

INSPECTION REPORT

**ST JOSEPH'S CATHOLIC PRIMARY
SCHOOL**

Dewsbury

LEA area: Kirklees

Unique reference number: 107733

Headteacher: Mr J Garbutt

Reporting inspector: Mrs Anne Johns
18579

Dates of inspection: 9 –12 October 2000

Inspection number: 224411

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Healds Road Dewsbury West Yorkshire
Postcode:	WF 13 4HY
Telephone number:	01924 325327
Appropriate authority:	The governing body
Name of chair of governors:	Mrs I Woodley
Date of previous inspection:	2 - 5 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Anne Johns 18579	Registered inspector	English Art and design Music Foundation Stage	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mrs Pat Edwards 10965	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school work in partnership with parents?
Dr J Collings 20752	Team inspector	Science Information and communication technology Design and technology Physical education Equal opportunities	How well does the school care for its pupils?
Mrs Denise Franklin 24752	Team inspector	Mathematics History Geography Special educational needs	How good are the curricular and other opportunities?

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the outskirts of the busy town of Dewsbury. The Catholic school serves a mix of owner occupied and rented accommodation. It is about the same size as most primary schools with 215 boys and girls on roll aged between four and 11. Pupils are taught in seven single age group classes with between 14 and 33 pupils in each class. Children are admitted into reception twice a year, in September and January. Eight per cent of pupils are from an Asian cultural background. The number of pupils who speak English as an additional language is about six per cent, which is higher than average. The percentage of pupils who are eligible for free school meals is below the national average. There are currently 46 pupils on the register of special educational needs, and four pupils with a Statement of Special Educational Need, which is broadly average.

Attainment on entry is about average overall, although it is wide ranging. There are several higher attaining children in the school. Most children have some pre-school experience.

HOW GOOD THE SCHOOL IS

St Joseph's Catholic Primary School is an effective school that is committed to improving further. It is successful in achieving standards that are above average in English and mathematics at the end of Key Stage 1 and English, mathematics and science at the end of Key Stage 2. Most pupils have positive attitudes to school. Nearly all the teaching is at least satisfactory, with nearly 50 per cent of teaching which is at least good. The school is led and managed in a cost-effective way. Parents are kept well informed and they support the school well. The school provides satisfactory value for money.

What the school does well

- Standards of attainment in English, mathematics and science are above average at the end of Key Stage 2. Results in science, compared to national results, have improved significantly, with a high percentage of pupils achieving above average levels. In Key Stage 1, standards are above average in English, mathematics and science in national tests and assessments.
- There is very good teaching for the oldest pupils who make good progress.
- There is good provision for special educational needs with high quality support from support staff.
- Spiritual, moral and social development is well developed through a wide range of provision in lessons and other activities.
- Attendance is well above average.
- Teaching and learning in the Foundation Stage are good.
- Literacy is very well used to support the curriculum.

What could be improved

- The behaviour of a significant minority of pupils in the playground is unsatisfactory and there is not always sufficient supervision in the playground.
- There is not consistent use of assessment to inform planning and to plan work that is matched to the different ability levels.
- The governing body has not yet developed effective strategies to monitor the curriculum, learning and finances.
- Not enough is provided to develop pupils' understanding of other cultures.
- There is insufficient good quality fiction for older pupils, and the library is under used for study, research and book skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards have improved in English, mathematics and science, with particularly good progress in Year 6. Standards in information and communication technology [ICT] have improved and staff are more confident about teaching the subject. Standards have improved in music and art, but gymnastics was not observed during the inspection. The standard of teaching has improved with about 50 per cent of teaching being at least good and most teaching at least satisfactory. The school still needs to make better use of short-term assessment to help plan work at appropriate levels for pupils of different abilities. A marking policy has been introduced but it is not always used consistently. Behaviour in classes is generally well managed with clear, useful strategies in place. The behaviour of a significant minority of pupils in the playground is unsatisfactory. The headteacher and members of the senior management team have effectively monitored provision and given useful feedback to teachers, but the governors have still to develop this aspect of their role. The quality of information for parents has improved. The school was last inspected in March 1998 when it was judged to have serious weaknesses. Since then it has made satisfactory improvement overall and is no longer judged to have serious weaknesses. The school has the commitment and capacity for further improvement.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	B	B	C	well above average A B above C average D below average E well below average
Mathematics	E	B	B	B	
Science	B	C	A	A	

Results in all core subjects are above the national averages at the end of Key Stage 2. In science they are well above average, which shows significant improvement since 1999. In comparison with pupils from a similar background, standards are broadly in line in English, are above average in mathematics and well above average in science. There has been an overall upward trend in performance during the last three years. The quality of teaching has improved which has had a positive impact on standards. The school has exceeded the targets which were set. Targets set by the school are realistic and continue to recognise the need to maintain and improve standards. Inspection evidence indicates that standards in English, mathematics and science are above average.

At the end of Key Stage 1, standards in National Curriculum tests and assessment are above average in reading and writing and well above average in mathematics and science. When compared with pupils from a similar background, the standards are above average in reading, writing and mathematics and well above average in science. Inspection evidence indicates that standards in English and mathematics are above average and that in science they are currently about average. There is a significant number of pupils achieving levels which are just about average; this includes a number of pupils with special educational needs.

Standards in literacy are above average in both key stages; writing is often interesting,

showing flair and imagination, with correct use of grammar and spellings. Handwriting is usually joined, neat and well formed. In numeracy, standards are also above average and many pupils can add and subtract accurately and quickly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to learning and are enthusiastic about coming to school.
Behaviour, in and out of classrooms	Behaviour in school is satisfactory. Most pupils in class are polite, courteous and respectful. The behaviour of a significant minority of pupils in the playground is unsatisfactory.
Personal development and relationships	There is good provision for personal development and relationships are satisfactory overall.
Attendance	Attendance is well above average.

During the inspection the level of supervision at playtime and lunchtime was insufficient for the number of pupils on roll, bearing in mind the particular layout of the school. A significant minority of pupils was too boisterous leading to conflict and arguments, which were not effectively resolved. The school has introduced strategies, which encourage good behaviour in lessons. The behaviour policy is due for review, with particular regard to improving the behaviour at playtime.

TEACHING AND LEARNING

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

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.

Overall the quality of the teaching is satisfactory. The teaching during the inspection was judged to be good or better in about 50 per cent of lessons. Teaching was satisfactory or better in about 95 per cent of lessons with five per cent of unsatisfactory teaching. The level of teaching overall has a positive impact on the quality of learning and the progress that the pupils make. Teachers ensure that lessons have clear learning objectives and that pupils are aware of these objectives. Lessons end with a final class session, which successfully reinforces the learning that has taken place. All teaching in Key Stage 1 was at least satisfactory; in Key Stage 2 teaching was unsatisfactory in about ten per cent of lessons. In the three lessons when the pace was too slow and classroom management not so effective, pupils did not make enough progress. During the inspection there were four lessons where the teaching was very good and this was mainly in Year 6, where the teaching was never less than good. This has a strong impact on the learning and attainment of the oldest pupils. Provision is also good for the youngest children in the Foundation Stage who have a well-balanced and successful start to their school life. The overall quality of the teaching in English and mathematics is good. Literacy and numeracy skills are taught well throughout the curriculum. Teachers do not always use assessment information in their planning to plan work at appropriate levels for pupils of different ability, which has a negative impact on the pupils' progress in a minority of lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. There is very little provision for extra-curricular activities to support the learning that takes place in school.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs and they make good progress. They receive very good support from classroom assistants.
Provision for pupils with English as an additional language	The pupils are well provided for in the class situation and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is good and is satisfactory for cultural development. There is insufficient emphasis on the rich cultural environment, which exists in England today.
How well the school cares for its pupils	There is a satisfactory level of care overall, with some health and safety concerns which have been drawn to the attention of the school.

The use of assessment to help plan work at different ability levels still requires improvement. Pupils are generally happy and secure and in discussion they say they enjoy coming to school. Parents are very interested and supportive and organise many social and fund-raising events.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear and purposeful leadership and is well supported by all staff. All staff share a common goal to improve and continue to raise standards. The leadership has been successful in moving the school forward since the last inspection. The day-to-day management procedures of the school are very thorough and effective.
How well the governors fulfil their responsibilities	The governors are interested and supportive, but do not currently fulfil all their responsibilities with regard to monitoring the curriculum, learning and finances.
The school's evaluation of its performance	The school uses data effectively to set targets for improvement.
The strategic use of resources	The school makes satisfactory use of strategic resources, and very good use of the classroom support staff.

