

INSPECTION REPORT

DEAN GIBSON CATHOLIC PRIMARY SCHOOL

Kendal

LEA Area: Cumbria

Unique reference number: 112341

Headteacher: Ms M Doyle

Reporting inspector: Mr P Snelling
3624

Dates of inspection: 20th to 22nd November 2000

Inspection number: 224969

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S. O'Halloran
Date of previous inspection:	November 1996

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Mrs J Overend OIN 13723	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mr D Twist OIN 1492	Team inspector	Special educational needs Science Art Design and technology	Teaching and learning
Mrs L Traves OIN 24039	Team inspector	English as an additional language Foundation Stage English Information technology	The school's results and pupils' achievements
Mr B Ashcroft OIN 30954	Team inspector	Mathematics Geography History Physical education	Quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dean Gibson Catholic Primary School is about the same size as most primary schools. There are currently 210 boys and girls on roll aged from 4 – 11 years. The school draws its pupils from a wide area around Kendal as well as the town itself because it is the only Catholic primary school in the area. It thus draws from a wide variety of social and economic backgrounds. Five per cent of pupils are entitled to free school meals, which is below the national average. Eight per cent of children have special educational needs, including statements, which is well below average. There is one pupil who speaks English as an additional language and from an ethnic minority. Pupils enter the reception class with a wide range of abilities though the general level is just above average.

HOW GOOD THE SCHOOL IS

Dean Gibson is a good school with a strong tradition of success in teaching English. Firm foundations are laid in the reception class where basic skills are taught well. This is built on successfully in Key Stages 1 and 2 by good teaching. As a result, pupils' achievement grows as they move through the school. By the time they leave, nearly all the pupils reach the standards expected of 11year olds in English, mathematics and science, and many do better in English. The headteacher and governors lead the school well. The cost of running the school is low so it gives good value for money.

What the school does well

- The school consistently achieves outstanding standards in writing and very good standards in reading.
- Standards in history and music are above average.
- Relationships between the children are very good, particularly in the way the older pupils help the younger ones and all pupils help each other.
- Pupils achieve excellent attendance, which supports their good progress.
- The school takes very good care of its children. It promotes their personal and social development well, building on a strong start in the Foundation Stage.
- Parents make a significant contribution in helping their children learn to read.

What could be improved

- The challenge to higher attainers in mathematics and science.
- Keeping a check on the quality of teaching and learning, and evaluating how well the school is doing.
- The procedures for supporting pupils with special needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a better school than it was at the time of the previous inspection in November 1996 and its rate of improvement is good. Standards in information and communication technology (ICT) have improved, with pupils now reaching the levels they should for their ages. There is a wider range of work undertaken in mathematics, science and physical education. Schemes are now in place in all subjects to help teachers plan new work that builds on pupils' previous learning. Teaching is better, with the amount of unsatisfactory teaching reduced. Standards are higher at 11 in English and mathematics than they were previously judged to be. Strong

features of the school, such as its high levels of care for pupils, have been sustained, and spiritual and multicultural education are more prominent than before.

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	A*	A	A	A	well above average A above average B
mathematics	B	D	B	D	average C below average D
science	B	E	C	D	well below average E

The test results show that pupils consistently reach high standards in English. Even in 1999, when there was a larger than usual number of pupils with special needs in Year 6, standards were maintained in English, though they fell in mathematics and science. This reflects the priority that the school gives to reading and writing, though there is too little time given to mathematics in the junior classes.

Whilst the Year 6 pupils last year attained much higher standards in English than pupils in similar schools, they did not perform so well in comparison in mathematics or science. In all three subjects a large proportion of the pupils reached the expected level at 11. However in English, more than half the pupils reached the higher Level 5, whereas in mathematics and science this was nearer to a quarter. This points to what the school needs to improve to raise its standards further – the performance of higher achievers in mathematics and science. Work seen during the inspection reflects the test results and shows that the present Year 6 pupils are on course to reach standards close to those achieved in 2000. Standards reached in writing are exceptionally high because it is taught particularly well throughout the school. Standards in science remain average because junior pupils are not given enough challenging investigations to help them reach higher levels. Pupils reach average standards in information and communication technology (ICT), geography, art, physical education, and design and technology. In music and in history they reach above average standards.

Pupils make steady progress in the Foundation Stage and reach the levels they should at six. They reach better than average levels in developing their personal and social skills because of the high emphasis given to it. By the end of Key Stage 1, pupils' writing is well above average and their reading and mathematics are above average. Pupils achieve well in the junior classes, though they do not reach their potential in Year 4 because teaching and learning are not as effective.

Over the past four years, apart from 1999, the school has maintained its standards in English and mathematics above the national level. However its targets for 2001 in these subjects are not as challenging as they might be, bearing in mind the improvements made in teaching literacy and numeracy over this time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good in the Foundation Stage and Key Stage 1. Mainly good in Key Stage 2, though a few lose concentration and interest at times in lessons. Pupils are very keen to take part in whole school events.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and at other times such as lunchtimes and playtimes.
Personal development and relationships	Very good. Pupils get on very well with each other. Older pupils give sensitive support to younger ones.
Attendance	Excellent.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	satisfactory	good	good

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

Teaching is better than it was at the time of the previous inspection. Ninety five per cent of the lessons observed were satisfactory or better and of these, fourteen per cent were very good or excellent. Teaching in Key Stage 1 is consistently good, with 4 out of 5 lessons seen good or better. Whilst teaching in Key Stage 2 is mainly good or better it is not as strong as in Key Stage 1. Although the unsatisfactory teaching has been much reduced since the previous inspection, some unsatisfactory teaching was observed in Year 4. Much of the teaching seen in Year 6 was exciting and challenging for the pupils. Good teaching was observed in Year 3 and some very good teaching in Year 5.

Literacy is taught well, particularly writing. In Key Stage 1, pupils are challenged to write often and in many different ways for different purposes. In Key Stage 2, teachers are particularly good at teaching more advanced writing skills. Numeracy is taught well, particularly to the older children, though higher achievers could sometimes be given harder work at all ages. There is valuable specialist teaching in music and in ceramics, and teaching of history is very good. Teaching of pupils with special needs is satisfactory. It is at its best when the teacher has an up to date plan for the pupil on which to base the work.

