmetrical pattern drawings along a line, while others use their drawing skills to create black and white scenes using ink as well as pencil. Their pastel drawings of people, inspired by the study of Lowry's pictures, are full of life and movement. Pupils control pastels extremely well and use this skill to build up landscapes and portraits that are both realistic and abstract.

85 Pupils thoroughly enjoy their art and design and take great pride in their work. They work with care and are willing to try new ideas in order to achieve the best results. Pupils in Year 5 were very keen to explain how they made the concrete for their models and the problems of working with papier-mâché. Other pupils were delighted to have the opportunity to choose both the theme for a puppet play and design their puppets, especially one group who were creating a team of cricket players for a match between Pakistan and England. This subject makes a very positive contribution to pupils' cultural and spiritual development, as they learn about art in different societies and appreciate the range of feelings they experience in creating their own art works.

86 The quality of teaching in art and design is at least good and often very good. Teachers have a good knowledge of the subject and understand how to help pupils develop the wide range of skills needed to master a wide range of media. Teachers base their planning on a scheme of work and the progress of both knowledge and skills is monitored by the subject co-ordinator. Lessons are very well organised and resources used very effectively to encourage pupils to experiment and enjoy finding new ways of creating works of art. All the concerns about teaching raised in the last report have been resolved and there has been considerable improvement since the last inspection. Display is linked to art and design and an assistant is given time each week to help teachers create a colourful and stimulating environment that celebrates pupils' work.

DESIGN AND TECHNOLOGY

87 By the end of both key stages, pupils attain the level expected for their age. The school has maintained the standards found in the previous inspection. By the end of Year 2 pupils have had experiences of a range of interesting activities, for instance when they design toys for babies and toddlers. Pupils produced their own design drawings and wrote about what they did. The work forms the basis of a good classroom display. Work on topics such as this enables them to develop their understanding of how materials can be used, the different ways in which they can be joined and how they can select and use appropriate tools for their activities.

88 As they progress through Key Stage 2, pupils continue to develop their understanding of all aspects of the design process and their ability to employ the necessary skills with increasing proficiency. For example, in Year 3 pupils devised different methods of transporting seeds over short distances. Some had undertaken homework tasks in preparation and this gave them a flying start in the lesson. Pupils based their models on their own experience and produced a variety of ingenious solutions. The work gave them good experience of turning their ideas into workable models. By the time they are in Years 5 and 6, pupils undertake more sophisticated projects, such as designing and making their own models of fast food vans. All stages of the design, make and evaluate process are thoroughly undertaken, the pupils produce high quality

models, together with design plans, written explanations and evaluation of their own and other pupils' finished products. Consideration of aspects such as the effectiveness of advertising gives added depth to the project.

89 The teaching of design and technology is satisfactory in Key Stage 1 and good in Key Stage 2. Satisfactory teaching is characterised by sound subject knowledge, this is used well to select a choice of interesting activities which are often closely linked to work in several different subjects. Where teaching is good there is good attention to all aspects of the curriculum, interesting practical activities are chosen which inspire the pupils and practical skills are well developed. Pupils respond well to the work at all stages and they enjoy the practical activities. The nature of the work chosen ensures that it is accessible to pupils of all abilities, including those with special educational needs or English as an additional language.

90 The subject is effectively co-ordinated. The post-holder is keen to develop the subject, having recently begun to assemble an "ideas bank" which will be linked to the new schemes of work, so that staff can make use of suggestions where help is needed. The school has recognised the ongoing need for in-service training so that all staff can feel confident in working on design and technology activities. The monitoring aspect of the co-ordinator's role is underdeveloped at present and there is a need for this to be given attention, so that a better view of teaching and learning in the subject can be gained. The annual reports to parents have a space for technology, however some teachers do not always provide sufficient information of pupils' attainment and progress in design and technology as a subject in its own right.

GEOGRAPHY

91 During the inspection, only one geography lesson was observed. Judgements are based mainly on scrutiny of work, examinations of planning and discussions with pupils and staff. By the end of both key stages, pupils' attainment is at the levels expected for their age. Pupils, including those with special educational needs or English as an additional language, make at least satisfactory and sometimes good progress throughout the school.