Accommodation is satisfactory. There is sufficient teaching and classroom support staff but insufficient staff to provide the necessary level of supervision required at playtime. The library, which is situated in the hall, is not used sufficiently. Resources are satisfactory, apart from

insufficient fiction for older pupils. The principles of best value are applied satisfactorily, although this is in an early stage of development. The headteacher, staff and governors have worked hard to ensure sufficient improvement since the last inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Standards of achievement have improved. • Staff know the children well. • Children feel valued and develop a strong sense of right and wrong. • Behaviour is generally good. • There is a caring atmosphere in the school. 	<ul style="list-style-type: none"> • There is concern about the behaviour of a minority of pupils. • Parents would value more extra-curricular activities. • Parents would like homework to be set on a more regular basis. • Some parents believe that higher attaining pupils are not always sufficiently challenged. • Parents would like stronger leadership and management.

The inspection team agrees with the parents' positive views, and supports some of the parents' views about what could be improved. In the playground there is a significant minority of pupils with unsatisfactory behaviour. A homework policy is in place and the school is now using homework diaries in order to ensure homework is regular. The home/school reading system is not consistent; consequently some pupils do not read at home as much as they could. The school is reviewing extra-curricular provision. The higher attaining pupils are now challenged in most lessons. The leadership and management of the school are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. English and mathematics are above the national average at the end of Key Stage 2. In science, the test results are well above the national average. When compared to standards in similar schools they are broadly in line in English and are above in mathematics and well above in science.
2. Trends over the past four years indicate overall improvement in standards in all subjects. There was a significant dip in standards in mathematics in 1998, which the school has responded to. The school has begun to carefully analyse data, track results and set challenging but appropriate targets. There is very little difference between the results of girls and boys. A high percentage of pupils reached higher levels in English and science in the test results for 2000, but less achieved the higher levels in mathematics. Over 50 per cent achieved the higher level in English, and in science 45 per cent gained the higher level. This reflects the strengths of the particular cohort of pupils. This is a commendable improvement from the previous year.
3. Inspection evidence found that current standards in Year 6 are above average in English, mathematics and science. Pupils' writing shows good style, flair and imagination and sentences are well structured. Their handwriting is neat and joined carefully and pupils take pride in their presentation. They read with much enthusiasm and expression and have already read a wide range of literature. They speak confidently on a range of topics. An analysis of current work, some from the past Year 6 and discussion with pupils, indicates that they make very significant progress in this year, especially in their knowledge, skills and understanding in the core subjects. Calculations and experiments increase in detail and their writing becomes more imaginative with more correct spellings and punctuation.
4. In mathematics they are quick and often accurate with their calculations. The results of the 2000 standardised tests by 11 year olds were above the national average and also above average when compared to similar schools. The trend over the past four years indicates that their performance in mathematics was close to the national average in spite of a dip in 1998.
5. In science, in the Key Stage 2 national tests in 1999, pupils' standards were close to the national average, but below expectations when compared with similar schools. When compared to Key Stage 2 1999 national averages, results for 2000 show a significant improvement, with 97 per cent of pupils reaching Level 4 or greater, and 45 per cent of pupils reaching Level 5. This is significant improvement since the last inspection when standards were judged to be below the national average. The improvement is due to the introduction of a range of initiatives, such as, the adoption of a new scheme of work, improving assessment procedures and changes in staff.
6. Most children enter school with about average attainment although this is wide ranging. There are several higher attaining pupils and most children have had some pre-school experience. During their time in reception most children make good progress especially in language and literacy, mathematics and personal, social and emotional development. The current intake of 14 children are making rapid progress in their speaking, listening and language skills. By the time they enter Key Stage 1, most children are likely to be above the Early Learning Goals in communications, language and literacy, mathematical development and personal, social and emotional

development. Most children in reception already speak with confidence, showing imaginative use of language; in mathematics they can identify numbers to 20 and they share well, selecting their own resources for activities. Their listening skills are good and they ask interesting and appropriate questions. They have a good start to their learning through the well-planned purposeful play activities such as in the baker's shop. They are keen to find out more about the world in which they live. Many of them are confident at using programs on the computer.

7. The standards in reading and writing are above average at the end of Key Stage 1 when compared with the national test results in 2000 in other schools. In the mathematics test and science assessment they are well above average with all pupils gaining average levels or above. When compared to similar schools, standards are above average in reading and writing and well above average in mathematics and science. Standards in speaking and listening are well above average and in spelling they are above average. Results in 2000 show a high proportion of pupils achieving higher levels in the reading test and also in mathematics. There are several pupils who just about attain average levels, which includes a higher than average number of pupils with special educational needs. There has been a steady upward trend in results overall during the last four years.
8. An analysis of the work in the current Year 2, and some work from the previous year, shows that pupils make good progress in their English and mathematics and satisfactory progress overall. Their writing becomes more detailed and interesting, with improvement in spelling and punctuation, and more careful use of grammar. In mathematics, they show an increasing awareness of number value and place value. They make accurate comparisons in their science and record their observations. Evidence from the inspection indicates that standards in science are currently in line with those expected at this stage.
9. In ICT standards are average at the end of both key stages. This is an improvement from the last inspection when standards were below average. The staff have increased their own confidence and this has had a positive impact on the achievement of the pupils. There is more equipment in the school and pupils generally make satisfactory use of this equipment in lessons. The school makes use of its own scheme and also the Qualifications and Curriculum Authority [QCA] scheme to help ensure progression. Religious education was the focus of a separate inspection. In history, geography, art, music, and games and dance, standards are in line with those expected for the age at the end of Key Stage 1 and Key Stage 2. There was insufficient evidence during the inspection to make a valid judgement on standards in design and technology. In physical education no gymnastics was seen during the inspection so no judgement can be made on attainment in this area.
10. Standards are higher in music and art, which were identified as in need of improvement in the last inspection. There are now clear schemes to support the teaching and learning. Imaginative art work takes place throughout the school and several pupils produce work of good quality such as the 'War of the World' sketches in Year 6 and the still life drawings in Year 5.
11. Pupils with special educational needs make good progress in relation to the targets set on their individual education plans. This is evident in the regular reviews of these targets by the teachers and new targets set. This supports their learning well. Pupils often make good progress in lessons due to the focused support given to them by well-trained classroom assistants. Progress slows when this help is not available and work is not specifically matched to the ability level. Higher attaining pupils are usually well challenged and they make good progress. Again this slows in the lessons where work is not specifically matched to their ability level. Pupils who speak English as an

additional language make good progress. They quickly develop fluency in speaking and writing English, because of the level of classroom support in each class.

12. Progress overall is satisfactory and often good in lessons, particularly at the end of Key Stage 2. This is due to the quality of teaching in Year 6, where in three lessons, the teaching was judged to be very good. The last inspection indicated the need to improve progress particularly in the core subjects so that it was consistent in all year groups. Pupils are now achieving standards that can be expected of them and the school has successfully addressed this serious weakness identified at the last inspection. The school has also succeeded in improving the standards in ICT. The targets set for the year, which were appropriate but challenging, have been exceeded. Suitable targets have been set for next year.

Pupils' attitudes, values and personal development

13. Pupils are much more positive about learning than at the last inspection. Throughout the school pupils show a keen interest and enjoyment in their work as seen in a Year 1 lesson where pupils were exploring patterns when printing with blocks of differing shapes. Pupils respond well in art and poetry activities, producing good quality work. The majority of pupils including those with special educational needs persevere and show a ready willingness to complete the tasks they have been set. They work well together, in groups and as individuals.
14. Most pupils behave well most of the time. Useful strategies are in place with regard to classroom behaviour. This enables teachers to deal well with any occasional incidences of challenging behaviour. Pupils show self-discipline and are generally aware of how their behaviour can affect others. However, pupils' behaviour at break and lunchtimes in the playground is unsatisfactory overall, as a significant minority of pupils play without care and consideration for others and a few incidences of bullying and oppressive behaviour were observed during the inspection. Although the majority of parents were satisfied with the school's expectations for behaviour, a minority expressed their concern regarding incidents of bullying especially in the playground. The findings of the inspection support parents' concerns.
15. The pupils show respect for each other's property and for the environment as shown by the lack of litter and vandalism in the school. There were three fixed period exclusions during the last reporting year. The school has dealt well with these exclusions. Overall, relationships are satisfactory and there is an effective rapport between pupils and all adults working in the school.
16. Pupils respond positively to any opportunity they are given to help with the smooth running of the school, for instance in Year 2, pupils act as crisp sellers at break-time, and during wet playtimes, by reading stories and playing games with the younger children. In Years 5 and 6, pupils complete application forms for the job vacancies, which are rotated every half term. This is beneficial to their personal development and encourages a growing maturity. Most pupils show initiative and are keen to take responsibility, such as looking after younger children at wet play times.
17. Attendance is well above the national average and there are very few absences other than for illness. Punctuality is very good and pupils are enthusiastic to learn.