In the Foundation Stage, teaching of personal and social education is strong. All the adults set out clearly for the children what is expected of them and they respond well. In Key Stage 1 the activities given to pupils challenge and interest them. Relationships between teachers and pupils are strong, and pupils work hard and quietly. In Key Stage 2, teachers ask pupils searching questions which make them think. The best lessons move quickly through the introduction and into interesting activities, well supported by good resources. Where teaching is unsatisfactory pupils do not make enough progress. This is mainly because the work planned for some pupils is not based on what they have achieved previously and lessons are not sufficiently well organised to sustain a fast enough pace of learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for pupils in the Foundation Stage and Key Stage 1. Satisfactory for pupils in Key Stage 2, where some aspects of science and information technology need further development. Visits and visitors enrich the pupils' experiences, particularly in history.
Provision for pupils with special educational needs	Some unsatisfactory aspects. Procedures are not tight enough to ensure that these pupils always have an up to date individual plan and suitable work.
Provision for pupils with English as an additional language	No additional support needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. The school is effective at raising pupils' moral and social awareness and in helping them develop respect for each other. Teachers make good use of whole class discussions (circle time) to talk about concerns.
How well the school cares for its pupils	The school cares for its pupils very well. It has strong procedures for ensuring child protection and for dealing with health and safety matters. Staff know the pupils and their backgrounds well and are sensitive to their needs.

The school has a very strong partnership with its parents. The quality of information provided to them about school events and the curriculum is good. Reports to parents on pupils' progress are detailed but targets for improvement could be clearer.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision and the determination to move the school forward. Management ensures a caring ethos within which the school achieves its main aims. Teachers lead change soundly in the subjects they are responsible for. Leadership in ICT is very effective.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They have a good understanding of the strengths of the school and what needs to be developed further.
The school's evaluation of its performance	The school knows the broad areas that need to be improved. However, there is not enough systematic analysis of pupils' attainment or the teaching and learning to find out exactly what needs to be done within the broad areas.
The strategic use of resources	Financial planning is good and grants such as those for developing ICT are used purposefully.

The school has sufficient staff, and the accommodation and learning resources are adequate. The school checks to see if it is getting best value; for example by consulting parents over changes and employing the services of an efficient bursar.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children are happy to come to school and make good progress• The ease with which they can approach the school with questions or problems• How the school expects pupils to work hard and do their best• How the school helps their children to grow up and become mature• The school is well led and managed, and teaching is good.	<ul style="list-style-type: none">• The range of activities provided by the school outside normal lessons.• The amount of homework.

A substantial number of parents returned a questionnaire and most expressed strong support for the school. Inspectors agree with their positive views. The range of activities outside normal lessons, such as after school clubs or school performances, is similar to that usually found in schools of this size. The school's policy for homework could be made clearer to parents. Certainly homework and parents play a very valuable part in developing pupils reading skills at Key Stage 1 and their research skills in Key Stage 2

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class at the beginning of the academic year in which they are five years old. Most have attended local nursery provision. On entry, the majority of children demonstrate slightly above average skills for their age. At this stage, their attainment in language and literacy is stronger than it is in mathematics. Children make steady progress and most are on course to reach the standards expected nationally (the early learning goals) at the end of their reception year. In personal, social and emotional development, most will exceed these standards. This is because a high emphasis is placed on creating an environment in which pupils feel happy and secure. Adults have high expectations of their work and behaviour. It is also because of the good opportunities provided for pupils to work together on a wide range of practical activities. They are given a good grounding in the basic skills of literacy and numeracy and this prepares them well for Key Stage 1.
2. As pupils move through the infant classes, they make good gains in their learning, building quickly on their sound start. By the end of the key stage, their work shows that standards in reading are above average and well above average in writing. Standards in both reading and writing are well above average at Key Stage 2 and pupils achieve very well in literacy, particularly in Years 5 and 6. This strong picture is largely reflected in the most recent test scores, in which pupils at Key Stage 2 attained well above average results in relation to the national picture and also in relation to similar schools. Key Stage 1 pupils attained above average standards in reading and well above average in writing, when compared to all schools. When compared to similar schools, their attainment was average in reading and above average in writing. This was because fewer pupils achieved the higher level (Level 3) in reading. More pupils are expected to reach this level in the 2001 tests.
3. The very high standards in reading and writing are largely explained by the fact that it is very skilfully taught. In both key stages, pupils are given an outstanding range of opportunities to write for different purposes and in different contexts. In the infant classes, pupils are taught how to read fluently and with good expression. They are systematically taught the skills they need to work out new words. In most junior classes, pupils are taught the more advanced skills of reading and writing with flair and imagination. Pupils are encouraged to use their writing skills well in other subject areas, particularly history. The school has a tradition of high standards in English; parents appreciate this and give very good support at home. This helps pupils get off to a flying start.
4. In mathematics, standards of work seen in both key stages were above average. In the most recent national tests, the school's performance was above average in relation to the national picture but below average when judged against schools with similar circumstances to Dean Gibson. This was because fewer pupils attained the higher level (Level 5) in the tests. Standards in mathematics are improving overall, and pupils at both key stages achieve well. The numeracy strategy has been successfully implemented and adapted to meet the needs of the school. Mental strategies are well developed and teachers have a very clear idea of what they want pupils to learn. There are occasions, however, when the higher achieving pupils in some classes are not sufficiently challenged by the tasks they are given. This happens, for example, when all are doing the same work regardless of ability.

