

# INSPECTION REPORT

## **HADE EDGE INFANT AND JUNIOR SCHOOL**

Kirklees

LEA area: Kirklees

Unique reference number: 107656

Headteacher: Mrs Adele Stringer

Reporting inspector: Dr Brian Male  
14906

Dates of inspection: 11-13 September 2000

Inspection number: 224408

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Greave Road  
Hade Edge  
Holmfirth  
Huddersfield

Postcode: HD7 1RT

Telephone number: 01484 222470

Fax number: 01484 222470

Appropriate authority: The governing body

Name of chair of governors: Mrs Veronica Haigh

Date of previous inspection: 3 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members                    |                         | Subject responsibilities  | Aspect responsibilities  |
|---------------------------------|-------------------------|---|--|
| Dr Brian Male<br>14906          | Registered<br>inspector | English<br>Information and<br>communication<br>technology<br>Design and technology<br>Geography<br>History    | What sort of school is it?<br>How high are standards?<br>How well are pupils taught?<br>How well is the school led and<br>managed?<br>What should the school do to<br>improve further? |
| Mrs Sue Boyle<br>19419          | Lay inspector           |   | How well does the school care<br>for its pupils?   |
| Mrs Val<br>Whittington<br>23832 | Team<br>inspector       | Mathematics<br>Science<br>Art and design<br>Music<br>Physical education<br>Religious education<br>Under-fives | Attitudes, values and personal<br>development<br>How good are curricular and<br>other opportunities?<br>How well does the school<br>work in partnership with<br>parents?               |

The inspection contractor was:

Full Circle  
35 Trewartha Park  
Weston-Super-Mare  
North Somerset  
BS23 2RT

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Alexandra House  
33 Kingsway  
London  
WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This community infant and junior school occupies its original 1899 buildings and serves the small village of Hade Edge on the edge of Scholes Moor. It takes pupils from four to 11 years old and is maintained by the Kirklees Local Education Authority. At the time of the inspection there were 67 pupils on roll in three classes. Most pupils start school with standards of attainment above those usually expected. Nine per cent of the pupils are eligible for free school meals which is below the national average. Sixteen per cent of the pupils are on the special educational needs register which is also below the national average. There is no pupil for whom English is an additional language.

The inspection took place at the very beginning of the school year when two of the three teachers had been with their class only a week, and one was new to the school.

### **HOW GOOD THE SCHOOL IS**

The headteacher has made a significant impact on the school and there have been recent significant improvements in standards of attainment, pupils' attitudes and behaviour, and the quality of teaching. Pupils make very good overall progress through the school and standards of attainment are very high by the age of 11. This represents very good achievement. The progress for younger pupils has been slower in the past with overall standards of seven year olds close to the national average. Pupils have very good attitudes to school and behave well. Taking account of the expense of running a small school, the school gives good value for money.

#### **What the school does well**

- Pupils leave the school at 11 years of age with high standards of attainment.
- Pupils have very good attitudes to their work and behave well.
- There are very good relationships between pupils across the school.
- There is some very good teaching at the top of Key Stage 2.
- The school is very well led by a headteacher who has had a significant impact on the school.
- The school has a good partnership with parents and the community.

#### **What could be improved**

- Standards of attainment could be higher for pupils up to nine years old, particularly in writing.
- Some lessons for pupils up to nine years old could focus more sharply on what pupils need to learn next.
- There could be more opportunities for pupils to take a more active part in lessons.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in February 1997. Since then there has been a significant improvement in the standards of attainment, in the behaviour and attitudes of the pupils and in the quality of teaching. The school has also improved its partnership with parents. The key issues raised by the previous inspection have been addressed, except that schemes of work for children under five still need to be completed, and the use of assessment information needs further development.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests. 1999 is the latest year for which national comparisons are available.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1997          | 1998 | 1999 | 1999            |
| English         | A             | B    | B    | C               |
| Mathematics     | A             | A    | A*   | A*              |
| Science         | A             | A    | A*   | A               |

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

The school improved even further on its high standards in the latest national tests in 2000, particularly in English. Although national comparisons are not yet available it is likely that standards in mathematics were well above average, and standards in English and science were in the top five per cent of the country. Standards inevitably vary with small groups of pupils, and the standards of the present Year 6 pupils may not be quite so high as last year, but the general trend of high standards continues. Standards for seven year olds have never been so high and actually rose to average in 2000 from well below average the previous year. There are now new teachers for the younger pupils and their teaching will need to build precisely on what the different groups of pupils need to learn next, in order to ensure that pupils reach their potential.

The overall standards by the time pupils leave the school represent very good achievement. The high standards are promoted by the very good teaching at the top of Key Stage 2 and by the pupils' very positive attitudes to their work.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Pupils have very good attitudes to school. This is particularly the case with older pupils who work very well. There is a good ethos for work.  |
| Behaviour, in and out of classrooms    | Behaviour is generally very good in lessons and around the school. Pupils are particularly well behaved in the dining hall and when working or playing unsupervised.                        |
| Personal development and relationships | Relationships between pupils are very good across the school, and pupils work and play very well together. Older pupils work well independently and are very good at taking care of others. |
| Attendance                             | There is a very good rate of attendance.  |

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Satisfactory       | Satisfactory   | Good            |

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

The judgements on teaching in the first two categories above are based on observations of a teacher who had been in the school for only one week and was still adjusting to taking a class with three year groups.

In the school as a whole, teaching and learning were very good in 18 per cent of lessons, good in 28 per cent and satisfactory in 45 per cent. Teaching was unsuccessful in ten per cent of lessons. Teaching is particularly strong at the top of Key Stage 2 where teaching is consistently at least good and often very good. This good and very good teaching presents a high challenge to pupils, and focuses very precisely on what they need to learn next, and builds on careful assessment of what they have already learned.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | The school provides a broad and balanced curriculum. There has been a particularly good range of learning experiences at the top of Key Stage 2. There is a good range of extra-curricular activities.                       |
| Provision for pupils with special educational needs   | The school makes good provision for these pupils   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | There is good provision for moral development with pupils gaining a very firm sense of right and wrong. There is appropriate provision in the other areas although provision for multi-cultural education could be extended. |
| How well the school cares for its pupils  | The school provides a good standard of care for its pupils in a very supportive community.   |

The school has a good partnership with parents and the community. Parents are very supportive of the school and appreciate the open and welcoming approach taken by the headteacher.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides very strong leadership and has had a significant impact upon standards in the school. At the time of the inspection, responsibilities had not been fully delegated to the two new members of staff who had been in school only one week. |
| How well the governors fulfil their responsibilities             | The governors have a good overview of the work of the school and provide good support for the staff. They fulfil their responsibilities well.   |
| The school's evaluation of its performance                       | The school takes many very effective steps to evaluate its performance. There is a reflective ethos in which the school constantly seeks to improve.  |
| The strategic use of resources                                   | The school makes generally effective use of its resources. The principles of best value are observed and the school offers good value for money.  |

There is a good level of staffing, and resources are generally adequate except in the provision of reading materials for younger pupils. The building is cramped and does not provide sufficient or appropriate accommodation. One classroom is particularly small, classrooms have to be used as corridors, pupils' toilet facilities need improving, there is no staffroom, no special play area for younger children, and the hall is too small to provide adequate facilities for physical education. The site is extensive.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved   |
|--|---|
| <ul style="list-style-type: none"> <li>• The standards attained.</li> <li>• The attitudes and behaviour of the pupils.</li> <li>• The supportive ethos of hard work.</li> <li>• The quality of leadership of the headteacher.</li> <li>• The way the school has improved since the headteacher took over.</li> <li>• Children like going to school.</li> </ul> | <ul style="list-style-type: none"> <li>• Some parents feel that homework is inconsistent.</li> <li>• A small number of parents feel that the school could work more closely with parents and that they could be better informed.</li> </ul> |

Parents were very supportive of the school in the questionnaire and in their comments. The inspection agrees with all the positive comments, and that homework needs to be more consistent. The inspection also agrees with the great majority of parents who feel that the school works closely with them and keeps them well informed.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Pupils enter the school as four year olds with standards of attainment slightly above those expected for children of this age. Pupils make very good overall progress through the school and achieve high standards by the time they leave at the age of 11. Much of this progress is made at the top of Key Stage 2.