HOW WELL ARE PUPILS TAUGHT?

18. Overall the quality of teaching is satisfactory with about 48 per cent of teaching which was at least good during the inspection. Teaching was very good in about eight per cent of lessons and it was unsatisfactory in about six per cent. The overall quality of the teaching enables pupils to make at least satisfactory progress throughout the

school. The school has improved the quality of teaching since the last inspection when there was about 18 per cent of unsatisfactory teaching. Since then the headteacher, the senior management team and the local education authority have monitored the teaching, and provided useful feedback, which has had a positive impact. In art and music and physical education, all aspects are now planned for, which was an issue in the last inspection.

19. Teachers know their pupils well, but do not always plan for their individual needs. Short-term assessment is not always used to inform the planning and plan appropriate work for the range of abilities. In a few lessons, mostly in the lower end of Key Stage 2, this results in the higher attaining pupils not being sufficiently challenged. Classroom support assistants are very well used to give high quality support and there is good liaison between them and the teachers. The clear communication between staff helps to ensure that pupils concentrate well and often achieve good standards. Teachers generally use a range of methods to help develop the pupils' learning. In literacy and numeracy lessons, teachers move from whole-class to individual or group work and then back to a final whole-class session. In the most successful lessons teachers plan effectively for pupils to work together; for example in the Year 6 literacy work on 'The War of The Worlds'. Teachers share their enthusiasm for poetry and literature as for example in Year 4, which results in good quality imaginative work.
20. The teaching of English and mathematics is good throughout the school; this has a positive impact on standards. In other subjects it is satisfactory overall. It was not possible to make a judgement on the standard of teaching in design and technology during the inspection, as there was insufficient evidence available at this time.
21. Since the last inspection teachers have increased their understanding of the different subjects and most lessons are interesting and have an appropriate pace, which often ensures that good learning takes place. In the most successful lessons teachers ask challenging and searching questions which help to focus the pupils' attention. An example of this was in a Year 4 literacy lesson when thoughtful questions from the teacher helped to develop the pupils' understanding of the language used in poetry. Consequently, they achieved good standards and imaginative writing in their own work.
22. The quality of teaching in the reception class is good. The activities are well matched to the age and ability of the children and excite the children's interest. This helps them learn successfully. The teacher motivates the children to do their best, for example, by joining in a dance session to give encouragement. The staff support the children with care, understanding and a sense of humour. The children feel safe and secure and want to learn. Careful planning ensures an appropriate balance between direct teaching and more informal well-planned purposeful play activities, such as play in the baker's shop. This helps to ensure that the learning is consolidated. The children understand what is expected of them because the teacher is clear about what is to be learnt and she explains the task well. The staff have high expectations of behaviour and achievement which have a positive impact on standards. The children share well, take turns and have already learned not to call out. In the last inspection there were too many unsupervised activities, but this was not evident during the inspection. The good teaching and support have a positive impact and therefore by the time most children join Key Stage 1, they are likely to be above standards usually expected for this age in language and literacy, mathematical development and personal and social and emotional development.
23. In Key Stage 1, no teaching was less than satisfactory and it was good in 27 per cent of lessons. In most lessons the pace was appropriate and expectations were sufficiently high. In lessons where the learning objectives were clearly explained to

the pupils and there was a useful plenary session to reinforce the learning, pupils made good progress. The pupils are usually managed well, with the development of good work habits. The classrooms are organised well to encourage independent learning skills, and pupils understand what is expected of them. The quality of the teaching has a positive impact on the standards of work, which are often above average in English and mathematics. In literacy there is a wide range of work of good quality, which is also well presented. The pupils' spellings are often correct and their writing in English lessons and for other subjects such as history and religious education, shows increasing complexity. In lessons which are less successful, although still satisfactory, it is because the planning does not account for pupils of different ability level. In these lessons a minority of higher attaining pupils do not make enough progress.

24. In Key Stage 2, teaching is satisfactory or better in about 90 per cent of lessons. In about ten per cent of lessons teaching is very good and in about ten per cent it is unsatisfactory. The very good teaching in Year 6 is characterised by thorough subject knowledge and understanding and very good class management and planning. There are high expectations of pupils' achievement and of their behaviour. There are several examples of literacy being very well used throughout the curriculum, for example, in history and religious education to produce writing that is imaginative and of very high quality. The most successful lessons have a brisk pace and careful questioning which encourages the pupils to think hard and to produce interesting thoughtful work for example as in the writing linked to 'The War of the Worlds'. The pupils in Year 6 are fascinated by this topic and have produced a range of exciting cross-curricular work, including work in physical education and art.
25. In the three lessons where the teaching was unsuccessful it was when expectations were not so high and there was not enough pace or rigour. In these lessons the work was too easy; consequently a few pupils lost their concentration and did not produce their best work.
26. The staff present good role models for the pupils and relationships are positive. Teachers use praise and encouragement well to foster self-esteem and reward good work and behaviour. An example of this was in a Year 5 art lesson where good use of praise encouraged pupils to produce their best work. Teachers usually give clear instructions and listen carefully to the pupils' response, demonstrating that all pupils are valued.
27. In the last inspection, teaching was a key issue. The school has improved the quality of teaching overall. The monitoring of teaching that has taken place, with useful feedback, has had a positive impact. Staff have attended training and examined their teaching methods and have developed the use of a final class session at the end of lessons to reinforce the learning. They explain the aims of the lesson clearly to the pupils, making sure that they understand the task. A marking policy is now in place, although this is not used consistently to promote learning. In the most successful lessons teachers also discuss the work with pupils as it takes place in class. In most classes homework is appropriately used to reinforce the learning. The school still needs to improve the use of short-term assessment to inform the planning and ensure that the needs of pupils of the range of abilities are met. The school still has work to do with regard to improving how teachers identify what the pupils need to learn next.
28. The teaching for pupils with special educational needs is mostly good. Teachers ensure that the needs of pupils with special educational needs are met through good use of support staff who are well briefed and keep careful records. Wherever possible, support is targeted appropriately during literacy and numeracy sessions. However, when there is no support available, some teachers do not always plan with

sufficient attention to the individual education plans. In the majority of lessons the needs of most higher-attaining pupils are met and they make good progress overall. The teaching in class for pupils who speak English as an additional language is generally good and they make good progress.

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

29. The quality and range of learning opportunities provided by the school is satisfactory with a broadly based and appropriate range of subjects being taught. All subjects meet statutory requirements and all subjects now offer an appropriately balanced programme. The balance overall has improved since the previous report. Cross-curricular links are good, for example in a history lesson the teacher explained the key points required for effective note taking when the pupils were watching a video. There are good strategies for teaching numeracy and literacy. The library is underused for research, study and book skills, which has a negative impact on progress in this area.
30. The quality and range of opportunities for children in the Foundation Stage are good and have improved since the previous inspection. This is planned effectively in accordance with the Early Learning Goals and there are now sufficient opportunities for children to experience outdoor play activities.
31. Long and medium-term planning is effective. The school has adopted the national strategies and schemes of work for each subject, which has successfully addressed the concern in the previous report that teachers did not have sufficient guidance to support them in planning for ICT, art, music and gymnastics. However, the details in daily planning are inconsistent and evaluations are not always an effective tool to use when planning the next lessons. Where there is good practice, lesson plans state clearly what range of activities are to be provided for each ability group to support them in their learning. However, lesson plans do not always clearly identify how the needs of the special educational needs pupils are to be met when there is no additional adult support in the room. The additional literacy strategy is being used well to support pupils and is having a positive impact on standards in reading and spelling.
32. Provision for extra-curricular activities is very limited. This was identified as a concern by the parents and by some pupils and has been agreed by the inspection team. The school provides an annual residential visit each year for pupils in Year 6 and music specialists visit the school to teach a range of instruments. Although the school offers sporting activities such as football and rugby during the lunchtime this is very dependent on the weather and the ability to use the school field. Some matches with other schools take place in football, netball and rugby and parents organise a rounders match during the summer. Pupils enjoy these matches which help to motivate them in improving their skills.
33. The school provides good provision for pupils' personal, social and health education. This is linked very closely to the religious education syllabus followed by the school. There is an appropriate policy for teaching sex education agreed by the governors and a drug awareness programme, which is taught through the science curriculum. Older pupils take part in an annual health and safety awareness day in conjunction with the police, fire service and hospitals.
34. Provision for pupils with special educational needs is good, with very good support from classroom assistants. All pupils receive support in the classroom and this is very well planned to enable pupils to have equal access to the curriculum. Although the emphasis is to support pupils during literacy and numeracy lessons, pupils were also observed receiving very good individual support with other areas of the curriculum such as physical education and history lessons. All pupils with a

Statement of Special Educational Need have their needs well met through the co-ordinator's careful planning of the classroom assistants' timetables.