5. The school exceeded its target in English for 2000. The target set for 2001 is more realistic for this particular group of pupils but could be even higher. In mathematics, the target was achieved in 2000. The target for 2001 is set too low in relation to the abilities of this group of pupils.
6. Standards of attainment in science are above average at Key Stage 1 and average at Key Stage 2. At both key stages, results of the latest tests and teacher assessments show that while most pupils reached the standards expected nationally, fewer attained the higher levels (Levels 3 and 5). Also, in the 2000 tests, boys attained higher standards than girls. However, results over the last four years show that this is not a typical picture and current inspection findings bear this out. Pupils achieve well in Key Stage 1 because they are provided with a good range of scientific experiences. This enables them to talk with confidence and understanding about what they have found out. They also have a good grasp of what must be done to make the tests they carry out fair. Throughout Key Stage 2, pupils make satisfactory gains in learning. Most groups of pupils do equally well in all aspects of science. However, higher achievers are not sufficiently stretched, particularly in more advanced investigative work.
7. Pupils reach average standards in most other subjects of the curriculum. Standards in art, design and technology, information and communication technology (ICT), physical education and geography are typical of those found in most schools. In ICT, pupils are best at word-processing and desktop publishing because they are given a wide range of opportunities in these aspects. Standards in data handling are not as good because this aspect of ICT is underdeveloped, particularly in other subjects such as mathematics and science. Pupils make very good progress in ICT in Year 6.
8. Standards are high in history as a result of exciting teaching and also because the curriculum is brought alive through visits and visitors. In music, specialist teaching ensures that pupils are given a good range of lively and interesting opportunities to develop their musical skills to an above average level.
9. Pupils with special educational needs achieve satisfactory standards. There are some good individual examples of teachers supporting pupils sensitively to ensure they are included in lessons. This develops their confidence. For example, in a Year 5 history lesson, a pupil was given an amended recording sheet to enable him to undertake the same work as the other children in a way that best suited his needs. Good use is also made of visiting specialists such as speech therapists, to give children the appropriate support to help them learn. However, pupils' individual education plans are not always sufficiently up to date or detailed enough to ensure that work is closely matched to needs. There are no pupils with English as an additional language who have particular needs or require additional support. The school has not identified any pupils as gifted or talented.

Pupils' attitudes, values and personal development

10. The school has sustained its high standards in this area since the previous inspection and parents are pleased by the attitudes and values their children develop. Children in the Foundation Stage have very good attitudes to learning. They are willing to share and take turns. This is seen in class discussions where they are keen to participate but respect the rules of discussion time. The children settle quickly to their work even after a wet playtime. They respond with confidence to adults and other children. Pupils' attitudes in the infant classes are also very good. They work very well independently and sustain their concentration, when required, without teacher direction, as seen in

the literacy and numeracy lessons in group work time. In the junior classes, attitudes to learning are more variable though good overall. Pupils' attitudes are best where the teaching is exciting and the tasks interesting. Children give less attention to their work on occasions when teachers do not demand high standards or tasks are mundane. All pupils are very enthusiastic in activities to support the school such as collecting tokens for resources or in helping charities such as the Blue Peter Appeal.

11. Pupil behaviour is good overall and has a positive impact on the whole of school life. The children are polite, friendly and helpful. In the playground they play well with each other and with the play equipment. They show great respect and interest during assemblies and prayers. There have been no exclusions in the past year.
12. Children's personal development and relationships are very good. They are given responsibilities such as being library monitors and they respond very well to this provision. Older children work with younger ones at wet playtimes and in the 'stars club' where they read together. One effect of this is that the children are kind to each other. They work well together and can cooperate and collaborate effectively. They show respect when others are sharing ideas and opinions. They also use their initiative and have the skills to extend their own learning through research at home and in class.
13. The attendance rate is excellent. Unauthorised absence is rare and pupils usually arrive at school in good time. This promotes their good progress.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching has improved since the previous inspection and is now mainly good. Teaching in Key Stage 1 has improved significantly and is now consistently good. In Key Stage 2, teaching is more varied, ranging from excellent to a small amount of unsatisfactory teaching. The best teaching was seen in Years 5 and 6. The unsatisfactory teaching was seen in Year 4.
15. In the reception class (Foundation Stage) most teaching is satisfactory and some is good. The basics of literacy and numeracy are taught well. Pupils quickly pick up letter sounds and names because they are constantly and skilfully reinforced, as are early concepts of number. The real strength of the reception teaching is in the development of pupils' personal and social skills. Teachers and other supporting adults provide excellent examples. They set out clearly what is considered to be good behaviour and promote it effectively through activities such as 'circle time', which is used to discuss topics such as how pupils would feel if others had been unpleasant to them. Adults give strong guidance on what they feel to be the right moral line. A weakness in the reception teaching is that opportunities are sometimes missed to extend children's vocabulary. For example, role-play activities take place without appropriate key words or terms being identified for the children to practise. These situations do not develop speaking and listening skills as quickly as they might, as the teacher does not provide tasks or problems for the children to act out.
16. In Key Stage 1, teaching is good in four out of every five lessons. Teachers establish very good relationships in which pupils have the security to show their excitement, whilst retaining their respectful approach to the teacher. They are also given the confidence to ask for guidance whenever they need it. For example, when division problems were introduced to Year 2 and a boy remarked 'That's scary!' the teacher reassured him through a quick demonstration that there was nothing to worry about. A key feature of teaching in this key stage is the way pupils' interest is captured through well-presented activities. For example, in a Year 1 mathematics lesson in which

potatoes and physical education hoops were used to help the children visualise the addition process, they quickly tuned in to the point of the activity. Literacy teaching is a real strength. For example, teachers are skilled at leading guided reading activities in which pupils are taught how to read in tune with punctuation. As they spot clues such as question marks, they respond by changing their expression or varying their tone of voice. Skills such as these typify their effective learning in these sessions. Teaching of writing is equally good and teachers plan a range of varied opportunities for pupils to write in different forms. For example, they make small books about the making of fossils, which helps the pupils to understand the how to write in a sequence. Good lesson organisation also helps pupils to become independent. When the teacher works with a chosen group, other pupils quietly get on with their own tasks. This only happens because they have been taught to have good attitudes to their work and are usually given tasks that maintain their motivation and interest.