#### *The school's targets and pupils' achievement*

2. The school has set challenging targets for its pupils by the time they leave the school, and has been very successful in achieving these targets. The process of target setting is thorough and successfully involves parents and pupils.
3. The high standards attained by pupils by the time they leave the school at 11 years old represent very good achievement. The standards attained by the time pupils are seven years old are satisfactory in terms of national standards but could be higher for these pupils. The same is true for pupils up to the age of nine, although there are no national tests to provide national averages for this age group.

#### *Children under five*

4. Pupils enter the school as four year olds with standards of attainment slightly above the national average. They make generally satisfactory progress through the reception year and standards of attainment are broadly in line with expectations in all the areas of learning.

#### *Key Stage 1*

5. In national tests for seven year olds in 1999, the overall standards, as measured by average point scores, were well below average in reading, writing and mathematics. Standards in mathematics were well below the average of similar schools, whilst standards in reading and writing were even lower, being in the bottom five per cent of similar schools. Scores were higher in the 2000 national tests, and although national comparisons are not yet available, it is likely that standards in all three aspects were in line with the national average. Over the last four years, the overall standard has not been above average.
6. Inspection evidence shows that standards this year are still in line with the national average in reading, writing and mathematics, although standards in reading are slightly higher than writing. Standards in science, information technology, religious education and music are also generally in line with those usually found. Standards in art are above expectations. Insufficient lessons were seen in other subjects for an overall judgement to be made.

#### *Key Stage 2*

7. In national tests for 11 year olds in 1999, standards were above the national average in English, and in the top five per cent nationally in mathematics and science. Compared to schools of similar background, scores were average in English, in the top five per cent in mathematics and well above average in science. Scores were

even higher in the 2000 national tests, particularly in English. Although national comparisons are not yet available, it is likely that standards in all three subjects were well above the national average, with English and science in the top five per cent. This continues a trend of high standards, with significant improvement in the last two years.

8. Inspection evidence indicates that the standards of the present pupils at the end of Key Stage 2 are not quite so high as last year but are still at least above the national average. However, this judgement is made at the very start of the academic year, and in the last two years the school has shown that it can produce significant improvements during the final year. If this happens again this year, then standards could still be as high as last year.
9. Standards in information technology, and music are above average. Standards in design and technology, history and religious education are generally in line with those usually found. Insufficient lessons were seen in other subjects for an overall judgement to be made.

#### *Progress of different groups*

10. There has been a disparity between standards at the end of the two key stages. Pupils make generally satisfactory progress and attain average standards up to the age of nine, then make very good progress and attain high standards by the age of 11. This very good progress results from the high challenge and the very good teaching in the Year 5/6 class.
11. Pupils with special educational needs often make good progress in meeting the targets set in their individual education plans. The progress of boys and girls, and of higher and lower attaining pupils is in line with the general progress of the school: quicker at the top of Key Stage 2 than elsewhere. The proportion of pupils attaining the higher level (Level 3) at the end of Key Stage 1 is below the national average, whilst the proportion attaining the higher level (Level 5) at the end of Key Stage 2 is well above the national average. This is associated with the quality of teaching and challenge in the Year 5/6 class.

#### *Core subjects*

12. In each of the core subjects of English, mathematics and science, standards are much higher by the end of Key Stage 2 than at Key Stage 1.
13. Within English, standards of reading are higher than writing at both key stages. At the end of Key Stage 1, no pupil attains the higher level (Level 3), and at the end of Key Stage 2, fewer pupils attain the higher level (Level 5) than in reading or in mathematics and science. This is associated with the amount of practice they have in writing and the focus of teaching within this aspect.
14. Standards in mathematics are average at the end of Key Stage 1 and well above average by the end of Key Stage 2. By the age of 11 pupils work successfully across the range of mathematical requirements and have good ability to perform mental calculations.
15. Standards in science are also average at the end of Key Stage 1 and well above average at the end of Key Stage 2. By the age of 11, pupils have developed good

investigational skills and good knowledge and understanding in all the required aspects.

16. Parents said they were very pleased with the progress made by their children and the standards attained.

### **Pupils' attitudes, values and personal development**

17. Pupils have very good attitudes to school and to learning. This is an improvement on the good attitudes found by the last inspection, and has a positive impact on the quality of learning. Pupils enjoy coming to school and many are committed to their work. Most pupils respond well, show interest and settle quickly to tasks provided; for example, in a Year 5 and 6 mathematics lesson, pupils diligently completed tasks set, and in science they responded enthusiastically to their investigations. In many lessons across the school pupils sustain good levels of concentration, share their ideas with each other, most listen carefully to their teachers and are generally interested in their work. Parents feel that the school promotes positive attitudes and values and pupils confirm this: they are keen to come to school.
18. The standard of behaviour is very good in lessons and around the school. Pupils are very polite and friendly to adults and to each other, and parents are pleased about this. The behaviour stems from the very good relationships pupils have with their teachers and with each other, and from their firm sense of right and wrong. There is a clear and appropriate behaviour policy, and a suitable code of conduct.
19. Relationships between pupils are very good. Pupils value each other's contributions and demonstrate respect for each other's efforts. There is a caring ethos where older pupils look after younger ones, and pupils get on well together. Relationships between teachers and pupils are particularly good at the top of Key Stage 2. Teachers really value pupils' responses and answers, and this encourages pupils to contribute to lessons and to think about their work.
20. A number of good opportunities exist for personal development through clubs and extra-curricular activities, some of which are run by parents before and after school. All pupils at Key Stage 2 have the opportunity to go on at least one residential visit at an outdoor activity centre. However, there is limited scope for pupils to use their initiative and to develop responsibility either for their own learning or to make a wider contribution to school life. This lack of opportunity for developing independence was noted in all classes.
21. Attendance rates are consistently very high and the school has no unauthorised absence.

### **HOW WELL ARE PUPILS TAUGHT?**

22. The quality of teaching is generally satisfactory across the school, but particularly good at the top of Key Stage 2. This results in the very good progress pupils make in the Year 5/6 class. In the school as a whole, teaching was very good in 18 per cent of lessons, good in 28 per cent, satisfactory in 45 per cent and unsatisfactory in ten per cent. All the very good teaching was at the top of Key Stage 2.
23. At the time of the inspection, two of the three classes were taken by new teachers who had had only one week to adjust to their new classes. The reception and Key Stage 1 class teacher was new to the school and still adapting his teaching to having

three year groups in the same class. Some lessons in these classes were unsatisfactory. Part of the reason for this is the inevitable adjusting period. The amount of unsatisfactory teaching in the reception and Key Stage 1 class would be a matter of concern if it were to persist.

#### *Under fives*

24. The teaching of children under five is generally satisfactory. Of the eight lessons seen, one was good, one unsatisfactory and the rest satisfactory.

#### *Key Stage 1*

25. The quality of teaching at Key Stage 1 is satisfactory overall. Of the nine lessons seen during the inspection, one was good, six satisfactory but two were unsatisfactory. This proportion of unsatisfactory lessons would be a matter of concern were it to continue beyond the period of adjustment.
26. At the time of the inspection, the new teacher was still adjusting to meeting the wide ranging needs of three year groups in one class. This requires a particular form of organisation to ensure appropriate challenge. In most lessons the challenge was adequate to the different groups, but at times the lessons did not build sufficiently well on the stages already reached by one or other group. This is mainly a matter of class organisation and ensuring that teaching can be focused appropriately on different groups during the course of a lesson.
27. Some lesson introductions by the teacher are too long and pupils are given too little opportunity to take part in discussions of activities. This was the case in a Key Stage 1 literacy hour where the shared reading session lasted for 40 minutes and consisted mainly of the teacher explaining how to make puppets. Subsequent activities, such as a word-bingo game in the same lesson, do not challenge pupils sufficiently or build on what they have already learned. These activities often go on too long to sustain pupils' interest. Over-long class sessions have the added disadvantage in a class with such a wide age-range that appropriate focus on one year group is even more difficult.

#### *Key Stage 2*

28. The quality of teaching is good overall at Key Stage 2. Of the 23 lessons seen, seven were very good, nine good, six satisfactory and one unsatisfactory. All the teaching at the top of the key stage was at least good with half of the lessons very good.
29. The very good lessons at the top of the key stage present high challenge to the pupils. Lessons build very well on assessments of what the pupils already know and can do, and focus sharply on the precise requirements of the National Curriculum. This was well illustrated in a literacy lesson that focused very clearly on the requirements of Level 5 through looking for meaning beyond the literal, and in a numeracy lesson which built on pupils' knowledge of place value to multiply by 100s and 1000s. The high challenge, together with the interesting range of activities has also encouraged the pupils' very good attitudes to work. These together with the very good teaching have ensured the very good progress.
30. In the one lesson that was unsatisfactory, the crossword activity was inappropriate to extend the pupils' writing skills which was the objective of the lesson.