35. The contribution of the community to pupils' learning and the relationships with partner schools are satisfactory. The school has good links with the local church and visits from theatre groups provide valuable links with the community. Links with local secondary schools are sound and pupils are able to visit the school on a number of occasions before starting. This increases pupils' confidence and promotes positive attitudes. Teachers from schools in the area meet regularly to discuss and share curriculum ideas and issues.
36. Provision for pupils' spiritual, moral, social development is good and has been maintained since the previous inspection. Opportunities for spiritual awareness are good and pupils have good opportunities to reflect during assemblies and regular visits to the church for Mass. The school has provided quiet areas for pupils to use for prayer and each class has an attractive prayer corner. Opportunities for spiritual reflection across the curriculum, although not planned, give pupils time to reflect on aspects of their lives and the wonders of the world. For example in Year 4 opportunities were presented to the pupils when writing letters imagining they were in 'The Workhouse', and in reception pupils were fascinated when they could smell and taste freshly baked bread.
37. The provision for moral and social development is also good. School and classroom rules are clearly displayed in the classrooms to ensure that pupils have a clear understanding of what is expected of them. They are aware of the rewards and sanctions that are in place. The religious education syllabus has a high emphasis on moral development and pupils across the school, through topic work entitled 'Myself', are encouraged to discuss feelings and emotions such as tolerance, happiness and sadness. The school has also been involved in a team building project with professional rugby teams to teach pupils the importance of working together and with the local education authority's behaviour support service. Pupils across the school are encouraged to take responsibilities for small jobs in their classrooms and pupils in Year 2 have additional responsibilities for selling crisps and taking out small equipment of use at lunchtime. Older pupils in the school also have similar responsibilities and also help in the dining room, play with the younger pupils at lunchtime, prepare the hall for assembly and ring the bell for the start of lessons. These jobs, for pupils in Key Stage 2, have to be applied for and the teachers consider their written applications. The good relationships and examples set by the staff provide the pupils with good opportunities to develop their moral and social skills.
38. Provision for pupils to learn and appreciate their own culture is satisfactory but opportunities for pupils to develop an understanding and appreciation of the diversity and richness of other cultures remains limited. The school encourages visits from theatre groups at Christmas and through the residential visit to Cliffe House. In history lessons pupils gain knowledge and understanding of their own cultures. The religious education syllabus provides opportunities to find out about a number of world faiths, which are practised in Britain and the school has arranged for a group of pupils to be involved in a 'Millennium Celebration' concert to be held later this month. However opportunities for pupils to gain multicultural awareness remain underdeveloped in many areas of the curriculum.
39. Provision for equality of access and opportunity for all is satisfactory and the school has adopted the local diocesan equal opportunities policy. The headteacher is attending a conference in order to develop an inclusion¹ policy. The school compares

¹ Inclusion is the term used when a school seeks to provide for the needs of all pupils in a classroom situation rather than withdrawing small groups of pupils for support.

its standards with schools that have pupils with a similar range of backgrounds and ensures any extra-curricular opportunities, for example, netball and football are open to all. A few pupils regularly miss parts of some English, science and mathematics lessons to attend instrumental lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

40. Assessment of pupils' attainment and progress is satisfactory overall. This is a significant improvement since the last inspection. The school uses optional national tests in Years 3, 4 and 5 in mathematics and English. With support from the local education authority, the results of these and the compulsory tests at the end of Key Stage 1 and 2 are analysed in detail to identify pupils' progress. Since September 2000, the school has also adopted the local education authority system for recording pupils' progress in science and the foundation subjects. The special educational needs co-ordinator makes thorough use of teacher assessment and test results to identify pupils who require additional support and to help to ensure that their needs are met. However, since the last inspection insufficient progress has been made in using assessment information and this remains unsatisfactory. While sound procedures are now in place, they are not sufficiently used as a basis for teachers' planning to ensure work is appropriate and challenging for the full range of ability in their classes.
41. The school provides a caring Catholic environment as found at the previous inspection and this makes a significant contribution to the ethos of the school.
42. The procedures for introducing the children and their parents to the school effectively ensure that new children settle quickly into the routines of school life. Pupils' personal development is closely but informally monitored by teachers who know their pupils well. Emphasis is placed on raising pupils' self-esteem and making them aware of their individual achievements. This gives pupils confidence in their own ability and encourages them to respond positively to new challenges.
43. At present the school behaviour policy is under review. Current procedures for promoting good behaviour are used consistently and effectively in class. Due to the unsatisfactory behaviour in the playground, there is an urgent need to complete this review and ensure that all adults working in the school receive training and support to implement any new procedures agreed. The school has identified this need in the current development plan.
44. The recording and reporting of attendance meets statutory requirements and the school effectively promotes very good attendance. There are thorough and comprehensive procedures followed. Administration is efficient and reasons are always sought in writing for pupils' absence.
45. The provision for promoting the health, safety and well being of pupils is satisfactory overall. Procedures for child protection are satisfactory. Staff are fully aware of child protection procedures which are in accordance with local guide lines. No recent training has been undertaken, but the school plans to update this training at the earliest opportunity. The school nurse and local police support the school's health education programme. First-aid boxes are appropriately stocked and parents are informed promptly of any accident involving their child. The school has a comprehensive health and safety policy and risk assessment is regularly undertaken. A number of safety issues, which gave cause for concern at the time of the inspection, have been drawn to the attention of the school and the governing body.

46. The special educational needs co-ordinator makes detailed observations of individual pupils who have behavioural difficulties in the classroom in order to set targets for them. Teachers regularly review the targets on individual education plans but do not always implement them in their planning. The co-ordinator uses a special computer program to set new targets. Pupils are also included in the review process, which increases their self-esteem.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school continues its satisfactory links with parents as found at the time of the previous inspection. The quality and quantity of information provided for parents are good. The prospectus gives useful information and a practical introduction to the school. Newsletters are informative and each term information on the topics to be studied is sent to parents. The annual governors' report to parents gives an accurate account of the school's achievements and activities, although it does not provide the statutory information with regard to the publication of targets in Key Stage 2 national tests.
48. Annual progress reports to parents are detailed and give clear information on what their children know and can do with clearly identified areas for development. Parent teacher consultation evenings are held each term providing parents with additional useful information on their children's progress. Parents at the parents' meeting and in response to the questionnaire are happy with the information provided by the school.
49. Whilst the majority of parents are satisfied with the amount of work their children are expected to do at home a small minority are not. The school homework policy has been reviewed to include government guidelines and homework diaries have recently been introduced with include a copy of the homework policy for the information of parents. It is too soon for the inspection to judge the impact of the new arrangements on the consistency of homework provided. The home/school reading system is not consistently used, which has a negative impact on the amount of reading that some pupils do at home.
50. Parental involvement in the work of the school is satisfactory. The school welcomes and encourages parents to help with reading in class, on trips and with extra-curricular activities. This help is much appreciated by the school. The active Friends Association raises significant amounts of money, which are used to supplement the resources in the school, for example in providing the new reading scheme. This makes a valuable contribution and adds to the pupils' learning.
51. Parents are fully involved in the review process of pupils with Statements of Special Educational Need. There are both formal and informal discussions with parents of pupils at other stages of the Code of Practice and all receive a copy of their child's individual education plan. The co-ordinator gives good suggestions of what the parent might like to do at home to help their child's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school are satisfactory overall. The headteacher provides clear and effective leadership in all aspects of the school's work. He has a firm vision of the direction of the school with clear commitment to the Catholic values and to improving standards. The leadership has been particularly effective in moving the school forward during the past two years and improving the standards, teaching and learning. This has been achieved by the regular monitoring of standards and teaching, with informative feedback to staff, in addition to the identification of strengths and weaknesses in the school, with appropriate action

where needed. An example of this is the strong focus on improving mathematics and science, which has resulted in standards that are now above average at the end of Key Stage 2.