92 By the end of Key Stage 1, pupils are aware of their own locality, they follow a route accurately on a simple map. They name and locate familiar features in their own locality and recognise different types of housing in their immediate vicinity. Pupils in Year 1/2 develop an awareness of other countries outside Britain and make national flags of various countries, an activity inspired by the recent Olympic Games. Pupils study the weather and recognise conventional weather symbols. Pupils know the effect that weather has on their lives; they know that they need different clothes in summer and winter.

93 By the end of Key Stage 2, pupils have an increasing awareness of the world around them. In Years 3/4, pupils study a contrasting locality in Kenya. They draw comparisons and contrasts between their own life and the life of children in Kenya. They know that the climate is hot there and that living conditions and customs are very different. They name the main rivers and mountains of Kenya and they know that Nairobi is the capital. By Year 5/6, pupils use some geographical enquiry skills by using given facts to draw conclusions. For example, pupils were given a map of the population of Great Britain and were asked why some areas were more crowded than others. Pupils use given data such as temperature and rainfall to accurately describe a particular climate.

94 Teaching is good. In discussions, it is clear that teachers have a good rapport with pupils and develop a good, positive atmosphere in the classrooms. Teachers' planning is good and there is clear reference to the requirements of the National Curriculum. A good lesson on Kenya promoted pupils' interest because of the use of an interesting video and the high expectations of pupils' writing and drawings. The geography co-ordinator monitors teachers' planning to ensure a balanced curriculum in mixed age classes. Teachers regularly mark pupils' work, however there is little evidence of comments that guide pupils in their next stage of learning. For example, in Key Stage 2 there is a heavy reliance on worksheets and little to show that pupils are encouraged to use their skills to undertake independent enquiries. At the last inspection,

attainment was above average at the end of both key stages. This has not been maintained, mainly because of the recent change in the requirements of the National Curriculum. However, the school is aware of this weakness and the subject is a priority on the school development plan for a major review.

HISTORY

95 By the end of Key Stage 1, pupils' attainment in history is in line with the level expected for their age. By the end of Key Stage 2, pupils' attainment is above the level expected for their age. Pupils, including those with special educational needs or English as an additional language, make good progress throughout the school.

96 By the end of Key Stage 1 pupils identify that life in the past was different. This is shown to good effect in a Year 1/2 lesson when pupils compared and contrasted "washing day" now and before electricity was used in the home. Pupils saw flat irons and oil lamps and made a direct comparison with electric irons and the use of electricity in their own lives. Pupils show a developing sense of time and correctly place "teddies" on a time line from oldest to newest. They know that some things took place before living memory; their study of the Ancient Olympics reinforced this. By the end of Key Stage 2, pupils have a factual knowledge of the history of Britain. In Years 3/4, pupils study the Roman invasion of Britain. They know the exact dates of the invasion and they use a time line spanning BC and AD. They know that Caesar and the Emperor Claudius organised invasions and they describe life in Roman Britain. They understand that history is often an interpretation and that the Romans recorded their version of events. In Years 5/6, pupils, through the study of Britain since 1930, show an increasing depth of facts and understanding of British history. For example, in a Year 5 lesson about World War II, pupils' recall of facts was very good; they knew that the war began in 1939 and described the "phoney" war. Pupils knew that the Treaty of Versailles was one of the causes of the war. They give clear explanations about why events happened. Pupils have good opportunities to study history first hand by visits to a local mill to study the life of mill workers.

97 The quality of teaching in Key Stage 1 is at least satisfactory and sometimes good. In Key Stage 2, it is good and sometimes very good. Teachers' plans are good with clear learning aims and opportunities for pupils to tackle work at their own level. Assessment opportunities are often identified and used to set class targets. The best teaching occurred when teachers had a good knowledge of the subject and delivered the lessons with enthusiasm and drama. The use of good resources and artefacts motivates pupils and is an effective part of teaching. Pupils respond positively in lessons and show interest and enthusiasm. For example, in one lesson pupils gasped out loud when they saw and handled an original gas mask from World War II. Teachers' plans are monitored by the co-ordinator; there is a clear policy in place and schemes of work that help to ensure that pupils build effectively on their previous learning. Resources are very good, with many hand made scale models for pupils to handle and they are well supplemented by the museum loan service. The curriculum is balanced and there are good curricular links with art and design, and English. For example, pupils made Roman style mosaics and wrote letters appealing for support when pretending to be a Jarrow marcher. Pupils in Year 5/6 designed and made patterns using the skills of a weaver and made carding pads to complement their study of the mill visit. The curriculum is enhanced by role play and pupils have taken part in an old fashioned washing day. Since the last inspection, standards have been maintained at Key Stage 1 and improved at Key Stage 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