### *Teaching of different groups*

31. The teaching of pupils with special educational needs is generally good. Teaching is usually through work which is matched well to individual needs: either a specific task or a simpler version of the whole-class topic. The good quality extra support enhances learning and often other pupils give assistance. Individual education plans are relevant, helpful and reviewed regularly. Some are very specific and when pupils make the necessary progress, they leave the register.
32. Those pupils identified as having a potential for high attainment are usually targeted within lessons and make sound progress. There is no formal policy, but work set for these pupils is generally sufficiently challenging, particularly at the top of Key Stage 2.

### *General*

33. The teaching of literacy and numeracy is in line with other teaching in the school: satisfactory to the age of nine and very effective at the top of Key Stage 2.
34. Pupils make generally satisfactory progress up to the age of nine and very good progress at the top of Key Stage 2. In order to quicken progress for the younger pupils the level of challenge at Key Stage 1 and the beginning of Key Stage 2 needs to be raised. Teachers need to ensure that lessons build more precisely on the levels pupils have already attained and that teaching is targeted to the precise requirements of what needs to be learned next, in order to raise levels. The school uses individual pupil targets together with lesson learning objectives and these need to be related more closely to the assessments already made of what pupils already know and can do, and linked to curriculum requirements. At the moment these various targets and objectives do not always relate directly to assessments.
35. The teaching of writing, particularly at Key Stage 1 and lower Key Stage 2, has not produced standards as high as in other aspects of English or other subjects. There is a good focus on skills and aspects such as punctuation and spelling, but too few opportunities for pupils to engage in sustained independent writing where they can practise these skills and put the various elements together. Too few opportunities are created in subjects other than English for such sustained writing. There are also few opportunities for pupils to reflect upon what they have written in terms of its quality and clarity, or to make amendments that would improve these. Pupils work very well together and could co-operate in such appraisal.
36. Across the school, there could be more opportunities for pupils to be more actively engaged in their learning. The great majority of lessons are teacher directed and instructions are usually so explicit that pupils have too few opportunities to plan and evaluate their activities, a requirement of the National Curriculum. In many class discussion sessions, pupils are required to give only short answers to direct questions from the teacher, and this gives pupils too little time to explore their thinking or explain their actions. This is often done well at the top of Key Stage 2. Although pupils often co-operate in set tasks, and do so very well, little use is made of opportunities to discuss answers or activities in pairs or small groups. The prevalent teaching and learning style is one of teacher explanation followed by a pupil activity and, whilst this is effective for many learning tasks, it does not involve pupils in a sufficiently wide range of learning.

### *The quality of learning*

37. The quality of learning, and the rate at which pupils acquire new knowledge, skills and understanding, are very good at the top of Key Stage 2, and generally satisfactory elsewhere in the school. Pupils are generally well disposed to learn, and apply themselves well to their activities. In most lessons, pupils have a good understanding of what is expected of them, and the individual targets are effective in showing them what they need to do to improve. At the top of Key Stage 2, pupils' very good attitudes to their work enhance their learning.

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

### **Quality and range of the curriculum**

#### *Foundation Stage*

38. The curriculum for children in the Foundation Stage is in an early stage of development, and is based on the Early Learning Goals recommended for children of this age. The curriculum is broad and children are given the opportunity to participate in a variety of activities. However, some aspects of the curriculum, such as physical development, are constrained by the limitations of the building and lack of an appropriate outside area and equipment specifically designed to meet the needs of this age group.

#### *Key Stages 1 and 2*

39. At both Key Stages 1 and 2 the school's curriculum is broad and balanced and takes appropriate account of the national strategies for literacy and numeracy. It reflects the overall aims of the school in promoting pupils' intellectual, physical and personal development in a generally purposeful and relevant curriculum. There is a particularly good range of learning experiences in upper Key Stage 2.
40. The school has devised a structured topic grid for both key stages. A two-year topic cycle maps subjects and themes successfully across both key stages and supports curriculum breadth and balance. This does not address the present organisation involving a three year mixed aged class from reception through to Year 2.
41. There are a number of developing strengths within the curriculum, for example, investigative science and in mathematics, mainly through the implementation of the National Numeracy Strategy and in the school's positive approach in their continuing efforts to enhance learning and improve the curriculum. These have contributed to the rise in standards since the last inspection.
42. Opportunities for cross-curricular links are developing well; for example, in music and art pupils in Years 3 and 4 produce and perform good quality musical sequences initiated by and developed from stimulus provided by a Turner painting. Information technology generally supports other subjects well, particularly in history when pupils in Years 5 and 6 searched a web site for information about the Aztecs.
43. Since the last inspection, the staff have worked hard to address the issues that were raised concerning the curriculum. This has been done successfully; the school has adopted the schemes of work recommended by national planning guidance from the

Qualifications and Curriculum Authority. The exception to this is in the Foundation Stage as there is still no policy for the early years or scheme of work in place. This is accepted by the school and plans are in hand to develop these by a new member of staff.

44. The school provides a good range of extra-curricular activities.

#### *Statutory requirements*

45. All statutory requirements such as sex and drugs education are met. The requirements of the National Curriculum are met, and the teaching of religious education meets the statutory requirements of the locally agreed syllabus.

#### *Equality of access*

46. Pupils have appropriate equality of access and opportunity to the curriculum. Provision for pupils with special educational needs is good overall. This provision runs naturally and unobtrusively through all aspects of the school. The curriculum is generally well matched to the individual needs of these pupils through individual action plans, which are relevant, helpful and reviewed regularly. Pupils with the potential for higher attainment are specifically targeted in a few lessons but this is underdeveloped across the school.

#### *Links with the community*

47. The school actively seeks positive links with the community that effectively promotes learning for all pupils. For example, pupils' learning is supported well by appropriate use of the local environment, regular tuition from peripatetic music teachers, residential opportunities at an outdoor activity centre and visits to a church, mosque and synagogue.

### **Provision for pupils' personal development**

48. Provision for pupils' spiritual development is satisfactory overall. Collective worship makes an effective contribution to pupils' spiritual development because it provides a good opportunity for pupils to explore and reflect on themes such as the nature of friendship. The themes for collective worship are well linked to personal, social and health education lessons. However, the lessons are not always developed to enable pupils to reflect in ways that are meaningful. An example of this was a Year 5/6 lesson where pupils were given good opportunities to define friendship but little time to reflect and talk about their own experiences and feelings. Children are listened to, but opportunities for them to talk about their ideas and share them with others are not always developed.
49. Provision for pupils' moral development is good. The school's code of conduct is clearly displayed but teachers rarely need to refer to it because pupils behave well and have a clear understanding of right and wrong.
50. Provision for pupils' social development is sound. In lessons, pupils are often expected to work together and to share resources such as calculators, and they do this well. Older pupils are encouraged, and are very willing to look after younger pupils. In classrooms, pupils have duties and responsibilities but there are too few

opportunities to contribute to the school community by having responsibilities that require them to use their initiative and to make an effective contribution to school life.

51. There is good cultural provision through music and art and overall cultural provision is satisfactory. Pupils' experience and appreciation of other cultures is mainly through religious education. The school is aware of the need to provide pupils with more multi-cultural experiences and plans to link with an inner city school. There is scope to further develop and extend pupils' knowledge and experience of other cultures through the curriculum.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

### **Health, welfare and safety**

52. The school provides a good standard of care for its pupils in a very supportive community.
53. The school has satisfactory arrangements for the health, welfare and safety of pupils. Arrangements for child protection are mostly sound. The designated person for child protection has had the appropriate training and has disseminated this to classroom staff. Pupils learn about keeping safe and stranger danger. However, not all non-classroom staff are clear about the school's procedures although they are clear about the sensitive nature of child protection and know to seek help if they have concerns.
54. Health and safety arrangements are satisfactory. The member of staff with responsibility for health and safety left the school relatively recently, and the person who is now responsible for this has not yet had training. However, appropriate arrangements are in place and the school continues to do risk assessment and keep a record of the action taken. Some staff have first aid certificates and the school holds very regular fire drills.