17. Although the Key Stage 1 teaching is good, there are some occasions when activities do not always challenge pupils and teachers 'play safe'. In mathematics, for example, higher achievers sometimes complete their activities too easily, such as when Year 1 pupils were set the task of making pairs of numbers that add up to ten. Some were able to 'coast' through this.
18. In Key Stage 2, pupils make big strides in their learning in Years 5 and 6 as a result of enthusiastic and engaging teaching. In many lessons the pace is sharp and teachers clearly expect a lot of the pupils. In history, a subject which is taught well in Key Stage 2, the Year 5 teacher brought the Tudor period to life when, after a video sequence, she took pupils' questions in the guise of a character from the period. References to features of the pupils' own area, such as local almshouses, set events in context and enhanced their learning considerably. Year 6 work on historical sources of information was similarly thought provoking as pupils were challenged to distinguish between 'What you can be sure about' and 'What may be true'. Year 6 pupils benefit from lively presentation of information, shown in a science lesson when the teacher set up an effective demonstration of the Earth's orbit with help from volunteers and good use of a globe. The session stimulated pupils' own questions such as 'How come eclipses are so rare?' Humour is a frequent characteristic of the teaching in this class and this helps to cement the good relationship between teacher and pupils.
19. Most of the teaching seen in Year 3 was good. Lessons were well planned with interesting activities and carefully chosen resources to hand, so that learning got underway quickly. Work was usually well matched to pupils' abilities though more attention was needed at times to ensure that all groups tackled it with equal commitment. In Year 4, shortcomings were observed in some of the teaching. Lesson plans did not always cater sufficiently for different levels of ability by providing appropriate levels of challenge. This resulted in some pupils being bored by tasks that were too easy for them whilst others struggled to follow what they were supposed to do. Some tasks were dull and did not lead children on to significant new learning; for example in science, when pupils were asked to make a list of foods they eat from different categories, which did not add to what they already knew.
20. Teaching of literacy and numeracy is good overall in Key Stage 2 and very good in Years 5 and 6. In Year 5, pupils develop very good writing skills. This is because the teacher inspires them to write well by choosing high quality materials to study. She knows what features demonstrate good quality writing and communicates this well to the pupils. In Year 6 mathematics lessons, the pupils are made to think hard about the accuracy of their answers in mental arithmetic sessions. The quick pace of

questioning keeps them on their toes and the way in which these challenges are presented as a game keeps pupils interested and keen.

21. Teaching of high achievers is good in English, where they are challenged at a high level. It is not so good in mathematics and science because the tasks they are given do not always stretch them. For example in science, pupils' work shows that whole classes sometimes undertake activities and record them in the same way. This challenges average pupils but does not take high achievers the extra mile.
22. Teaching of pupils with special needs is satisfactory overall but there are variations. At times these pupils are well supported, such as in a Year 3 mathematics lesson, when a student was assigned to prompt pupils with their calculations. At other times, pupils need more support, such as when their basic reading skills do not allow them to understand questions on work sheets. Progress for some is limited because their individual learning plans are not up to date and teachers do not have the benefit of clear targets to work towards.
23. Specialist teaching in music and ceramics is very effective. A high level of expertise delivers very good learning through activities that challenge and motivate pupils. The use of lights and a spiders web made of tinsel to create atmosphere in a Year 4 music lesson entranced the pupils and shows what can be achieved with inspired ideas.
24. Homework is used well to support pupils' progress, with regular spellings and reading for younger children and research tasks for older ones.

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

25. The curriculum for the Foundation Stage is good and has no weaknesses. All the areas are provided for and there is a good range of practical 'hands on' activities. These activities have a good balance between those which are directed by the teacher and those which the children choose for themselves.
26. The quality of the curriculum is good in Key Stage 1 and satisfactory in Key Stage 2. It has improved since the previous inspection. The school meets its statutory requirements and teaches all the subjects of the National Curriculum including religious education. The curriculum is broad and relevant though there are some areas of science and ICT in Key Stage 2 that need further development. Science investigations do not sufficiently challenge higher achieving pupils, and data handling is not developed well enough in ICT to support work in mathematics and science. However, computer skills are used well in the other subjects, particularly to support literacy work. Computer provision is used well in real life contexts; for example, in designing tickets for the school disco.
27. The curriculum time given to subjects is not well balanced. Whilst the time given to English across the school, and to physical education and music for the older children, is generous, the time given to science is insufficient in some classes. In mathematics the time allocated is insufficient throughout the school.
28. The school has implemented the nationally recommended strategies for the teaching of literacy and numeracy. The curriculum in these subjects is of good quality and has been adapted to meet the needs of most pupils. However, this has not been done as successfully in Year 4 as it has in other classes.

29. The application of literacy skills is very good across the curriculum; for example, in the way research skills and writing skills are used in history. Numeracy skills are not so well applied and this is reflected in the difficulty that some pupils show in interpreting tables in science.
30. Visits and visitors to the school enrich the curriculum, particularly, in history and art. For example, the annual residential trip to York, which Year 6 pupils attend, adds interest, enjoyment and first hand experience to their learning.
31. Children with special needs and pupils who need them, are provided with individual education plans. However, these plans are not always kept up to date and, when this is the case, they do not provide enough guidance for teachers to ensure that work is always closely matched to the pupils needs.
32. A minority of parents indicated on the questionnaires that they were not happy with the provision of activities and clubs outside lessons. However, provision is in line with that in other primary schools and is satisfactory. It has improved since the previous inspection.
33. The school makes very good provision for pupils' personal development. The governors' policy is not to have formal sex education but health education and awareness raising about healthy living is covered well through the science curriculum. The school makes very good use of community expertise; for example the school nurse and the police, whose 'junior citizens' scheme is used to teach about making choices and drugs education. There are good links with the community which contribute well to pupils learning. For example, the school has a very creditable record from its participation in a local Horticultural Society show. Good links exist with both local secondary schools. This helps children through their transition, and also enhances learning through shared project work. There is a good link to the local further education college. Students from the college have helped the children with their history project '100 years ago'.
34. The parents are happy with the values and attitudes promoted by the school and their children's responses. The provision for spiritual development has improved and is now good. The statutory requirement to have a daily act of worship is met. The assemblies are planned to provide thoughtful themes, times of reflection, praise and prayer. Junior children can also take part in a prayer meeting held in the lunch hour, which is well attended. The curriculum is also used well to promote children's understanding of their own feelings and beliefs. This was seen in an English lesson where children were discussing a poem and had to write an obituary. They showed great sensitivity and empathy.
35. The school has maintained its good provision for moral development. Children are encouraged to show through their behaviour that they know right from wrong, and care for one another. All staff throughout the day reinforce this. Teachers organise ethical debates, for example in religious education, and reception children were seen to discuss simple moral themes.
36. The provision for social development is good, and relationships are very good. Older children are encouraged to look after younger ones and to work well together. The citizenship programme, visits and visitors help children to understand their society. The residential visit develops pupils' social awareness and further develops their ability to work together. The provision for cultural development has improved since the last inspection and is now good. Work on the pupils' own cultural heritage is strong and