98 Very few lessons in information and communication technology were observed during the inspection. However, the scrutiny of pupils' work, displays and discussions with pupils and teachers allow judgements to be made. By the end of both key stages, pupils' attainment in information and communication technology is at the level expected for their ages. Standards have improved since the previous inspection because of the change to different computer systems, improved programs, the adoption of a good policy and

scheme of work and the effective leadership of the co-ordinator. Information and communication technology is valued as an essential part of the curriculum, although the time given to it still varies from class to class.

99 Pupils in Key Stage 1 use their keyboard skills to support work in mathematics when solving addition and subtraction problems on the screen. A good example of extension work in information and communication technology is when pupils in Year 1/2 use a floor robot and program the machine to follow a sequence of movements that includes right angled turns. Pupils use computers well to improve their language skills. For example, they answer set questions on the screen and effectively use the delete, enter and space bar keys to type in their own answers. They can explain how they use the different keys on the computer to edit their work when they make a mistake, for example, when writing the labels for plants they have drawn on the screen.

100 Pupils in Key Stage 2 build effectively on their skills and knowledge with more frequent use of the new computers and programs in school. Several pupils in the Year 3/4 class showed their understanding of a word processing program when they explained how they write poems in an English lesson. In discussions, pupils explained how they load and save their work. They were confident using the computer and understood how to bring up the various menus available, for example when changing the size or colour of their work. Pupils use a screen robot to create mathematical shapes, such as squares, rectangles and triangles. This mathematical work is developed well in the Year 5/6 class when pupils create different shapes using the computer. In Year 6, pupils use more sophisticated techniques, such as replacing or amending text. Some pupils in Year 6 are very confident and have a good understanding of how to set up and load computers and how to use E-mail for sending and receiving messages. Their skill has been greatly enhanced by the use of the new resources and the link to the Internet. For example, pupils in Year 6 were very confident when using a program to control a plastic vehicle they made. They use a light sensor to conduct experiments to show how much light passes through different materials. Computers are used effectively to support the learning of pupils with special educational needs or English as an additional language in both key stages.

101 When computers were in use during the inspection, the quality of teachers' support for pupils was good. Only one lesson in information and communication technology was seen during the inspection. However, the scrutiny of teachers' planning, the improvement in the use of information and communication technology and work on display suggest that the quality of teaching is at least satisfactory and often good. All teachers follow the new policy and scheme of work and, following training by the co-ordinator, are more confident in their use of the equipment. Pupils respond enthusiastically to opportunities to use computers to improve their knowledge, skills and understanding. There are very good relationships between pupils, teachers and adult support staff, which mean that pupils feel confident when using computers to try different activities, knowing their efforts will be appreciated. Good management and well organised lessons ensure that pupils' time on the computer is used to best effect. When in use there are usually two pupils working on each computer taking turns and working effectively together to put in information. As well as improving their knowledge of information and communication technology, sensible co-operation makes a positive contribution to their moral and social development. Teachers have a good knowledge and understanding of the programs they use. They give careful and specific explanations to pupils and offer appropriate support to those experiencing difficulty. However, the use of computers is inconsistent across the school and teachers do not always use them to support work in other subjects as much as they could.

102 The school has a good policy, scheme of work and detailed action plan to guide its work. The subject is well managed by an enthusiastic and well organised co-ordinator who is keen to keep moving the subject forward. The scrutiny of teachers' planning and pupils' work forms an integral part of the evaluation and development system. The planned curriculum takes into account all the required aspects of information and communication technology. The school is aware of the need to develop further pupils' skills in all aspects of the subject and new computers and extra resources have already been ordered to support the subject. The annual reports to parents have a space for technology and some teachers do not always provide sufficient information of pupils' attainment and progress in the subject. The school is now making

satisfactory provision and is using the national grant to improve resources for the subject. These improvements in provision have been made since the previous inspection and the school is now well placed to further develop the subject.