### **Assessment and monitoring of academic performance**

55. The school has largely addressed the key issue raised in the last inspection report concerning the need to improve the quality and accuracy of the assessment process. Good progress has been made but this area still requires further refinement. Staff now assess against learning objectives at the end of a block of work and assessment opportunities are identified in planning. However, this is insufficiently rigorous to ensure that all lessons build on assessments made which inform and target precise learning objectives in order to improve and ensure high challenge for all pupils.
56. The headteacher has a clear understanding of the steps necessary to improve this further and it is identified in the school development plan. There is a new policy for assessment and recording and in practice the formal monitoring and supporting of pupils' academic progress and personal development are sound.
57. These formal procedures for assessing attainment and progress are in an early stage of development. The new systems in place mainly record content and coverage and are generally lacking in diagnostic information about what children know, understand and can do. Baseline assessment is carried out appropriately when pupils start in the reception class and this information is used to inform starting points in learning.

58. Day-to-day assessment is insufficiently rigorous to record the continual progress and development of each pupil and is used insufficiently to guide curricular planning. Teachers' plans identify what is to be assessed but not how this will be done. This means that it is not always possible to plan appropriately challenging work for each group of pupils.
59. General targets for individual pupils are set but most are insufficiently focused to impact on the curriculum content by informing the small steps in learning necessary to achieve the broad aims. Older pupils are aware of the general targets and they have a positive impact on learning. Target setting is in the early stages of development in the school.
60. The school does not have up-to-date collections of pupils' work which are graded to show what teachers should expect of those working at different levels within the curriculum.

### **Monitoring personal development and attendance**

61. Procedures for monitoring and supporting pupils' personal development are satisfactory. Pupils in reception are appropriately assessed in relation to the Early Learning Goals. Pupils are rewarded in assemblies for their personal effort and achievement in both work and behaviour. As a result of this initiative they are motivated well and this has helped to improve presentation of work since the last inspection. Staff generally strive to develop the pupils' self-esteem and confidence and good work or achievement are recorded in the 'Gold Book'.
62. The school has very good procedures for monitoring attendance. It is a small school and the administrative staff is very diligent and quick to notice poor attendance. The school willingly provides excellent support for families in these circumstances.

### **Personal support and guidance**

63. The school very effectively promotes good behaviour. Throughout the school, expectations for behaviour are high and pupils respond well to these high expectations. The headteacher has established very good relationships with pupils, and these impact significantly on behaviour because pupils want to please her. Some staff have not established such good relationships but seek to manage behaviour through a very firm approach. Bullying is not a concern at the school. Pupils get on very well with each other and show caring attitudes. The numbers of pupils are small so it is easy for staff to spot any incidences that might occur. The headteacher and mid-day supervisory staff keep appropriate records of unacceptable behaviour.
64. Many pupils spend most of their playtime rushing around, and this sometimes results in minor accidents. This behaviour occurs partly because there is too little for pupils to do. The playground has seating around the walls and is marked for games. However, there is no play equipment, designated areas for quiet play or any organised games.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

65. The school has good partnership with parents. Parents are mostly very positive in their views of the school and are particularly positive about the relatively new

headteacher. A minority of parents raised concerns about the consistency of homework, the information they receive, and the way the school works with parents. The inspection agrees that homework could be more consistent, but finds that the school gives good information and works well with parents.

66. The school's links with parents are effective. There is a lot of information for parents through weekly newsletters and half-termly topic sheets. The topic sheets give parents ideas on how they can help but sometimes the advice is too general to be really helpful. However, the overall quality of information for parents is good. Pupils' annual reports are clear about the progress pupils have made and what they need to do to improve. The prospectus is clear, informative and well presented. The governors' annual report to parents is comprehensive and a notable feature is the photographs of governors so that parents can recognise them. The school listens to parents and takes on their suggestions, an example of this is the breakfast and after-care club which came into being because parents requested it. There are few curriculum evenings or workshops although the school did have an information evening about the home-school agreement when parents were able to discuss and air their views. The quality of information for parents and the communication with parents was a key issue at the last inspection. Both of these have now improved significantly.
67. The impact of parents' involvement with the school is satisfactory. The friends' group raises substantial amounts of money and organises fund-raising and social events. Parents willingly gave their time to paint the school corridor. Parents are keen to make use of the mathematics games library, which is organised and run by a parent governor. However, although parents support homework well, most are reluctant to write in the homework diaries. There are only two parents who regularly help in classrooms. Replies to the school's own questionnaire show that most parents were satisfied with their present level of involvement with the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

### *The headteacher and senior staff*

68. The headteacher provides very strong leadership for the school and has had a significant impact upon standards in the school. Since her appointment, standards of attainment have risen significantly at the top of Key Stage 2. This results from improvements in assessment practice and a very clear focus on the required learning objectives. Standards of behaviour have improved and pupils' attitudes to school are now very good. The headteacher's open and welcoming approach has also improved the school's partnership with parents. Significant steps have been taken in ensuring appropriate teaching and learning resources are available. Above all, she has introduced a rigorous approach to monitoring and evaluating how well the school is doing.
69. As the other teachers were so newly appointed at the time of the inspection, it had not been possible for the full delegation of responsibilities to have taken place. This was placing a large burden on the headteacher and is not a state of affairs that can be allowed to continue for long. The balance of staff is unusual, with three part-time teachers and only two full-time teachers, and it is essential for part-time teachers to take their appropriate share of the school's responsibilities.

70. The very strong leadership has ensured that the school's aims and values are reflected in its work, particularly in regard to the supportive ethos. An effective start has been made to performance management. Induction of new staff is generally effective, but the new teacher still needs to be made aware of some areas of the school's work, such as previous performance.
71. The provision for pupils with special educational needs is well managed. The co-ordinator, with the staff, has developed a comprehensive policy which covers all the various stages of need and arrangements for referral. Staff are aware of these and are involved appropriately. The support assistants provide effective help and work closely with class teachers.

#### *The governors*

72. The governing body has a good overview of the work of the school and provides good support for the staff. They take an active interest in the work of the school and have been thorough in their evaluation of its performance. They ensure that the school meets all statutory requirements, and fulfil their responsibilities well.

#### *Monitoring, evaluation and targets*

73. The school is very thorough in monitoring and evaluating its performance and is setting challenging targets for itself and its pupils. There are many very effective steps taken in evaluation from analysis of test results to the monitoring of lessons, and the individual progress of pupils against their individual targets. This is very good practice. The headteacher has created a reflective ethos in which staff continuously think about the progress being made and constantly seek to improve. The targets for individual pupils and for the school are carefully set and the school is making very effective progress towards achieving them.

#### *The budget and best value*

74. The school receives an income per pupil above the national average as it is always relatively more expensive to run a small school. The budget is set carefully by the headteacher and governors, and the surplus that had been allowed to accrue in the past has been allocated appropriately to improve teaching and learning resources. The school development plan is a useful document in ensuring that budget decisions can be linked to educational priorities.
75. Specific grants are allocated appropriately, and the principles of best value are applied. Taking account of the usual expense of running a small school and the high standards achieved, the school provides good value for money.

#### *Staffing, accommodation and learning resources*

76. The school still occupies its 1899 building which is charming and splendidly located, but does not provide sufficient or appropriate accommodation for the number of pupils. The building is cramped, one classroom is particularly small, and two classrooms have to be used as corridors. The hall is adequate for assemblies, but is too small to provide adequate facilities for physical education. There is no designated play area for children under five years old. There is no staffroom. The pupils' toilet facilities need improving, especially for the boys where washing facilities are separated from toilets.