includes visits to places of historical interest such as York, theatre group work and the experience of an artist in residence. The raising of multicultural awareness has been improved and includes good displays around school of other faiths. The children enjoy African and Chinese music and have studied Aboriginal art. There is a good range of literature to promote positive images of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school is a very supportive community where children are secure and happy. Parents are right to be positive about this aspect. Staff provide good examples to the pupils and they know them well. Relationships are very good and pupils are confident in seeking help from adults and older children. Children in the Foundation Stage are well supported and quickly grow in confidence.
38. There are effective procedures for promoting good behaviour. Rewards and praise are often used well to reinforce good behaviour, and the children are made aware of the school rules. Class discussion sessions are used effectively to solve issues which may be affecting behaviour. The lunchtime supervisors have a positive effect through their provision of playground activities. The monitoring of attendance is good and has promoted the excellent attendance rates.
39. The provision for child protection is good. The coordinator and staff have undertaken training and awareness raising so they remain vigilant. Health and safety arrangements are very good. The school uses available expertise and staff have had training to ensure risks are well known or eliminated. The governors have become involved in monitoring the site and procedures. The children are taught about health and about keeping themselves safe at appropriate points in the curriculum.
40. The school's arrangements for assessing and monitoring pupils' performance are satisfactory overall. They have improved since the previous inspection. The children's first assessments on entering the school are used well to determine their learning needs. In English, assessments of pupils writing are of particularly good quality and used to match learning closely to children's needs. Assessment of pupils' progress in reading is not so effective because it is not uniformly carried out. The difference is reflected in pupils' better progress in writing, where it is more consistent. Useful assessments are carried out each half term in mathematics to measure pupils' progress. In science, there are end of term assessments but they are not used in all classes to set the pupils next work. In ICT, pupils undertake self-assessments which show what they have done but not sufficiently how good they are at doing it.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has maintained a very high standard of partnership with parents. The parents appreciate the school's welcoming and supportive atmosphere and are very satisfied that it is approachable if they have any concerns. They are provided with a good level of information about the daily life of the school, the curriculum, topic work and how to help their child. This is achieved through letters, personal contact and through the information evening at the beginning of the year. There are two parents evenings each year when parents can discuss their child's progress and these are well attended. The end of year reports, while providing details of work covered and the child's progress, do not make sufficiently clear the areas of learning that need further work or support. The information provided for parents of children under five is good.

42. The parents contribute very well to their child's learning at home, particularly through supporting their reading. This gives the children a really good start. A minority of parents feel that their children get the wrong amount of homework. The school's use of homework is good but the homework policy has not been clearly enough communicated to all parents to alleviate their concerns.
43. Parents have been successfully encouraged to help out in school. Their help has a positive effect on the learning as they receive good guidance from the teachers. Parents also provide significant support through fund raising. The school values the parents' contributions and has canvassed their ideas over a number of years.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. Leadership and management are good. The headteacher sets clear direction for the school, and staff with management responsibilities help in promoting high standards. This is particularly reflected in the school's success in teaching English and in the very good climate for learning that reflects the school aims.
45. There has been good improvement since the previous inspection. As well as the high standards being maintained in reading, history and music, standards in writing and mathematics are better. Standards in ICT have improved significantly. Teaching is better than it was. The procedures for supporting pupils with special needs are not as strong as they were and need to be more rigorously applied.
46. Teachers' management of their subjects is satisfactory. They are good at providing curriculum guidance, training and advice for colleagues. The teacher responsible for ICT has been particularly effective at helping colleagues to become more skilled and confident. However, others are not sufficiently involved in monitoring teaching and learning or analysing standards achieved in their subjects to enable them to bring about further improvement.
47. The school evaluates its performance thoughtfully but not systematically enough to get the best outcomes. Through the analysis of data and through self evaluation, management identifies the right areas to work in but the analysis does not go deep enough to pinpoint everything that needs to be changed. For example, the school rightly identified the need to improve science in Key Stage 2. After analysing its test results, it changed the order of teaching some content and gave additional management time to the co-ordinator to increase support for teachers. However, some of the changes needed to improve teaching and learning were not picked up because there is no systematic observation of lessons. This has a knock on effect for the action plans which form part of the school development plan. They need to be more detailed and in particular to set out more clearly what difference the actions taken will make to standards or pupils' achievements.
48. The governing body fulfils its responsibilities well. There have been many changes in personnel since the previous inspection but procedures continue to be well organised and the current group has a good balance of expertise. Governors have a good understanding of the main priorities of the school and through their individual links, they build up a useful knowledge of how well the school is doing. This results in them having a good understanding of its strengths and what needs to be developed.
49. The school's strategic planning and use of resources is satisfactory. Management plans ahead, taking account of future changes in numbers. Resources allocated for special needs are used appropriately and support services used well. National funding

made available for developing ICT has been used well to provide good quality hardware, software and training for teachers. Money raised by the parents has been used to significantly improve the learning resources; for example, reading books and physical education equipment.

50. There is an adequate number of staff who are sensibly deployed. Specialist teachers make a strong contribution to high standards in music and ceramics. The building provides adequate accommodation. It is a difficult design in which to work (for example some classrooms can only be reached through others) but staff use it as best they can. The low lighting levels in the first floor classrooms provide a rather gloomy environment at times. Learning resources are sufficient in all subjects. The school has good provision for small equipment in physical education, musical instruments, pottery and computer software.
51. The school seeks to obtain best value in all its work. It compares how well it is doing with schools of a similar character and the governors are always keen to explore new possibilities; for example whether a nursery might be established. Competitive tenders are sought where appropriate and the bursar works hard to obtain the best that can be achieved for the school. Through its 'Parents' Forum' the school stays in touch with what its parents are seeking.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The headteacher and governors should now take action on the following issues:

(1) Improve the attainment of high achievers by:

In mathematics

- Increasing the amount of time given to teaching the subject
- Planning and providing more challenging tasks for them

Paragraphs: 4, 17, 21, 27, 84, 88

In science

- Making better use of test data and teacher assessments to set work which extends them
- Raising the level of challenge in investigations
- Ensuring that work is planned so that it is only repeated when reinforcement is needed and that enough lesson time is allocated to the subject in all classes
- Giving pupils more opportunities to record independently rather than filling in worksheets

Paragraphs: 6, 19, 21, 26, 27, 40, 91, 94, 95

(2) Improve monitoring and evaluating the work of the school by:

- Establishing more systematic procedures through which the headteacher and senior management analyse the school's performance and monitor its teaching.
- Further extending teachers' responsibilities as subject leaders in this area.