MUSIC

103 The school's previous report found that standards in music were in line with the level expected for their age. Standards have improved and pupils' attainment is above the level expected for their age by the end of both key stages.

104 In Key Stage 1, pupils are given a range of musical experiences, from singing nursery rhymes to playing simple accompaniments and sound patterns on different percussion instruments. The lively teaching encourages them all to join in and the musical activities are well chosen to match pupils' interests. The principles that everyone can join in and that music is fun are promoted from the beginning. By the end of the key stage, the majority of pupils sing in tune with expression and perform simple rhythmic parts. They understand how different moods and effects can be created, for example through music representing different characters in a story.

105 In Key Stage 2, these experiences are further developed, both through work in lessons and by opportunities to learn to play musical instruments, take part in music workshops with visiting musicians and by attending concerts and other musical events outside school. By the end of the key stage pupils evaluate and compare features of music. They recognise and explore the way in which music reflects time, space and different cultures. They join in without self-consciousness and discuss their performances and how they can be improved.

106 The teaching of music is lively and stimulating throughout the school. Although the school has many teachers who are musicians, those who are not specifically qualified or experienced also teach well and make use of appropriate and effective teaching strategies. In a Year 6 lesson, for example, pupils listen to a BBC "Music Workshop" tape. The theme is the music of the 1960s. They learn the song "Little Bubble Car" and are given opportunities to learn the names of musical effects such as "accelerando" and "ritardando". Some pupils already know the terms "crescendo" and "diminuendo". Because of the commitment to the subject, music permeates the work of the school and makes a valuable contribution to its day to day life. Music is used effectively to enhance the special atmosphere of assemblies and pupils are taught to listen carefully and to take an interest in it, whether played by a teacher or from a recorded source.

107 Regular concerts are performed by Key Stage 1 pupils, the lower juniors and the upper juniors and all pupils participate. High standards of performance are achieved and a great deal of hard work is put in to these productions by both staff and pupils. Good use is made of music from different cultures, both in the choice of material for lessons and in musical activities such as workshops, for instance, in African drumming, that are undertaken from time to time. This work gives pupils a good appreciation of both their own musical cultural heritage and that of the rich variety of other cultures.

108 The subject is efficiently managed and the co-ordinator is very experienced and committed to the subject. Work on updating the policy and schemes of work is under way. The school's resources for music are good and they are efficiently organised and managed.

PHYSICAL EDUCATION

109 By the end of both key stages, pupils' attainment is in line with that expected for their age. The school has maintained the standards since the previous inspection. As they move through the school pupils are given a range of worthwhile experiences in physical education. By the end of Key Stage 1, pupils explore basic skills in dance, games and gymnastics. They carry out simple actions with increasing control

and co-ordination and develop their understanding of safe exercise and how it affects their bodies. In a Year 1/2 lesson pupils explored different ways of stepping and striding, using both the floor and a range of small and large apparatus. The teacher questioned the pupils to encourage them to think about their work and how they could improve. Pupils learn to get out apparatus and put it away safely and they co-operate well together, under the teachers' directions, to accomplish this.

110 During Key Stage 2, pupils continue to develop their physical education skills. By the end of the key stage they participate in team games with an understanding of tactics and fair play. Pupils apply skills and techniques with accuracy. They use their developing understanding of these skills to improve their performance. By the age of eleven they have a clear understanding of the effect of exercise on their bodies, together with ideas of health and fitness. During the key stage all pupils are given appropriate opportunities to learn to swim and the requirements of the National Curriculum are met. The swimming lesson observed during the inspection was well organised and purposeful. Pupils are very effectively taught in four groups under the supervision of the swimming coach. Although this is only the third session, about half of the pupils are already working towards their 25m qualification.