77. The site is extensive and the location splendid, but the playground provides rather bleak facilities and half of the tarmac area is taken up by a car park. There is a very pleasant quiet area with picnic tables and a pond, but no access to it from the playground.
78. There is a good level of teachers and support staff in the school. The joint teaching of the Year 5/6 class works well with the class benefiting from the range of skills of the two teachers. It was not possible to make an assessment of the effectiveness of the arrangements for the Year 3/4 class as it was only the second week of such arrangements and one of the two teachers was absent. More effective use needs to be made of the valuable support that can be offered by the classroom support assistant in the youngest class so that teaching can be targeted most effectively to the various groups.
79. There is a generally adequate level of resources across the school, except in the provision of reading materials for the younger pupils.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

80. In order to continue the trend of high standards at Key Stage 2, and to build on the improvements at Key Stage 1, the school needs to:
- 1) raise the level of challenge for pupils at Key Stage 1 and lower Key Stage 2 by:
    - ensuring that lessons build precisely on what pupils have already learned;
    - targeting teaching to the precise requirements of the curriculum;
    - relating pupils' targets and learning objectives to these requirements;
    - ensuring high challenge for all pupils;
  - 2) raise standards of writing, particularly at Key Stage 1 and lower Key Stage 2 by:
    - giving pupils more opportunity to write extended pieces in English and other subjects;
    - creating more opportunities for pupils to improve their writing in terms of clarity and style;
  - 3) create more opportunities for pupils to take a more active part in lessons by:
    - giving pupils more time to explain and explore their thinking;
    - making more use of pair and small group discussion within lessons;
    - raising expectations of pupils to plan and evaluate their activities;
    - involving pupils in a wider range of learning styles.
81. The school will also wish to address the following minor issues raised by the report:
- provide an appropriate play area for children under five;
  - complete the policy and scheme of work for children under five;
  - consider ways of making best use of classroom support for the younger children.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 40 |
| Number of discussions with staff, governors, other adults and pupils | 8  |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 15        | 30   | 45           | 10             | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll                                      | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | n/a     | 67      |
| Number of full-time pupils eligible for free school meals        | n/a     | 6       |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | n/a     | 1       |
| Number of pupils on the school's special educational needs register | n/a     | 11      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0            |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3            |
| Pupils who left the school other than at the usual time of leaving           | 5            |

### Attendance

| Authorised absence        |     | Unauthorised absence      |     |
|---------------------------|-----|---------------------------|-----|
|                           | %   |                           | %   |
| School data               | 2.6 | School data               | 0.2 |
| National comparative data | 5.4 | 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 |
|--|------|------|-------|-------|
|  |      | 1999 | 6     | 4     |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 3       | 3       | 4           |
|   | Girls    | 3       | 3       | 4           |
|   | Total    | 6       | 6       | 8           |
| Percentage of pupils at NC level 2 or above | School   | 60      | 60      | 80          |
|   | National | 82      | 83      | 87          |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 3       | 4           | 6       |
|   | Girls    | 4       | 4           | 4       |
|   | Total    | 7       | 8           | 10      |
| Percentage of pupils at NC level 2 or above | School   | 70      | 80          | 100     |
|   | National | 82      | 86          | 87      |

### 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 |
|--|------|------|-------|-------|
|  |      | 1999 | 3     | 7     |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 2       | 3           | 3       |
|   | Girls    | 6       | 6           | 7       |
|   | Total    | 8       | 9           | 10      |
| Percentage of pupils at NC level 4 or above | School   | 80      | 90          | 100     |
|   | National | 70      | 69          | 78      |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 2       | 3           | 3       |
|   | Girls    | 6       | 6           | 7       |
|   | Total    | 8       | 9           | 10      |
| Percentage of pupils at NC level 4 or above | School   | 80      | 90          | 100     |
|   | National | 68      | 69          | 75      |

### ***Ethnic background of pupils***

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      |              |
| Black – African heritage        |              |
| Black – other                   |              |
| Indian                          |              |
| Pakistani                       |              |
| Bangladeshi                     |              |
| Chinese                         |              |
| White                           | 62           |
| Any other minority ethnic group |              |

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 5.5  |
| Number of pupils per qualified teacher   | 19.1 |
| Average class size                       | 22.3 |

#### **Education support staff: YR – Y6**

|   |    |
|---|----|
| Total number of education support staff | 1  |
| Total aggregate hours worked per week   | 20 |

#### **Qualified teachers and support staff: nursery**

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | n/a |
| Number of pupils per qualified teacher   | n/a |

|   |     |
|---|-----|
| Total number of education support staff | n/a |
| Total aggregate hours worked per week   | n/a |

|                                |     |
|--------------------------------|-----|
| Number of pupils per FTE adult | n/a |
|--------------------------------|-----|

*FTE means full-time equivalent.*

### ***Financial information***

|                |           |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 153,440 |
| Total expenditure                          | 155,148 |
| Expenditure per pupil                      | 2,351   |
| Balance brought forward from previous year | 14,641  |
| Balance carried forward to next year       | 12,933  |

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 67 |
| Number of questionnaires returned | 42 |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 52             | 43            | 5                | 0                 | 0          |
| My child is making good progress in school.  | 48             | 45            | 7                | 0                 | 0          |
| Behaviour in the school is good.   | 67             | 31            | 0                | 2                 | 0          |
| My child gets the right amount of work to do at home.                              | 21             | 55            | 19               | 2                 | 2          |
| The teaching is good.  | 43             | 55            | 0                | 0                 | 2          |
| I am kept well informed about how my child is getting on.                          | 33             | 43            | 19               | 2                 | 2          |
| I would feel comfortable about approaching the school with questions or a problem. | 64             | 21            | 12               | 2                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 62             | 36            | 2                | 0                 | 0          |
| The school works closely with parents.   | 38             | 38            | 19               | 5                 | 0          |
| The school is well led and managed.  | 50             | 31            | 10               | 2                 | 7          |
| The school is helping my child become mature and responsible.                      | 43             | 52            | 0                | 0                 | 5          |
| The school provides an interesting range of activities outside lessons.            | 48             | 40            | 5                | 0                 | 7          |

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

82. This inspection took place at the very beginning of the school year when all 12 children in the reception class were under the age of five and had been in school for only one week; the youngest five children on a part-time basis. Their teacher was also new to the school. These children were integrating well into the class, which also contained pupils up to seven years old.
83. Children enter the school with standards which are slightly above average for children of this age and make generally satisfactory progress so that standards are generally in line with expectation by the time children leave the reception year. The previous inspection found that the school provides a satisfactory foundation for the National Curriculum. This is still the case.

#### **Personal, social and emotional development**

84. Generally, personal and social skills are developed effectively, and children are on target to achieve the expected level by the end of the Foundation Stage. Most children settle happily and confidently to a variety of tasks. There is evident enjoyment and enthusiasm from the children and relationships are generally supportive. Many begin to concentrate well, persevering with their work and play. Most are learning to play well together and to take turns, relating well to adults and other children. Behaviour is good. However, there are too few opportunities to encourage independence and responsibility. There are lost opportunities for children being involved fully in preparing or tidying away activities or in daily routines such as self registration or milk time. Staff are too ready to help children, for instance putting on or taking off their coats before and after physical development activity, or in the class with aprons or dressing up clothes. Giving more help than is necessary hinders learning and the developing of independent skills.

#### **Communication, language and literature**

85. A significant minority of children enter the school with well-developed language skills. These children can write their own names independently and are articulate. Others distinguish letters from numbers and most will attempt writing at their own emergent level. They make satisfactory progress. Most listen well in large and small groups without interrupting and this concentration is encouraged through reinforcement and through appropriate use of circle time which also provides good opportunities for speaking to an audience. Most enjoy stories and poems, some talk readily about their experiences. By the time children enter Key Stage 1, they have made satisfactory progress in speaking and listening. Progress within language and literacy as a whole is satisfactory and sometimes good. Most children are developing early reading skills, handling books with care and talking about the pictures. The reading area has an adequate variety of books but, given the larger intake this year, there are not enough. Early writing skills are developing, with some children able to sound out and write their own name independently, others when copying from their name card. Most children make satisfactory progress in developing these writing skills. Most see themselves as writers and this lays a good foundation for their next steps in learning. The quality of teaching is satisfactory. Effective teaching supports children's involvement and prediction, for example, when listening to the 'Owl Babies' they mirror the baby owls' responses modelled appropriately by the teacher. They can name all the characters.

On-going assessment is in place but is not always used effectively to plan and inform future learning.

### **Mathematical development**

86. Children enter the school with mathematical development which is slightly above that of children of a similar age. They make sound progress in mathematical skills which are promoted effectively through various activities, most of them practical.
87. Children are able to sing songs and recite number rhymes. The more able children count objects reliably to ten, for example they can select a collection of buttons or shells and count them. Some recognise numbers to five and a few beyond this. Teaching is sound. However, the teacher does not always use questioning effectively to encourage and support learning for these children or identify precisely enough what he wants them to learn in some activities that are provided. Mathematics is resourced appropriately and there are good opportunities for children to extend their understanding of size and number through role play. Groups are supported well by the classroom support assistant, but her time is not always planned by the teacher to use its full potential. This is especially true during whole-class teaching sessions.