53. The members of the senior management team are aware of their role and responsibilities and give good support to school developments. They have monitored the curriculum and teaching and provided helpful feedback. The members meet regularly with the headteacher to give support and to be involved in planning and decision making.
54. The governors are interested and supportive and overall their management is satisfactory. They are informed about the curriculum through reports from the headteacher and staff. They do not currently fulfil all their requirements; for example they are not sufficiently involved in setting the school's priorities, target setting and monitoring the curriculum, learning and finances. There is not a regular programme for governors to visit classes to help them be aware of what is happening in school and what is working well or needs improvement. The governors have monitored the action plan on a regular basis.
55. The management of special educational needs is very good and the co-ordinator works very hard to ensure all records are in place. She gives good support to colleagues and has a thorough overview of the provision currently made for the pupils and how to make it even better. There is very good provision for training for the support staff to enable them to fulfil their role effectively. The special educational needs governor is new to her role and is well supported by the previous governor. She has a clear view of her role and has already arranged for training to enable her to successfully monitor provision for special educational needs in the school.
56. Co-ordinators have monitored the teaching and learning in the core subjects, and provided useful feedback to staff. The local education authority has also been very supportive in this role. Staff welcome the monitoring and evaluation and have improved in the areas suggested by monitoring, such as developing learning objectives. This has had a positive impact on standards and teaching since the last inspection. Subject co-ordinators consider and discuss all curriculum provision and are increasing their management roles. Since the last inspection, more schemes have been introduced or adapted to suit the needs of the school and informative policies have been written. This has had a positive impact on the curriculum and on the teaching, by providing clear and useful guidance. The school development plan indicates a structured programme of monitoring and evaluation over the year.
57. The school development plan is informative and indicates clear success criteria and financial implications. During the year of its operation the headteacher and a committee of governors monitor the plan. The school has successfully introduced the daily hours of literacy and numeracy in each class. All staff are committed to raise the standards further and achieve the targets which have been set.
58. The school makes sound strategic use of resources and financial planning is satisfactory. At the end of the last financial year the school had a deficit budget of £4,641. With changes in staff costs this has been addressed and the school is expected to have a balanced budget by the end of the current school year. The school had a very good audit report in April 2000 and any issues raised have been addressed. Expenditure is linked to priorities in the school development plan and targeted to improve pupils' standards of attainment and experiences within the school. The governing body has a finance committee that reviews the budget proposed by the headteacher. The governors apply the principles of best value satisfactorily, but this is at an early stage of development, for example, when applied to the effect of the budget upon standards of attainment. Financial administration is efficient and

unobtrusive and ensures that information is available to the headteacher and governing body to enable them to fulfil their responsibilities. The governing body and the headteacher have opted to purchase the full services supplied by the local education authority for, for example, in-service training of teachers and school building maintenance. Specific grants, for example; the National Opportunities Fund and Standards Fund, are also administered by the local education authority, which ensures they are used for their designated purpose.

59. The quality of the accommodation is satisfactory and provides a range of facilities that enable the effective delivery of the curriculum. The school caretaker maintains the building to a high standard. The hall is attractive and spacious and is used for assemblies and other activities. Space is used well for example in creating a quiet area for prayer. The library is located in the hall, but is currently underused. Outside there is an attractive grass area, and two separate playgrounds. Resources are satisfactory overall. There is a shortage of fiction books in Key Stage 2; many of the current books are old and some are in a poor condition. In the school, there are many good readers who need to have a range of exciting books from which to choose. Visitors to school and visits in the local environment help to broaden the learning experiences.
60. The overall number, qualifications and experience of the staff match the demands of the curriculum. There is insufficient supervision in the playground at playtime and lunchtime, in relation to the number of pupils on roll and due to the particular layout of the school. This results in behaviour that is sometimes unacceptable. There is a good system of staff induction and the school is on course to begin the system of staff performance management.
61. The available resources are used effectively. Taking into account the way in which the school has succeeded in raising standards and exceeding its own targets, the capacity for further improvement is judged to be satisfactory overall. The inspection team judges that the school has made sufficient improvement since the last inspection and is capable of sustaining and improving the standards so far achieved. The school is no longer judged to have serious weaknesses.
62. Overall the pupils' achievement is good and their behaviour satisfactory. When taking these factors into account, along with sound teaching and average unit costs, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The headteacher, governors and school staff should now:
- (1) Develop effective strategies to enable the members of the governing body to fulfil their responsibilities by monitoring the curriculum, standards and finances. *[paragraphs 54 and 79]*
 - (2) Use assessment more effectively to help plan work at different levels for the full range of ability. *[paragraphs 31, 40 and 85]*
 - (3) Improve the behaviour in the playground by producing and implementing a clear behaviour policy, which is understood by all, and increasing the level of supervision at playtime and lunchtime. *[paragraphs 14 and 60]*

The following minor issues have also been identified and should be considered by the school:

- Develop the provision for multicultural awareness. *[paragraph 38]*

- Increase the number of good quality fiction books for older readers and the use of the library. [*paragraph 59*]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	40	46	6	0	0

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

Information about the school's pupils

Pupils on the school's roll		YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		215
Number of full-time pupils eligible for free school meals		28
Special educational needs		YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		46
English as an additional language		No of pupils
Number of pupils with English as an additional language		10
Pupil mobility in the last school year		No of pupils
Pupils who joined the school other than at the usual time of first admission		8
Pupils who left the school other than at the usual time of leaving		7

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	13	31

National Curriculum Test/Task Results	Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	18	16	18
	Girls	10	12	13
	Total	28	28	31
Percentage of pupils at NC level 2 or above	School	90 (84)	90 (90)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	11	12	13
	Total	29	30	31
Percentage of pupils at NC level 2 or above	School	93 (97)	97 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	17	29

National Curriculum Test/Task Results	English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	9	11	12
	Girls	14	12	16
	Total	23	23	28
Percentage of pupils at NC level 4 or above	School	79 (77)	79 (74)	97 (84)
	National	75 (71)	72 (68)	85 (78)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	8	10	11
	Girls	13	13	13
	Total	22	23	24
Percentage of pupils at NC level 4 or above	School	76 (74)	79 (67)	83 (74)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	8
Pakistani	2
Bangladeshi	1
Chinese	0
White	167
Any other minority ethnic group	0

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	3	
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)	8
Number of pupils per qualified teacher	26.9
Average class size	30.7

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	135

Financial information

Financial year	1999/2000
	£
Total income	340,647
Total expenditure	345,288
Expenditure per pupil	1,629
Balance brought forward from previous year	0
Balance carried forward to next year	- 4,641

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

220

Number of questionnaires returned

64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	31	8	3	2
My child is making good progress in school.	42	50	6	0	2
Behaviour in the school is good.	28	45	19	2	6
My child gets the right amount of work to do at home.	22	53	13	5	8
The teaching is good.	38	55	3	0	5
I am kept well informed about how my child is getting on.	38	44	16	2	2
I would feel comfortable about approaching the school with questions or a problem.	52	42	5	0	2
The school expects my child to work hard and achieve his or her best.	48	45	3	0	3
The school works closely with parents.	27	56	14	3	0
The school is well led and managed.	22	42	11	17	8
The school is helping my child become mature and responsible.	38	53	2	0	8
The school provides an interesting range of activities outside lessons.	11	28	20	25	16

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

64. Provision for children in reception is good. The children enter reception with broadly average attainment, although attainment is wide ranging. Most children have had some pre-school experience. There are two intakes per year; in September and January. At the time of the inspection 14 children had been admitted and these were all full time. There has been good improvement since the last inspection when there were insufficient opportunities for outdoor play and there was a lack of adult interaction to challenge the children's thinking. Although the weather was poor, every opportunity was taken for outdoor play during the inspection. Adults interact well with the children, encouraging good learning to take place.
65. The quality of teaching is good overall. The environment is planned at an appropriate level for the children with a range of stimulating activities including purposeful play. There is a good mix of direct teaching with the class or a group, and activities which children can choose for themselves. Careful questioning challenges the children's thinking and extends their learning, for example in the daily short literacy session. Every opportunity is used to develop the children's knowledge and understanding. Practical group activities successfully reinforce the learning. The day is well balanced. The pace is appropriate with enough time to consolidate the learning. Planning is thorough and clear explanations are given to the children about what they are going to do. Consequently, the children feel happy and secure in a stimulating, happy learning environment. There is good liaison between the staff, and staff and parents, which also helps the children feel confident. Behaviour is managed well and good work habits are being developed. The quality of teaching has a positive impact on the children's learning. There is good provision and support for any children with special educational needs or those who speak English as an additional language. Higher attaining children are encouraged and challenged; for example with reading and counting.

Personal, social and emotional development

66. Children's achievement by the time they enter Key Stage 1 is likely to be above the Early Learning Goals. They make good progress because they are well taught. The teacher has thorough subject knowledge and plans a wide range of activities to develop skills in this area. The children develop positive attitudes with adults and other children. They quickly learn the routines and about the expected code of behaviour; for example by taking turns and not calling out. The staff have high expectations and consistently reinforce these standards. The planning is thorough and this helps to ensure all children know what is expected of them. The children share well and take turns; for example on the computer. They learn to be independent for example, by putting on their own coats and tidying away. They show a range of feelings in response to a situation, for example when tasting the bread or talking about their favourite foods. They have a clear understanding of right and wrong. The teacher has high expectations which helps to ensure children develop positive attitudes to learning and concentrate well in class activities. In work related to themselves they begin to understand the meaning of words such as precious. Independence is fostered through strategies such as self-registration for a cooked lunch or sandwiches. There is a range of jobs allocated to the children and indicated on the job board, which encourages their independence.