Paragraphs: 46, 47, 80, 83, 96, 123

(3) Improve provision for special needs pupils by:

- Ensuring that individual education plans are kept up to date

- Improving the quality and the usefulness of these plans for teachers by making them more specific.

Paragraphs: 9, 22, 31, 45, 69, 88

53. In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the plan. These are indicated in paragraphs xxxx

- The number of opportunities pupils have to use numeracy skills in other subjects and to develop data handling skills.

Paragraphs: 7, 26, 29, 86, 95, 117, 120

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	12	49	33	5	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)	210
Number of full-time pupils eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	14	14	14
	Total	29	29	30
Percentage of pupils at NC level 2 or above	School	88 (88)	88 (85)	91 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	18
	Girls	14	14	15
	Total	28	30	33
Percentage of pupils at NC level 2 or above	School	85 (88)	91 (88)	100 (88)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	11	23	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	11
	Girls	22	19	22
	Total	33	28	33
Percentage of pupils at NC level 4 or above	School	97 (85)	82 (65)	97 (71)
	National	85 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	11
	Girls	22	20	22
	Total	32	29	33
Percentage of pupils at NC level 4 or above	School	94 (88)	85 (74)	97 (76)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	210
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	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	47

Financial information

Financial year	1999/2000
	£
Total income	383546
Total expenditure	369163
Expenditure per pupil	1627
Balance brought forward from previous year	10565
Balance carried forward to next year	24948

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	17	3	0	0
My child is making good progress in school.	67	28	6	0	0
Behaviour in the school is good.	69	28	3	0	0
My child gets the right amount of work to do at home.	50	36	11	3	0
The teaching is good.	69	22	6	0	3
I am kept well informed about how my child is getting on.	47	39	8	0	6
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	78	17	3	0	3
The school works closely with parents.	50	31	6	0	14
The school is well led and managed.	67	31	3	0	0
The school is helping my child become mature and responsible.	75	22	3	0	0
The school provides an interesting range of activities outside lessons.	36	17	22	3	22

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

54. Children are admitted to the reception class in the September of the year in which they become five. Almost all have attended a pre-school group in the local area. The school ensures that pupils visit the school before they start, to help them settle more quickly.
55. The reception class provides a firm foundation for children's learning though provision is not as strong as it was judged to be at the previous inspection. Assessments carried out as children start school show that the majority have skills slightly above most other children of the same age. Their skills are stronger in literacy than they are in numeracy. During the reception year, children make good progress in personal, social and emotional development and steady progress in all other areas. They are likely to reach the standards expected of six year olds (the 'early learning goals') in all the areas of learning and reach higher standards in their personal, social and emotional development.
56. A good quality curriculum is planned for the pupils, giving them a range of 'hands-on' practical experiences in all areas of learning. Staff ensure a good balance between activities the children choose themselves and those directed by adults. High emphasis is placed on the teaching of basic skills of literacy and numeracy, and on the children's personal development. The atmosphere created is happy and relaxed, yet purposeful. Staff expect the children to behave well and they respond willingly to this, so that after a relatively short time they have developed very good attitudes to school life. Teaching is satisfactory in most areas. It is good in personal, social and emotional development, and in creative development.

Personal, social and emotional development

57. Children make good progress in their personal, social and emotional development. All pupils demonstrate very positive attitudes to school. They are happy, confident and willing to learn. Their relationships with their teachers and with other children develop well. For example, many children quickly make new friends who they enjoy working and playing with. They have a good understanding of school routines, such as putting up your hand to speak and 'lining up'. Most are happy and confident at lunchtime and will take responsibility for choosing their own meal. They work well together with good concentration; for example, when planning how to make an aeroplane from a plastic construction set or playing a literacy game on the computer. Most pupils can choose tasks independently and work at them for quite long periods of time. Circle-time activities (when children sit together in a circle to talk) help pupils to understand the feelings of others and develop a good understanding of right and wrong. Their responses in these sessions develop well. For example, when asked to say something nice about a girl in the 'hot-seat', responses included, 'She is kind to other children' and 'She has a lovely smile' in addition to 'I like her shoes'. Teaching in this area is good because the adults in the classroom give a very good example to the children. Staff take every opportunity to encourage co-operation and good behaviour through praise and rewards. They constantly reinforce the standards they expect. These factors enable children to feel secure and motivate them to do their best.

Communication, Language and Literacy

58. Children make steady progress in this area. They make better progress with reading than they do with writing because they are given more opportunities to develop reading skills. Similarly, although children's listening skills develop very quickly and well, chances are not always taken to extend their vocabulary and help them clarify their thinking through talk. Pupils make good progress with reading because high priority is given to teaching children letter sounds and names, and to encouraging a love of books and stories. Children share books with adults very willingly. They can recognise some of the books they have enjoyed and talk a little about the story. Higher achieving pupils can point to the title and find familiar words and letters in the books they are reading. Most average and above average learners know that print carries meaning and that the pictures can help them tell the story. As they gain confidence and understanding, most join in enthusiastically during shared reading in the literacy hour. Children are beginning to develop handwriting skills through regular practice of letter patterns and letter shapes. Their pencil control develops steadily. However, not enough opportunities are given in the earliest stages for children to write independently. Opportunities are missed, for example, to develop writing through role-play. Tasks are often limited to 'writing' their news, copying the teacher's writing and labelling pictures. This slows the progress of the higher achievers in particular.
59. Teaching of literacy is satisfactory. A strong feature is the way in which activities are planned to provide a thorough grounding in the basics of reading. This provides a good springboard for work at Key Stage 1. Children are carefully assessed to ensure that their understanding of phonics and key words is secure. In one lesson seen, the children's progress was not as fast as it might have been because the teacher spent too long on reinforcement activities before introducing new learning.