### **Knowledge and understanding of the world**

88. Teaching in this area is satisfactory overall but one unsatisfactory lesson was seen during the inspection. The teacher has sound subject knowledge but his expectations do not always ensure that the children make satisfactory progress in their learning. Topics have the potential to widen children's experiences and understanding when appropriate links with other areas support their learning. For example, when linking science with history and creative development through looking at different types of lighting from the past to the present day. A stimulating display supports scientific concepts such as 'light comes from different sources' for example the sun, candles, table lamps, fairy lights and oil lamps. However, this is underdeveloped partly due to insufficient focus in planning. Computers are available during session times and children show some developing skill in mouse control and how to click and drag clothing to dress Teddy. Overall attainment in this area is in line with expectations.

### **Physical development**

89. Limited opportunities are available for physical development in the outside play area. Some use is made of the school hall, but this area of learning is underdeveloped as there is no opportunity for children to use a range of equipment for practising balancing or climbing skills.
90. Teaching is satisfactory, adults interact well with individual children and small groups to develop skills, for example, in throwing and catching balls and bean bags. Children make limited progress in their physical development. Some are able to slide, others can jump with confidence, and a small minority can use the two-wheeled scooter. Children are becoming aware of space and others, moving with increasing co-ordination and control. They use malleable materials such as plasticene to good effect. They are developing appropriate handling of tools for cutting and shaping. For example, when making a 'pizza' or in cutting a variety of 'shiny' materials in making a collage and in selecting and using appropriate spreaders for glue.

### **Creative development**

91. Children generally make sound progress in developing their imaginative and creative skills particularly when adults provide sufficient focus. However, a more appropriate balance of child initiated activities and adult directed skills teaching requires further development. When taught the skills involved and how to use new medium, they make good observational drawings, for example of a candle, exploring different media such as pastels and charcoal. No pupils were observed painting independently, selecting their own paper, colour and paint and painting what they wanted. There are some opportunities for role play, and during the inspection this was based around the topic of dark and night complete with an improvised 'dark cave' to explore. They act out themes, with support, relating to the book of the week. Music is used mainly for songs and rhymes; children sing with enthusiasm. They also have the opportunity to listen and respond to music, such as an extract from 'Fantasia', and use their imagination to draw and discuss feelings this inspired. Teaching is satisfactory overall.

## General

92. Relationships within this class are sound. The class environment is used well, given the constraints of the building, with displays which reflect an appropriate range of children's work. However, there is no special outdoor area for this age group. There is an adequate range of resources.
93. This important stage in learning is not mentioned in the whole-school brochure and there is no set policy or scheme of work for provision for children in the Foundation Stage. Planning is developing and linked appropriately to each area of learning but this is very broad. Short-term plans are insufficiently focused to ensure that activities have a specific purpose and provide a clear criteria for assessment. This is not consistently identified in the planning nor used to inform the small steps in learning to ensure that each individual makes good progress.
94. Close liaison is needed with the headteacher in designing a curriculum which takes full account of the three year age span within the class and covering two key stages. The teacher does plan similar themes through the current schemes of work at Key Stage 1 but too little discussion or involvement takes place with the classroom support assistant to ensure focus for learning and continuity and progression of themes and to inform baseline assessment. No parents are involved in the day-to-day work of the class but curriculum information is displayed on the wall and parents are welcomed at the beginning and end of the day.

## ENGLISH

95. **At the end of Key Stage 1, standards of attainment are broadly in line with the national average and pupils make generally satisfactory progress through the key stage. By the end of Key Stage 2, standards of attainment are well above the national average, and pupils make very good progress, especially at the top of the key stage.**

### *Key Stage 1*

96. The school's scores in national tests for seven year olds in reading and writing in 1999 were well below the national average. Standards were also well below the average for similar schools. Scores were much higher in the 2000 national tests and, although national comparisons are not yet available, it is likely that standards were

generally in line with the national average but below those for similar schools. This continues a trend of generally average standards within which 1999 was a particularly low year.

97. Standards in speaking, listening and reading are higher than those in writing. By the age of seven, most pupils express themselves clearly and with some confidence, although opportunities for extended discussions are too limited for pupils to demonstrate attainment at the higher level (Level 3) of understanding main points and responding appropriately.
98. In reading most pupils read appropriate texts with some fluency and understanding, and some have moved to the higher level of summing up main points and discussing preferences. There is a good focus on the teaching of reading, especially within the literacy hour, and there is good support from the classroom support assistant and from parents at home.
99. Standards in writing are generally below average and no pupil attains the higher level where writing is organised, imaginative and clear, and words are chosen for variety and interest. This is because there are too few opportunities for pupils to practise writing extended pieces independently, and they receive too little specific guidance on how to improve, beyond the correction of errors.

#### *Key Stage 2*

100. In national tests for 11 year olds in 1999, the school's scores were above the national average, and in line with the average in similar schools. The scores rose significantly in the 2000 tests, and, although national comparisons are not yet available, standards are likely to have been in the top five per cent nationally. This is a very significant improvement and results from some very good teaching at the top of the key stage, together with the pupils' own very good attitudes to their work.
101. Standards at the beginning of this year are not so high as the scores in last year's national tests, but are still above average. Taking into consideration the significant progress made by last year's pupils and the high quality of the teaching in the Year 5/6 class, it is still possible that scores in the 2001 tests will be well above average.
102. As with Key Stage 1, standards in writing are not so high as those in reading, speaking and listening. Pupils are able to convey their opinions clearly and listen attentively, but in much discussion work pupils are confined to responding to the teacher rather than developing their own questions and ideas. This inhibits the development of the higher skills of responding to others' views.
103. Reading skills are very well developed with all older pupils already attaining aspects of the higher level (Level 5) where they understand inferences and meaning beyond the text, and can quote relevant text to support their opinions. This was well illustrated in a very good lesson looking at the building up of a character in a 'Harry Potter' book. The teacher's very clear explanations and sharp focus on this particular skill, together with a very helpful selection of text, enabled the pupils to understand the unstated characterisation through the actions. The lesson then took this idea very effectively into the pupils' own writing.
104. Standards in writing are in line with the national average with no pupil yet attaining the higher level of writing where vocabulary choices are adventurous and words chosen for effect. As with Key Stage 1, there are too few opportunities for pupils to engage in

extended pieces of writing both in English and other subjects, and too few occasions on which pupils improve their writing for clarity and style rather than to correct errors.

#### *Attainment and progress of different groups*

105. The key feature of the school is the difference between the standards of attainment between Key Stage 1 and 2, which results from the very good quality of the teaching at the top of Key Stage 2. Pupils with special educational needs at both key stages receive appropriate support and make satisfactory progress towards targets set in individual education plans. The progress of higher and lower attaining pupils is generally in line with what would be expected, although very few pupils attain the higher level in writing at the end of Key Stage 1. Girls tend to attain higher than boys at the end of both key stages, but this is in line with the national trend.

#### *The quality of teaching*

106. The quality of teaching at Key Stage 1 and lower Key Stage 2 is satisfactory overall, but there is some unsatisfactory teaching. Pupils are generally offered an appropriate range of learning experiences through the literacy hour and further opportunities for writing and reading. The structure of the literacy hour is not always followed at Key Stage 1, with one lesson observed lasting almost an hour and a half yet missing the final review session. The activities in this lesson did not relate to the introduction and did not give pupils opportunities to progress. Similarly, in a Year 3/4 'extended writing' lesson the crossword puzzle set to all pupils gave no opportunity to extend writing skills. Teachers do not always manage to focus sufficiently on the needs of the different age groups to challenge all groups sufficiently, particularly where there are three year groups in the introductory session. A more creative approach to organisation within the literacy hour and a more effective use of classroom support would enable teaching to be more effectively targeted.
107. At upper Key Stage 2 teaching is very good overall and never less than good. This quality of teaching makes a major contribution to the quality of pupils' learning and accounts for the rapid progress made at this stage. The teaching is very well focused on the skills that the pupils need to improve and is based on good assessments of what pupils already know and can do. The level of challenge is high. The very good lesson based on the 'Harry Potter' book challenged pupils very effectively to look for meaning beyond the literal and so focused precisely on the requirements of Level 5. Another very good lesson, turning prose into play script from 'The Demon Headmaster', illustrated very clearly the differing needs of literary forms and again clearly addressed the needs of Level 5.
108. The literacy hour has been generally effectively introduced, except on some occasions at Key Stage 1. The school allocates extra time for writing although this is not always used effectively to promote writing. There is some opportunity for extended writing in other subjects such as history, but most work in other subjects is confined to single sentence responses and the completion of work sheets.
109. There is some very effective use of information technology at the top of Key Stage 2, with pupils writing directly on to screen and using word processing facilities to amend and correct their writing. Older pupils also make good use of information technology for research purposes and are confident in accessing and using information from the Internet.