Communications, language and literacy

67. By the time the children enter Key Stage 1, attainment is likely to be above the Early Learning Goals. The teaching is good and consequently most children make good progress. The teacher explains exactly what is required so that the children are clear about what they are doing. The children listen well when the teacher is talking and do not interrupt. They speak clearly and have interesting relevant things to say; for example they can all describe their favourite food. The children enjoy stories and books and several can already recognise some initial sounds. They enjoy playing in the baker's shop and take on different roles. Many children are beginning to write their name and a few already form some letters correctly.

Mathematical Development

68. In mathematics, attainment is likely to be above the standards expected and most children make good progress. The teaching is good with high expectations and a good balance of interesting activities to extend the children's thinking and understanding. Many children can already count to ten or above and can recognise numbers to 20 on the number line. When using the sand tray, children develop correct mathematical language and explore weight and capacity. Understanding of shape is developed through a range of building materials. There are useful opportunities for counting and sorting in the baker's shop. Several children are beginning to write numbers correctly and they can solve simple problems such as adding on one more or taking one away.

Knowledge and understanding of the world

69. Attainment is likely to be in line with the standards expected and children make at least satisfactory progress. The teaching is good with careful planning for interesting activities, which promote the learning. The children talk confidently about themselves and families and their likes and dislikes. They talk about the seasons and explore the feel and shape of leaves. They can cut, join and build for a range of purposes, such as building a vehicle to carry a toy duck. Information technology is appropriately used to support the curriculum and several children can already explain how to use the computer mouse. The children use their senses well in exploring the environment; for example in the bread making and tasting session.

Physical development

70. Only one session was observed during the inspection and it is not possible to make a judgement on the standard of teaching in this area. Based on this observation and that of children playing on large wheeled toys when the weather was fine, attainment when the children enter Year 1 is likely to be in line with standards expected. Children develop controlled manipulative skills using construction materials. In the hall they show an increasing awareness of space and stop and start quickly on instruction. They move around in different directions, taking care not to bump into each other. They ride bicycles and other wheeled vehicles with confidence.

Creative development

71. The children's attainment is likely to be in line with standards expected when joining Year 1 and most children make at least satisfactory progress. The teaching is good with appropriate use of praise and encouragement, which increases the children's confidence and enthusiasm. They experience a range of techniques and use media with increasing skill and confidence, for example when painting and drawing autumn

leaves and berries. The children make close observations of a painting of Spring by Arcimboldo and then select appropriate materials for their own autumn pictures. They explore texture and colour through paint, collage, observational drawings and dough. There is provision for good quality imaginative play. In a dance session the children listened well and moved in time to the music.

ENGLISH

72. Inspection evidence indicates that standards are above average at the end of each key stage, which is an improvement from the last inspection when standards were judged to be in line with average standards at both seven and 11. The school has successfully implemented the literacy strategy, which has had a positive effect throughout the school and helped raise standards. Overall, there is an upward trend in performance in National Curriculum tests at the end of Key Stage 1 and Key Stage 2, which is confirmed by the inspection evidence.
73. At the end of Key Stage 2, standards are above average in speaking and listening. Pupils speak confidently and with enthusiasm and are eager to share their ideas with the class. Pupils ask searching questions of each other and of the teacher in order to clarify their thinking and ideas. The quality of the teaching is mainly good with a brisk pace and good use of praise and encouragement, which increases the pupils' confidence. In a few lessons, the planning does not identify a range of activities for pupils of different abilities, and in these lessons the progress is slower. Standards in writing are above average. The pupils use a wide range of interesting vocabulary in their work, as for example in their autumn poems. They write in a range of styles such as a newspaper reporter describing a state of panic in the streets. One pupil writes about "clumps of technology wires and burning evil". The pupils are stimulated by the choice of activity and this encourages them to produce work of good quality. In Year 4, pupils write evocatively and with deep feeling about life in the workhouse, which shows very creative use of language. Poetry writing is of a good standard in the school; in each class there are examples of imaginative and original work. Teachers are enthusiastic about the subject, which is reflected in the pupils' own work; for example in their poetry writing. Handwriting is above average; it is carefully joined and consistent in form and style. Teachers explain exactly what is required and in the most successful lessons also reinforce the learning in a final session. This has a positive impact and by Year 6, most pupils often use grammar, punctuation and spelling correctly.
74. Pupils at the end of Key Stage 2 are above average in reading and they make good progress. They read fluently and with good expression and many are enthusiastic readers. They talk about books, which they have read and enjoyed, and they enjoy discussing their favourite authors. In Year 6, reading diaries are kept up to date with interesting information about each book. Progress in reading is slower in some classes when there is no clear system of home/school reading and there are insufficient exciting fiction books that are in good condition.
75. At the end of Key Stage 1, standards in speaking and listening are above average and most pupils make at least satisfactory progress. The teaching is mainly good with clear explanations and good subject knowledge, which has a positive impact on standards. Pupils develop confidence at speaking aloud in class, and they listen well to each other and to the teacher. In discussion they make relevant comments and use appropriate vocabulary. Standards in writing are above average and pupils in Year 2 are already beginning to write confidently for a range of purposes. Spellings of simple words are often accurate and pupils are developing useful strategies to help with their spellings. The use of punctuation is good for this age, with capital letters and full stops often in the right place. The standard of handwriting is also good; it is neat and well formed with many pupils already joining their letters correctly. Reading

during the inspection was about average for this age, but a significant number of pupils lacked enthusiasm. The 'Friends of the School' have recently purchased a new reading scheme to replace the older books, and pupils were more enthusiastic about reading these books. The home/school reading system is not consistent and the inspection team supports parents' views that it would be beneficial for this to be organised on a more regular basis.

76. The library has recently been re-sited in the hall and currently is underused. Several pupils throughout the school do not understand the classification system, although they can explain what the index and contents pages are. The use and provision of book areas varies in each class, some are attractive and contain a range of stimulating books which inspire interest and enthusiasm for reading, but others are cramped and contain books which are outdated.
77. Teaching in English is mainly good in both key stages, which results in most pupils making at least satisfactory progress, with good progress in Year 6. Pupils enter Key Stage 1 with skills that are above those usually expected, although there is a wide range of ability. The teaching in the literacy hour is mainly good; the literacy framework is used well to develop a range of skills, which are consistently reinforced throughout the curriculum. Pupils are introduced to a range of texts, which helps them develop appropriate skills. Progress in handwriting is good, and in their writing pupils develop a range of techniques and interesting styles. Consequently, work becomes more creative and imaginative as they move through the school. Throughout the school pupils with special educational needs make good progress, particularly when they are supported in class. Higher attaining pupils are appropriately catered for in most literacy lessons and they make good progress. Pupils who speak English as an additional language receive appropriate support in class and make good progress.
78. Teachers have appropriate expectations and in the most successful lessons there is a brisk pace and rigour and pupils are managed well. In a very successful lesson in Year 6, the teacher's own interest and enthusiasm fired the imagination of the pupils who produced high quality work. In a minority of lessons when the pace is slower, pupils are not so enthusiastic or attentive. This is also because in these lessons work is not sufficiently matched to the range of abilities. Teachers use a range of strategies in literacy, including skilful questioning to focus the pupils' attention. At the beginning of the lesson most teachers ensure that pupils understand exactly what is required, by reminding them about the previous lesson and setting out the learning objectives for the current lesson. At the end of the lesson, there is usually a useful plenary session, which draws everything together and helps to consolidate the learning. In the best examples of teaching, lessons are evaluated and the information is used in future learning.
79. Literacy is very well used throughout the school to support learning, for example in religious education, history and art. The school has also increased the use of ICT to support literacy. The monitoring of teaching, which has successfully taken place with informative feedback, has had a positive impact. The governors have not been involved in monitoring by spending time in the classrooms in order to fully inform themselves about the provision and learning that is taking place.

MATHEMATICS

80. Inspection findings indicate that pupils' attainment at the end of both key stages is above the national average. This has improved since the previous report and pupils are now attaining the high expectations set by the school as a consequence of the introduction of the numeracy strategy. The numeracy strategy is having a positive impact on pupils' learning and giving teachers clear guidance of expectations. Pupils

with special educational needs are making good progress in achieving their targets through very good support in the classroom.