Mathematics

60. Children make steady progress and the majority are on course to meet the standards expected by the end of the year. This is because the teacher ensures that basic number skills are taught thoroughly and systematically, to ensure a firm foundation for work at Key Stage 1. Children are given many opportunities to work with numbers up to ten, counting forwards and backwards, singing songs and reciting rhymes and counting objects, such as plastic dolls. Higher achieving pupils learn simple addition to ten by counting out objects and adding 'one more'. They order toys by size and use language such as 'bigger' and 'smaller'. Many recognise a basic range of 2D and 3D shapes and can find some of these in the environment.
61. Teaching is satisfactory, with lessons being well planned and organised. Praise is used well to motivate and encourage, and questioning is used skilfully to assess pupil's understanding. In one lesson seen, the pace could have been faster and higher achieving pupils challenged more; for example, by giving them larger numbers to work with.

Knowledge and Understanding of the World

62. Children make sound progress in this area. Teachers make good links with the knowledge that pupils bring with them from home and with familiar stories. For example, following the story of 'The Three Little Pigs', children talked about houses. They knew that 'bricks were hard' and 'couldn't be blown down'. Some showed good knowledge of the materials used to build houses, such as glass for windows and 'slates' for a roof. Pupils understood that roofs are sometimes pointed 'to let the rain

run off'. However, the teacher did not make the best of the opportunity to develop children's knowledge further through discussion, moving too quickly to the planned tasks. Opportunities were similarly missed to use the subsequent role-play activity to introduce or reinforce specific vocabulary. Children are proficient at using the computer to support their learning. They use the mouse confidently to move objects and select on the screen and can explain what they are doing. They demonstrate good understanding of familiar programs and work independently, with sustained concentration.

63. Children are given a satisfactory range of opportunities to make things, such as pig masks and collage shapes but they could be allowed more choice in the materials they work with.

Physical Development

64. The children's achievement in this area is satisfactory. The teacher's plans show that they are given a good range of opportunities to develop their physical skills. In gymnastics lessons they learn how to get out and put away apparatus and use this to develop control over their bodies. They learn how to work safely and the effects exercise has on heart rate. In the classroom, children are provided with a good range of opportunities to develop their manipulative skills. They cut carefully around shapes and make 'The Three Little Pigs' houses from blocks. A range of plastic construction kits and tools are provided and pupils work with these with increasing precision and control. Adults support children well in these activities.

Creative Development

65. Children make steady progress in this area overall. They achieve particularly well in musical development, due to the very good learning experiences and skilful teaching provided by a visiting specialist. Children have learned to memorise a good range of rhymes and songs, linking these to appropriate actions. Most sing tunefully. They enjoy music and this is due largely to the enthusiasm of the teacher who makes all activities exciting and fun. In other sessions, they learn to mix paints together, such as red and white to make pink. They learn that they have to let one colour dry before they can add another, to paint the nose on a pig mask. Adults give appropriate support, talking about 'What would happen if ...' and encouraging pupils to try things out.
66. A weakness in this area is in the development of role-play. Children need a greater level of adult support to help them extend their imaginative skills and their language. At the present time, pupils find it difficult to take on a role and sustain it for a reasonable time, for example as they act out stories in 'The Three Little Pigs' house.

ENGLISH

67. High standards in reading have been maintained since the last inspection and standards have improved to a very high level in writing. Test results for the year 2000 show that standards for 7 year olds are above the national average in reading and well above the national average in writing. When compared to similar schools, reading is average and writing above average. Results for 11 year olds show that standards in English are well above average when compared to similar schools. The school exceeded its target for 2000 with 97% of pupils reaching the expected level (Level 4) at the end of Key Stage 2, and 56% of pupils reaching the higher level (Level 5). All aspects of English are strong within the school, with writing being exceptionally so at

both key stages. Boys and girls do equally well. This very good picture has been sustained over the last four years. Inspection findings bear out these results.

68. Pupils enter the school with slightly above average literacy skills overall. They therefore make good progress to reach well above average standards by age 11. Basic skills are built on well to ensure that most pupils are fluent, expressive and confident readers by the time they leave the school. They enjoy books of all types, know their preferences and use reading skills well to extend their learning in all areas of the curriculum. Pupils in Year 2 are keen to read to adults and are very proud of their abilities. Almost all can recall the stories they have read. Most can talk about the main events and characters, and the higher achievers are beginning to 'read between the lines' to find reasons for character's actions. Pupils in Year 6 can talk knowledgeably about different authors and their styles of writing, comparing one with another. The majority of pupils have very highly developed reading skills that enable them to cope with a wide range of texts, for both pleasure and learning.
69. Most pupils with special educational needs, at both key stages, are given good support in lessons, both from teachers and classroom assistants. Such pupils generally attain satisfactory standards in relation to their abilities. Most achieve well in reading. However, for some, work is not matched closely enough to their needs because their individual education plans lack detail and are not specific enough.
70. Pupils make very good progress in most classes because teachers have a very good understanding of how to teach reading. In group reading sessions, most teachers model the reading process well, helping pupils develop fluency and expression. A good example of this was in a Year 2 lesson, when pupils were reading poetry, taking good account of punctuation and rhyme. Letter sounds and blends are taught successfully to younger pupils, giving them a very good foundation for future learning. Advanced skills are taught very well to older pupils. For example in the Year 5 class, a lower ability reading group worked hard with the teacher to identify 'powerful verbs' which brought the text to life. In the Year 4 class however, teaching is sometimes unimaginative and repetitious. Children become bored and this slows their progress.
71. Attainment in writing for the majority of pupils is well above average and pupils of all ability levels achieve very well. The higher achieving 7 year olds write exceptionally well for a wide range of purposes. Their colour poems showed a sophisticated grasp of this form of writing and a very good understanding of how to choose vocabulary for particular effect. In a unit of work on instructional writing, pupils had written very clear, logically sequenced instructions for a variety of tasks. These showed excellent understanding of the needs of the reader. The work produced by the higher achieving 11 year olds is highly sophisticated. Project booklets produced in history after a visit to York were of outstanding quality. Pupils of all ability levels had produced sustained, well-organised pieces of work, showing very good understanding of this type of writing.
72. In most classes, pupils achieve well because teachers have an excellent knowledge of how to teach writing and the school gives the subject a high priority. Pupils' abilities are assessed very well and significant information about their progress is recorded. All teachers follow a common system, unlike in reading, where teachers 'do their own thing' and records are not as useful, particularly for new staff joining the school or for temporary teachers. Marking in almost all classes is very good and particularly so in the Year 5 class. This ensures that pupils are well motivated through praise, and challenged to improve further. Outstanding features of writing in the school are the wide range of purposes and audiences children are encouraged to write for, and the way writing is used in other subject areas. For example, in Year 1, children wrote