## **MATHEMATICS**

110. **By the end of Key Stage 1, standards of attainment are in line with the national average. Pupils make satisfactory progress across the key stage. This is broadly in line with the last inspection. By the end of Key Stage 2, standards of attainment in mathematics are well above average, and pupils make good progress, particularly at the top of the key stage. Standards at Key Stage 2 have risen significantly since the last inspection.**

#### *Key Stage 1*

111. Results of the 1999 national assessments at the end of Key Stage 1 indicated that attainment was well below average when compared to both the national average and to similar schools. However, the results of the national tests in 2000 show an increase in standards over the previous year and since the last inspection. In the summer term of this year, all achieved the standard expected of pupils of this age in the national assessments although no pupil achieved the higher level (Level 3). Standards for these seven year olds have risen to average from well below in the previous year. This has resulted from a strong focus on mathematical skills at the end of Key Stage 1.
112. By the end of Key Stage 1, pupils have a good understanding of number. They enjoy learning games, such as bingo in Year 2 and most are able to find ten more or less than two-digit number up to 100. Most pupils add, subtract and recall addition and subtraction bonds to 20. They work with simple patterns, for example, counting on in twos: the most able recording this to 100. Pupils with high attainment have a good understanding of place value to 100 and use this to add and subtract with some confidence. Most pupils have a secure knowledge of basic two and three-dimensional shapes. They have a firm foundation in data handling and can compile graphs from investigating, for example, 'what children like to drink' and interpret questions from this data. Less evidence was seen of problem solving. Most estimate numbers and compare these with exact calculations.

#### *Key Stage 2*

113. The results of the 1999 national tests for 11 year olds show that pupils were achieving very high standards when compared with both the national average and similar schools. Although national comparisons are not yet available for the tests in summer 2000 it is likely that standards in mathematics were well above the national average. This year's results show improvement as a result of the good quality teaching in upper Key Stage 2, target setting and the extra support and benefit pupils have gained through booster classes.
114. Judgements made during this inspection confirm these results. This represents an overall improvement in standards from the last inspection, which found that levels of attainment were average at both key stages. The successful implementation of the National Numeracy Strategy is having a positive effect on learning.
115. By the end of Key Stage 2, pupils work successfully with number, shape, measures and data handling. All pupils are developing a good understanding of the number skills they use. Pupils of all levels of attainment have a broad base in several aspects of number and are developing strategies to perform calculations mentally. In Year 6, pupils consolidate and further develop their understanding of multiplying and dividing by ten, 100 and 1000. Most pupils understand place value well. All are developing strategies to explain their mathematical thinking, many can explain the use of the

'significant' digit in doubling. Most know how to represent vertical recording from horizontal presentation and explain their reasons, which reinforce understanding. Pupils of different abilities are usually provided with a suitable level of work to support and challenge their thinking. The less able, including pupils with special educational needs, are supported with tasks that match their ability well but on the same theme. Older pupils know the properties of two-dimensional shapes, measure perimeters, calculate area by counting squares and measure angles. The more able start calculating area and volume by formula.

### *Teaching*

116. At Key Stage 1 the quality of teaching is satisfactory. The class organisation with the three year age group within it places particular importance on planning. More effective use of time, grouping and greater involvement of the classroom support assistant is required to provide more focused work to ensure all achieve their potential. At Key Stage 2, two-thirds of the lessons observed were good and one of the third of teaching was very good. The best lessons observed are those where planning is specific and learning objectives are shared with pupils in a way that they can understand and return to at the end of the lesson to assess what learning has taken place. High expectations together with well implemented classroom routines are a successful feature. A variety of methods, resources and activities which capture the pupils' interest and keep them well on task has a positive impact on learning. Work is carefully matched to pupils of all abilities, the pace is brisk and good questioning makes them think. Relationships are good and the contributions of all pupils are valued. A strength lies in the priority some teachers give for pupils to explain how they have reached a particular answer. This encourages pupils to think mathematically and develop greater confidence. This is a particular strength in upper Key Stage 2 and consequently most pupils' attitudes to mathematics in this class are invariably very good and most enjoy the subject.
117. Pupils with special educational needs are generally supported well and, therefore, often make good progress. They are set appropriately planned work which matches their abilities while linking in with that covered by others in the class, so that all feel included in lessons. Other pupils are supportive, which helps build confidence. Pupils with the potential for higher attainment at both Key Stage 1 and lower Key Stage 2 are not always given tasks which are suitably targeted to their ability to ensure they make progress that matches their ability.
118. Little evidence was seen during the inspection of pupils using their numeracy skills to support other subjects although, some good links are made to other curriculum areas particularly at Key Stage 1. For example, work from the end of the summer term shows Year 2 pupils using information technology through work on tessellating irregular and regular hexagons and in producing a weather chart.
119. The National Numeracy Strategy is generally having a positive effect, both on pupils' confidence and their enthusiasm for the subject. Whole-class sessions are often particularly effective at Key Stage 2. Mental mathematics strategies are taught systematically and progressively and are beginning to have a positive effect on learning. Pupils are beginning to handle numbers well and are often willing to 'have a go', even when wrong.
120. The policy and scheme of work for mathematics have improved since the last inspection, being based largely on the numeracy framework. This is bringing about an improvement in teaching and learning across the school. Assessment is

developing generally well, but day-to-day assessment is not yet used consistently to inform the next steps in planning, so that work is not always set which is suitable for all abilities in some classes. In upper Key Stage 2, assessment is good and teachers modify plans to take account of what pupils have already learned. This has a good effect on pupils' learning and ensures greater understanding of important concepts.

121. Although assessment procedures have improved since the last inspection, current records are insufficiently diagnostic across the school to aid moderation and an understanding of the small steps between the different levels. This is necessary in order to support pupils' achievement to greater effect by developing individual targets so that teachers and pupils have a greater understanding of what they need to do to improve standards further.

## SCIENCE

122. **At the end of Key Stage 1, standards of attainment are in line with those usually found. Pupils make satisfactory progress across the key stage. This is in line with the findings of the last inspection. At the end of Key Stage 2, standards of attainment are well above average. Pupils make satisfactory progress across the key stage. This is a significant improvement since the last inspection.**

### *Key Stage 1*

123. Year 2 pupils are able to investigate simple electricity circuits and successfully connect batteries and wires to light up a bulb. They can record their results clearly and accurately label the parts used. They understand that some everyday appliances use electricity. No pupil is attaining at the higher level, Level 3, where they use their understanding of such phenomena to offer explanations, and make generalisations about what they see.

### *Key Stage 2*

124. In the national assessments in 1999, attainment at the end of Key Stage 2 was well above both the national average and the average of schools with pupils from similar backgrounds. These results show a considerable improvement since the last inspection when standards in science were only slightly above average. Although national comparisons are not yet available for the tests in summer 2000 it is likely that standards continue to be well above average.
125. At Key Stage 2, pupils develop their understanding through a range of interesting topics and gain first hand experience through a good range of investigations. Pupils understand that some surfaces are rougher than others and take more force to be dragged over. They study the types of food necessary for a healthy, balanced diet. They consider how plants reproduce and are familiar with the principle of photosynthesis. They make a study of famous scientists, for example, Sir Isaac Newton, and pupils in Year 5 use a 'Newton meter' in an investigation into gravity and measure forces in hewtons'. In the lesson observed most were able to make generalisations about their knowledge and understanding about vibration and sound.

### *Teaching*

126. The quality of teaching is satisfactory at Key Stage 1 and is enhanced when classroom support is planned for and used well to support learning. Sound subject knowledge ensures enthusiasm for the subject and appropriate explanation and demonstration. However, many questions are closed rather than open-ended, and this does not allow the opportunity for pupils to extend their thinking or consolidate their previous experience.
127. Only one lesson was observed at Key Stage 2, so no overall judgement can be made. In the lesson seen, there was very good planning with clear learning objectives shared with pupils. A variety of interesting, first hand activities motivated pupils' interest, and there was a brisk pace with high expectations set. Carefully planned questions challenged thinking and met the needs of pupils with different abilities.
128. Numeracy is well integrated into science. Graphs illustrate findings, for example, 'In the time taken for paper spinners to touch the floor'. Pupils draw conclusions from this, such as: "I think it dropped quicker each time because we kept putting more paper clips on so gravity would have more weight to push on". Good links exist with other areas of the curriculum such as the music described above, literacy where there are opportunities to develop report writing, and in personal and social development when pupils collaborate in group work with Year 6 pupils supporting Year 5 in their learning.