111 The teaching of physical education is satisfactory. Teachers have sound subject knowledge and present the work in a stimulating way. Pupils of all abilities are well catered for, including those with special educational needs and English as an additional language; the activities they are given are well matched to their abilities. In a Year 5/6 outdoor netball lesson, for example, the teacher undertook an energetic warm-up session which involved all pupils. In the main part of the lesson a very interactive approach was used asking pupils questions about their performance and how it could be improved. This promoted a good attitude in the pupils, making them think about what they were doing and how they could do better.

112 Pupils join in activities with enthusiasm. They are keen to discuss all aspects of what they have done. Most share and co-operate well. Behaviour is good, often very good and pupils show responsibility appropriate for their ages. They show good personal development in the way they work together when performing different tasks.

113 The subject is well managed by an experienced and committed co-ordinator. The co-ordination role is carried out effectively and there is a good awareness of how the development of the subject fits with the overall school development plan. Resources are well organised and of satisfactory quality. The school's indoor and outdoor accommodation are well suited for all aspects of physical education. There is a good range of extra curricular activities and outdoor and adventurous activities are undertaken during the school's annual residential visits which are open to all Year 5 and 6 pupils.

RELIGIOUS EDUCATION

114 By the end of Key Stage 1, pupils' attainment in religious education is in line with the expected level for their age. By the end of Key Stage 2, standards in religious education are above the expected level for the pupils' ages and meet the requirements of the Locally Agreed Syllabus. Pupils have skills that they use to help them relate their knowledge of religious education to their own personal lives and experiences. This fully meets the requirements for pupils to learn about and from religion. Standards have been maintained since the last inspection.

115 In Years 1 and 2 pupils learn the value of helping the community from the first hand experience of delivering parcels to an old persons' home after celebrating the Harvest Festival at school. They understand the importance of celebrations in their own lives and what part religion plays in this. For example, pupils compare the traditions of a Christian and Muslim wedding ceremony. They relate this to their own lives; in a lesson about weddings they explained that "people cry at weddings because you're happy". Pupils know that God is special to Christians, Allah is special to Muslims and that the Koran and the Bible are special books.

116 In Key Stage 2, pupils in Years 3 and 4 learn about the creation and link it well to other people's beliefs and interpretations. Pupils retold and illustrated the primitive Aboriginal version of creation in their own personal style. Pupils study world faiths and understand the significance of sacred places. This is well developed in Years 5 and 6; pupils know that Christians and Muslims worship one god and that Hindus worship deities. Pupils know that churches, mosques and temples are special places where people pray together. They relate this to their own feelings but they realise that "you could just kneel down or sit and think" without attending a special place. By the end of the key stage pupils consolidate their learning about Christianity through stories from the Bible. They understand the significance of different festivals, for example, writing their own accounts, well supported with drawings, about Easter. Pupils know right from wrong and have a good sense of values. This is well developed in Years 5/6 when a lesson focussing on "important things" produced thoughtful discussions about what is important for personal development. For example, pupils identified a wide variety of aspects of life that are important to them, such as religion, education, friends, safety, books and sports and they ordered them according to their importance to themselves.

117 All pupils, including those with special educational needs or English as an additional language, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Pupils cover a full range of work and build up their knowledge and understanding as they move through the school. Different teaching strategies successfully involve all pupils. For example, direct, open ended questions encourage and challenge pupils' thinking. Pupils listen to stories, respond well in assemblies and are confident when talking about how they feel. Pupils are willing to work and have presented work in a variety of styles. However, there is little written work linked to religious education in Key Stage 1.

118 In the lessons observed the quality of teaching was satisfactory in Key Stage 1 and good in Key Stage 2. The curriculum follows the Locally Agreed Syllabus and good support and guidance is provided by the co-ordinator for all teachers. There was good teaching when the lessons were well planned with clear learning objectives. For example, in a lesson in Year 1/2 about festivals the teacher used good resources, including photographs, to enhance the discussion about how important a wedding day is to the participants. Teachers show appropriate subject knowledge and use opportunities when they arise to teach moral values alongside religious belief. They have access to good resources that enhance pupils' knowledge and understanding. This good subject knowledge has a direct impact on the quality of teaching. The subject makes a good contribution to the school's promotion of spiritual, moral, social and cultural development. Pupils are taught to respect each other's feelings and beliefs in assemblies and lessons.