81. Standards at the end of Key Stage 1 are above the national average and they make good progress. They learn to count accurately and begin to understand how to use mathematics in everyday situations. Many pupils in Year 1 understand the concept of 'one more than' and 'one less than' and in Year 2 they confidently count in twos and tens. In Year 1 pupils recognise two-dimensional shapes from their properties and above average pupils describe the faces of three-dimensional shapes to their partners. Pupils in Year 2 begin to understand the place value of two digit numbers using a range of practical apparatus and add ten and 11 to two digit numbers. All pupils have the opportunity to cover the full mathematics curriculum. Although data handling has not been covered yet as a separate topic pupils in Year 2 have used their knowledge and understanding of graphs effectively to record their eye colours on a chart.
82. By the end of Key Stage 2, pupils achieve good standards in most areas of mathematics, although evidence of attainment in handling data is limited. This is mainly because the school is carefully following the numeracy strategy planning and the topic is due to be covered later in the term. In Year 5 pupils record the pulse rate of seven pupils in their class before and after exercise accurately and Year 6 pupils record the temperatures of the planets in science. Progress over time is good because of the good teaching in basic skills which has a positive impact on what pupils achieve as they move through the school. By the end of the key stage most are competent in using a range of strategies to work out problems in their heads and explain their methods. In Year 3 pupils can count in multiples of three and Year 5 are confident in doubling and halving two digit numbers. In Year 6 pupils can add and subtract decimals accurately.
83. During the numeracy lesson pupils in both key stages use and apply their knowledge of mental calculations well. Teachers have good subject knowledge and are confident in teaching the subject. This helps to promote good learning through the clear explanations of tasks. By the end of the key stage, pupils change fractions to decimals using a number line and the more able pupils work to two decimal places. In Year 5 pupils can accurately calculate remainders as whole numbers and the more able pupils calculate remainders as fractions. The lower attaining pupils calculate remainders with support from the teacher. Pupils in Year 4 begin to recognise the relationship between standard units of measurements. They estimate and measure a range of objects including parts of their body accurately. In Year 3 pupils develop their understanding of directional language well by plotting positions on a grid using forward, anticlockwise, right and left turns.
84. The quality of teaching is good in both key stages and no unsatisfactory teaching was seen, which is an improvement from the previous inspection. Lessons are generally appropriately planned according to the numeracy strategy. The objectives are clear and satisfactorily shared with the pupils. The pace is often brisk and there are high expectations of behaviour and attainment. Teachers effectively target individuals with challenging questions to assess their understanding and to enable pupils to explain their methods of working, which impacts well on their learning. Where teaching is satisfactory, in 33 per cent of lessons observed, the pace of lessons were slower and there is a lack of range of activities to meet the needs of different ability groups, although extension activities are usually planned. Where teaching is very good, the teacher's very good knowledge and understanding enables her to ask very challenging questions and create very good pace to ensure full involvement of all pupils. Planning very clearly identifies a challenging programme of work for the range of ability groups in the class and this has a very positive impact on pupils' learning.

85. Assessment procedures are sound and the school is beginning to track individual pupil's attainment effectively and predict test results. Although the teachers are using the assessment tasks suggested in the newly introduced scheme of work, they are not all using them effectively on a regular basis to plan the next stages to meet the needs of the different ability groups. The co-ordinator has effectively monitored the teaching of the numeracy strategy and this has had a positive impact on both teaching and standards. The consultant for the local education authority has also made a substantial contribution to the teaching and monitoring of mathematics across the school. An evening for parents and pupils to introduce the numeracy hour was well attended and supported learning well.

SCIENCE

86. Standards of work in the school show the current Year 2 pupils in line with expectations for their age, and Year 6 pupils above expectations for their age.
87. At the beginning of Year 2 whilst studying the senses, pupils create a chart of the frequency of different eye colours in their class. They also identify and record, sounds and smells, liked and disliked. When using feely boxes they make the deduction that touch is not a reliable sense through which to identify objects. Pupils in Year 6 study the solar system using the Internet. They then use the information to create multimedia presentations, for example, about the planets, and use these to explain their findings to the rest of the class. Through teacher demonstration pupils deduce and then explain the appearance of the moon's phases.
88. Although support for science does not feature on the individual education plans for pupils with special educational needs these pupils are well supported by teachers and support staff and they make good progress. Pupils who speak English as an additional language make good progress overall.
89. In the majority of classes the contribution of science to literacy is restricted to answering of questions and completion of worksheets. The support science makes to numeracy is also limited. However the creation of the multimedia presentations in Year 6 not only makes a significant contribution to ICT but also to presentation and communication skills in literacy.
90. Overall, teaching is satisfactory at both key stages. The high standards at the end of Key Stage 2 are due to the very good teaching in Year 6. At Key Stage 2 one good and one unsatisfactory lesson was seen. All other lessons were satisfactory. The strengths in teachers are where they use their knowledge and understanding to question and challenge pupils' thinking and understanding, for example, helping them to deduce the shape of the half moon during waxing and waning. However, teachers' planning for lessons does not always use pupils' prior achievement sufficiently in order to ensure that pupils of all abilities are fully challenged and lessons have pace and rigour.
91. The introduction of a new scheme of work and assessment procedures is having a significant effect on standards and the teachers' ability to plan work that is appropriate and builds on pupils' knowledge, understanding and skills. New assessment procedures identify pupils' progress but these are not being used consistently by teachers to plan challenging work to match the needs of the full range of ability in their classes. While pupils make good progress overall there is little information to support teachers in developing pupils' investigative skills, particularly in developing strategies that will encourage pupils to organise their own experiments and communicate their findings to others in a scientific manner.

ART AND DESIGN

92. Standards in art at the end of Key Stage 1 and Key Stage 2 are in line with expectations for pupils of this age. This is a significant improvement since the last inspection when standards were below expectations. A policy has been developed and a scheme of work introduced to support teaching and help ensure progression of skills. Four lessons of art were observed, in addition to scrutiny of work and discussions with pupils.
93. In Year 1 pupils make prints with regular patterns using a variety of shapes. Good progress is made during this activity because of the interaction of the teacher in helping the pupils realise how the technique could be improved. In Year 2, pupils mix colours to create secondary colours and shades when painting portraits. They talk about their feelings and respond to the different artefacts in use. They use a range of materials with confidence and investigate different medium such as paint, pastel, charcoal and crayon. Planning indicates the opportunity to become familiar with the work of different artists such as Monet. Pupils with special educational needs and those who speak English as an additional language make progress similar to that of all pupils.
94. In Year 5, pupils concentrate well on still life drawings and use their knowledge and understanding of different artists to develop their own techniques. The teacher's own enthusiasm fires their imagination and interest. At the end of Key Stage 2, pupils produce high quality work related the 'War of the Worlds'. The teacher manages the pupils very well, which ensures that they work with high levels of concentration as they listen to the words and music and are eager to produce their best. They draw with accuracy and care, as for example the sketches of scenes from London. Their drawings of fighting machines are intricate and show imagination. Paintings of autumn leaves show confident use of a range of materials. The enthusiastic attitudes which pupils have towards the subject have a positive impact on the quality of work. Pupils also show respect and appreciation for each other's work, which helps to develop their self-esteem.
95. The subject makes a good contribution to pupils' skills in literacy. For example in Year 6, poems written with care and imagination are appropriately illustrated with drawings. In another lesson, pupils listen well to an explanation about the artefacts in a still life drawing. In Year 6, writing and art are very skilfully linked in the current topic.
96. The quality of teaching is satisfactory overall with good teaching in Key Stage 2. Learning objectives are clearly identified and the pace is appropriate, allowing sufficient time for quality work to be completed. Questions are well chosen to stimulate ideas and provide opportunity for all pupils to make a response. Work is celebrated in displays, which is an area that has improved since the last inspection. Teachers have increased their own confidence in the subject, which engenders more confidence from the pupils in their own work. The co-ordinator, who takes a keen interest in the subject and its development, has worked hard to support staff and ensure that there has been sufficient progress. Whole-school topics, such as the one on Monet's Garden and the Millennium Banner, succeed in inspiring quality work and a high level of interest.

DESIGN AND TECHNOLOGY

97. The school had very limited examples of pupils' work and only one lesson was seen. It is therefore not possible to make a secure judgement on the standards of design and technology in the school or on the standards of teaching in this subject. In a Year 3 lesson pupils created simple plans for a Viking mask and, were able to identify

where they were going to use a hinge and a splay joint in its construction. Their attitudes to the subject showed responsibility, enthusiasm and were generally satisfactory. The school has introduced an informative scheme of work since the last inspection.