## **ART AND DESIGN**

129. Standards of attainment at the end of Key Stage 1, are above those usually found. This has been maintained since the last inspection. Too few lessons were seen at Key Stage 2 for any judgement to be made.
130. Pupils at Key Stage 1 generally show enthusiasm for the subject. One good lesson was observed where Year 2 pupils, as a direct result of good support and well chosen resources, achieved good quality pastel observational drawings of oil lamps. This activity linked well to their history and science work. On another occasion art was used appropriately as part of a music lesson for pupils to respond imaginatively to feelings evoked by listening to a musical extract from 'Fantasia'.
131. The school is adopting new national plans over a two-year cycle at both key stages, and pupils have a more balanced programme of art than during the last inspection. The poor standards of presentation reported have improved throughout the school. Most staff now take care to carefully mount work for display which values pupils' efforts and most pupils present their work well; this is most noticeable in upper Key Stage 2.

## **DESIGN AND TECHNOLOGY**

132. No lesson was seen at Key Stage 1, and so no overall judgement can be made. There were two lessons at Key Stage 2. In one lesson, pupils were challenged to make a stable construction, some groups using kits, some pipe cleaners, and other paper. The task set was rather general as there were few restriction on the type of construction, but pupils took it seriously and showed a satisfactory level of attainment. The younger pupils using a construction kit found the task easy as the kit contained its own rigidity. Those using paper were reasonably inventive in joining and firming up the constructions. The pipe cleaners proved very difficult to join.

133. In the other lesson the teaching was good as the task set was clear and demanding: pupils had to make a musical instrument capable of producing two notes. This gave a clear way of evaluating work, and pupils were able to do so easily by checking that the two notes could be produced. This also enabled them to amend their designs as they went along.
134. Overall attainment is in line with that usually found and pupils are involved in an appropriate range of work.

## **HISTORY AND GEOGRAPHY**

135. It was not possible to see any geography lessons during the inspection and so no overall judgements can be made. It was only possible to see history at Key Stage 2 where standards of attainment are in line with those usually found.
136. By the age of 11, pupils have good knowledge of the periods they have studied and older pupils were already able to talk with some confidence about the Aztecs and aspects of their culture which they had only just started studying. They are able to talk about the nature of historical evidence and discuss how we know about the past. They are aware that interpretations of events would vary from different standpoints; and could relate this to Aztecs and the Spanish conquistadors. A few pupils have reached the higher level of describing the characteristic features of societies or the changes between and within periods.
137. There was some very good teaching in the lessons seen at upper Key Stage 2. A good range of artefacts, including a replica of the Aztec sunstone, was available to give the pupils some first hand experience of the culture. There were some very clear explanations from the teacher that put the Aztec period in relation to the Tudors in England, and there was some skilful questioning that teased out some connections. Some very good use was made of information technology to find out more about the sunstone on the Internet.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

138. At the end of Key Stage 1, standards are broadly in line with expectations and pupils make satisfactory progress through the key stage. By the age of seven, most pupils are able to use the computers with some confidence to operate simple programs. Even the reception children learn to manipulate the mouse to operate games such as 'Dressing Teddy' and learn how to start and restart programs. Year 2 pupils are able to enter and amend text. Few have had experience of using the technology to plan and give instructions to make things happen.
139. At the end of Key Stage 2, standards of attainment in most aspects of the subject are above those usually found, and pupils make good progress through the key stage. By the age of 11, pupils use computers with confidence for word processing and for accessing the Internet. They are familiar with the keyboard and mouse and can find store and retrieve information. They can exchange and present information in a variety of ways including the use of e-mail. They can locate the information they require and copy text and graphics to use in their own work. It is the number of pupils who can do this with confidence that makes the standards above average. Few have experience of using the computers for measurement and control.

140. The only teaching of information technology that was observed was in upper Key Stage 2 where it was good. The teachers ensure that pupils make good use of computers within their ordinary work; for instance, using a word processing package to create a play script in English, and using the Internet to research aspects of Aztec culture during a history lesson. The teachers have good knowledge of the aspects they are teaching, and give very clear explanations; for instance, of using the tab stops. Expectations are high and pupils are given good support when they are working - even to the extent of re-wiring the telephone connections! The use of technology as an integral part of learning has effectively ensured that pupils are confident and see information as a tool for their work rather than as an end in itself.

## **MUSIC**

141. At the end of Key Stage 1, standards of attainment are in line with those usually found. Pupils make satisfactory progress across the key stage. This is in line with the findings of the last inspection. By the end of Key Stage 1 pupils are able to sing in unison, often with enthusiasm in assemblies and lessons. They have sufficient opportunities for listening and responding to music. Good links are made with art, and, for example, in one lesson observed Year 1 and 2 pupils discussed their feelings and drew pictures in response to an extract from 'Fantasia'.
142. At the end of Key Stage 2, standards of attainment are above those usually found. Pupils make satisfactory progress across the key stage. This is in line with the findings of the last inspection. By the end of Year 6, pupils sing with reasonable pitch, expression and sense of rhythm. In Year 3 and 4 they develop their understanding of composing sequences. They work together extremely well incorporating rhythm and beat when performing and composing group pieces; for instance, one was inspired by looking at a painting by Turner. Some were able to explain how they planned their composition and how they modified their sequence when performing the piece to the class. Some pupils are able to read music, and are developing confidence and expertise. In Year 5 and Year 6 they investigate a range of musical instruments as part of their science and design and technology work.
143. Some pupils benefit from a variety of instrumental lessons, including flute, piano and cornet. They are encouraged to enhance their experience by attending the local music centre out of school hours. Resources, which have been enhanced since the previous inspection to including a selection to reflect different cultures and are at least satisfactory.
144. The quality of teaching observed was sound at Key Stage 1 and good at Key Stage 2 where pupils are expected to listen and evaluate as well as perform. The scheme of work is used well, and this helps teachers who lack confidence or expertise in the subject. This has also improved the breadth and range of teaching since the last inspection to support pupils' aesthetic and cultural appreciation. Pupils now have more opportunities in these areas and are developing understanding that music can describe images and moods.

## **PHYSICAL EDUCATION**

145. It was not possible to see sufficient physical education during the inspection for an overall judgement to be made. Although no lessons were seen, it is clear that the hall

is far too small for a whole class to take part fully in physical education and this must restrict opportunities.

## **RELIGIOUS EDUCATION**

146. Standards of attainment, at the end of both key stages are generally in line with the locally agreed syllabus, and progress is generally satisfactory across the school. This is in line with the findings of the last inspection.
147. At the end of Key Stage 1, pupils have some knowledge of Christianity and experience of Islam is in the planned scheme of work. Pupils have an appreciation of things that are special, particularly celebrations. There are links with the local church and visits are made, although pupils in the current class were unsure whether they had been to a church either with the family or from school. During Key Stage 1, pupils study a variety of stories from the Bible, and become aware of the similarities and differences between religions.
148. By the end of Key Stage 2, pupils have some knowledge of Christian festivals, in particular some of the rituals and symbols associated with this religion, such as Christening and communion, exploring the symbols of bread and wine. The theme of prayer was being developed during the period of the inspection. Pupils in upper Key Stage 2 were able to discuss the meaning of the Lord's Prayer, but very few could remember the prayer at the outset of the lesson. In Years 3 and Year 4, some good discussion took place as to why Christians pray and the different types of prayer and times when Christians pray. Some sensitive discussion took place when pupils discussed how they said grace and said prayers to say, 'Thank you'. One boy described how he prayed for his brother when he was very ill. This was handled extremely well by the teacher and much empathy was felt in the class: this was supported by the caring ethos.
149. Insufficient lessons were observed during this inspection to base a judgement on teaching at Key Stage 1, but planning does not focus sharply enough on what pupils need to learn. The quality of teaching is generally good at Key Stage 2. Most lessons are prepared carefully, with clear learning objectives identified. There is some good display to stimulate thought and interest. A display in the hall on 'Friends' links religious education well with the personal and social development programme. In Class 1 a display of 'We are all friends under the sun,' supports anti-racism appropriate to the age and ability of the pupils. Artefacts from Islam are displayed in the main passageway alongside pupils' work about their visits to a mosque. The older children have the opportunity to visit a synagogue. These visits and displays around the school support pupils' learning in religious education.