HISTORY AND GEOGRAPHY

98. Standards of attainment in history and geography are as expected when pupils leave the school at 11 years of age and they make satisfactory progress in their learning. Standards have been successfully maintained since the previous inspection. Evidence for geography was limited as both subjects are taught in blocks at various times during the school year but evidence from teachers' planning, talking to pupils and a very small sample of pupils' work indicate satisfactory standards overall. Most year groups have a history topic this half term.
99. By the end of Key Stage 1, most pupils achieve the standards expected for this age. They demonstrate awareness of the differences between the past and present and of some important events in history. In Year 1 pupils confidently describe some of the household items from Victorian times and draw one of the artefacts. For example they can describe the function of a mincer, a carpet beater and a cobbler's last satisfactorily. In Year 2 pupils use the information about 'The Great Fire of London' well to complete an assessment task and draw a picture of their own idea of the scene.
100. By the end of key Stage 2, pupils satisfactorily show a developing knowledge and understanding of aspects of the history of Britain and the wider world, using an appropriate range of sources. Thorough long-term planning by teachers ensures the appropriate development of skills and knowledge. Pupils in Year 3 satisfactorily investigate why the Vikings travelled from their homeland and where they settled. In Year 4 pupils enthusiastically discuss the differences between Victorian homes and modern houses. They look in detail at the homes of the rich and poor people living in the Victorian times. Pupils in Year 5 make notes from a video about the importance of the River Nile to the ancient Egyptians and then discuss their findings. In several lessons there were appropriate links with geography, although geography has a main focus later in the year. For example, pupils in Year 3, can underline the names of the Scandinavian countries in the text and the geographical features mentioned. In Year 5 pupils know that the River Nile is still a very important river and begin to see the effect of the river on landscape and settlements in the area. Some pupils in Year 5 can recall information about rivers from a study in Year 4 and can describe the main features using appropriate geographical vocabulary, for example delta, source, waterfall and tributaries.
101. Pupils with special educational needs and those who speak English as an additional language, make satisfactory progress throughout the school.
102. The quality of teaching in history is satisfactory and pupils are making sound progress in their learning. No teaching of geography was observed during the inspection. Teachers clearly share objectives with the pupils at the start of lessons and use satisfactory questioning to promote discussions. All pupils' contributions are valued by teachers and used effectively to support learning. They have high expectations of behaviour and appropriately use the school's behaviour management strategies during lessons. This has a positive impact on learning. Teachers have sound subject knowledge, which ensures all aspects of the subject are covered.
103. Pupils have positive attitudes to the subject and they are keen to find out information related to the topic. The development plan clearly highlights plans to review the introduction of the national schemes of work in history and geography, which are

supporting teachers with their planning well. The co-ordinator effectively gives teachers support and guidance with planning and satisfactorily monitors planning to ensure continuity and progression of skills. There are plans to introduce the expectations set out in these guidelines to support teachers with assessing attainment in these two subjects. Resources are satisfactory and appropriate use is made of local places of interest and the annual visit to Cliffe House. The school makes effective use of the county's library service for books and artefacts to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Pupils' standards in ICT at the end of Key Stage 1 and Key Stage 2 are in line with expectations and their progress is satisfactory. This is a significant improvement since the last inspection when standards were judged to be below national expectations. Improvements are due to the enthusiasm and dedication of the co-ordinator, upgrading of hardware and software, implementing a scheme of work, the development of assessment procedures and increasing staff expertise through the use of the new opportunities fund for in-service training of teachers.
105. At Key Stage 1 pupils word process reports using the shift and caps lock where appropriate, for example; in art by explaining their feelings about a painting of 'Monet's Garden' and the writing of prayers. These activities make a significant contribution to literacy. In Year 2, they use a digital camera to record aspects of their work, access the Internet to download pictures to support their work on birds and use a graphics program to emulate the work of Monet.
106. By the end of Key Stage 2 pupils continue to build on skills taught in Key Stage 1. To support geography and numeracy Year 3 pupils use the computer to graph the range of water temperatures around the world. Year 4 pupils write poems using range of fonts, texts and colours. The use of ICT to support literacy is developed further through the creation multimedia presentations by Year 6 pupils on the animal kingdom, the human body and the earth in space.
107. Although support for ICT does not feature on the individual education plans for pupils with special educational needs, these pupils are well supported by teachers and support staff and make sound progress. Pupils who speak English as an additional language make satisfactory progress. Higher attaining pupils do not always make enough progress as the planning does not always clearly identify their needs.
108. As no whole-class teaching of ICT was seen during the inspection it is not possible to make an overall judgement on the quality of teaching. However from teachers' planning, the positive attitudes of pupils who use computers in classrooms with enthusiasm and responsibility, and the sound progress made, teaching is at least satisfactory. The school makes good use of a technical support assistant who visits the school weekly to support pupils in each class.

MUSIC

109. The standard of music has improved since the last inspection. The school has introduced useful guidance and has bought a commercial scheme, which has helped to improve staff confidence and ensure progression of skills and knowledge for the pupils. Teachers have developed their own confidence, which has had a positive impact on standards. Three music lessons were observed in addition to singing in Key Stage 1 hymn practice. At the end of Key Stage 1 and Key Stage 2 the majority of pupils achieve standards that are broadly expected for their age and they make satisfactory progress.

110. By the end of Key Stage 1, the pupils' awareness of rhythm and composition is satisfactory. They copy rhythm patterns by clapping or tapping. The pupils sing tunefully with enthusiasm and know a range of hymns and songs by heart. They keep reasonable time and maintain the beat.
111. In Key Stage 2, pupils play a range of untuned instruments correctly and in Year 4 they respond correctly to symbols for loud and quiet sounds. By the end of Key Stage 2, pupils have very good ideas for interpreting sounds and music. They recognise and explore the relationship between sounds and realise how music reflects differing intentions. They compose a class composition with enthusiasm and enjoyment and are eager to carry on in the next lesson. They have good work habits and very good listening skills, which enables everyone to benefit from the lesson and good progress to be made. High standards of behaviour are expected and achieved and pupils are taught to handle the instruments carefully.
112. The standard of teaching is satisfactory overall. Teachers manage the pupils well and provide a suitable range of activities. The pace of lessons is appropriate and clear objectives are set. This ensures that pupils know exactly what is expected and they try their best. Pupils enjoy music and singing, for example in assemblies, when they sing with enthusiasm. Pupils who have specialist teaching for different instruments are enthusiastic and make good progress.

PHYSICAL EDUCATION

113. Pupils' standards in dance and games, at the end of Key Stage 1 and Key Stage 2, are in line with expectations and their progress is satisfactory. It was not possible to identify whether pupils' standards in gymnastics had improved since the last inspection, as gymnastics was not part of the scheme of work for this term. However, the gymnastics equipment that was criticised in the last report has been replaced.
114. By the end of Key Stage 1 many pupils are developing improved levels of control and mobility. Year 1 pupils respond to music imaginatively and copy simple sequences that involve stretching, bending, running on tiptoe and skipping. Year 2 pupils move forwards and backwards and use space to avoid collisions whilst running. A significant majority is able to pass a ball accurately.
115. By the end of Key Stage 2 pupils move around with increasing control and awareness of others. In Year 3 the vast majority of pupils are able to skip and dance in time to music and make progress in executing country-dance routines. By Year 4 pupils balance and strike a pose using three points of contact with the floor and a significant minority of pupils achieve this using two points of contact. At the end of the key stage, pupils make good progress with good links with literacy and music. This enables pupils to develop collaborative dance routines to depict aspects of the 'War of the Worlds'. Good links with science are also made when pupils graph changes in their pulse rate due to exercise. In 1999 all Year 5 pupils were able to swim at least 25 metres. The vast majority of pupils exceeded this. A significant minority swims at least 400 metres.
116. In all lessons pupils with special educational needs and those who speak English as an additional language, make similar progress to the rest of the class and are well supported by learning support assistants. Pupils' attitudes to physical education are generally satisfactory and very good in Year 6, where they are fully committed to collaborative teamwork in their dance routines.

117. Overall teaching is satisfactory. All six classes were seen with one very good lesson and one unsatisfactory lesson in Key Stage 2. All other lessons were satisfactory. The most successful lessons were those where the teacher was clear about what the children should achieve by the end of lesson; the pace of the lesson ensured the engagement of all pupils, and pupils were active for the vast majority of the time. However, insufficient attention was given in the planning of lessons to identify a range of expectations to ensure pupils of all abilities were sufficiently challenged. The new scheme of work is ensuring that skills are built on from one year to the next.

RELIGIOUS EDUCATION

118. Religious education was the subject of another separate inspection, which was held at the same time.