books on the development of fossils, sequencing their work carefully. In Year 5, pupils of all abilities wrote sensitive and thoughtful descriptions of their friends, constructing sentences and choosing vocabulary carefully to achieve a particular effect. Children in Year 3 have learned to write imaginative and engaging story openings, such as 'This story may not seem true, but it is!' In the Year 4 class however, pupils are not given sufficient opportunity to practise their writing skills and this limits achievement.

73. Standards in spelling are good at Key Stage 1 and very good at Key Stage 2. This is a result of high quality, systematic teaching and high expectations of pupils. By age 7, most pupils can spell a good range of familiar words accurately. They use a growing range of strategies for working out words that are unfamiliar to them, such as blending letters and breaking words into smaller 'chunks'. The oldest pupils are excellent spellers and make few errors in their written work. By this stage, strategies are automatic. Standards of handwriting are average at Key Stage 1. The school has recently introduced a new scheme to encourage joined writing earlier, but this has not yet had time to make an impact on standards. Handwriting is of a very good standard at age 11. Most pupils have developed a fluent, individual writing style.
74. Speaking and listening skills develop well throughout the school, and standards are above average at both key stages. The majority of pupils explain their ideas and opinions fluently using a varied and increasingly sophisticated vocabulary. The majority listen well to their teacher and each other, particularly in the shared parts of literacy lessons and in assemblies. Some pupils find listening more difficult on occasions, particularly when teaching lacks sparkle and imagination. Opportunities are sometimes missed in Key Stage 1 to extend children's speaking skills through role-play.
75. Teaching is good across the school, although there are variations in teachers skills at Key Stage 2. One lesson seen in the Year 4 class was unsatisfactory. The best teaching seen was in the Year 5 and 6 classes. In the best lessons, teachers showed very good knowledge of the subject and introduced new learning very well. They demonstrated a high degree of creativity, energy and enthusiasm. A good example of this was in the Year 6 class, where pupils were beginning a new unit of work on biography and autobiography. The teacher introduced the topic through drawing on the pupils' own experiences. He then introduced them to a text on the footballer Alan Shearer, which immediately captured their interest. During the reading, the teacher constantly pointed out features of the text and challenged all ability levels, through skilful questioning. For example, he asked 'Which language do you think the prefix 'auto' comes from?' Several higher achieving pupils knew that the answer to this was Greek. His enthusiasm for the subject was infectious, and the pupils consequently worked at a cracking pace. Their rate of learning was very fast. The tasks undertaken were tailored to meet the needs of all ability levels and, therefore, lower achieving pupils also made very good progress.
76. In Key Stage 1, lessons are well planned and structured and teachers have high expectations of their pupils' work and behaviour. Praise is used well to motivate and encourage. Pupils respond positively to this and do their best. Resources are used imaginatively to ensure all pupils can take part in the lesson. For example, in a Year 2 literacy lesson, pupils used small whiteboards and marker pens to record examples of rhyming words, holding them up for the teacher to see their responses. All were involved and eager to show what they could do, working with maximum concentration.
77. In the unsatisfactory lesson seen, teaching was repetitious. Too much time was spent reinforcing concepts that the majority of pupils had grasped quickly and easily. Consequently, many lost interest. Too little time was left for pupils to express their own

ideas and refine their opinions, or to complete their written tasks. Not enough was achieved.

78. Homework makes a good contribution to pupils' learning. At Key Stage 1, it is mostly centred on reading and spelling. Home school reading records provide a useful link with parents, who give very good support to their children at home. In Key Stage 2, pupils are expected to undertake significant amounts of research and project work at home. This has a good impact on their progress.
79. ICT is used well to support the pupils' literacy development. The computer is well used for word processing, desktop publishing and research.
80. Management of the subject is satisfactory. The co-ordinator has only recently taken responsibility. She has made a sound start in identifying areas where improvements are needed, for example in standardising reading records. She is giving good support to colleagues, particularly in the Foundation Stage and Key Stage 1. As yet, she has had little chance to check on standards of teaching and learning within the school, although this is planned for later in the year.

MATHEMATICS

81. The standards reached by children aged 7 and 11 in the tests taken in the Year 2000, were above those that are found nationally. When compared to similar schools, the results of the 7-year-old children were broadly in line. However, the results of the 11 year olds were below the average in similar schools. This is because the number of 11 year olds obtaining a higher level, though good by national standards, is less than in similar schools. All the results show a great improvement from the previous year in which a larger number of children than usual had special needs.
82. There is no significant difference in the performance of boys and girls. Since the last inspection there has been a gradual improvement in standards (apart from 1999). Inspection findings are that the current Year 2 and Year 6 classes reach standards that are above average. These findings are somewhat higher than the targets set by the school because these targets have not been recently enough reviewed and updated.
83. Through sound subject management, the co-ordinator has successfully prepared most staff in implementing the numeracy strategy. The impact from this training has improved teaching skills and is helping to raise standards. More effective analysis of test results is starting to contribute to the improvements. Whilst some teaching and learning is monitored, this needs to be extended and the outcomes used more effectively to bring about improvement. Resources for the subject are used well to support the learning.
84. In most classes pupils achieve well. Children work hard and sustain concentration throughout the lessons. This is because the teachers set interesting activities. The progress of the higher attaining pupils is sometimes not as good when they complete similar work to the rest of the class, and too much reliance is put on the published workbook where all the children complete the same page. In Year 2, many pupils are becoming skilled in solving money and number problems. They gain an appropriate range of practical experience in estimating and measuring using standard measures. They understand the properties of simple 2 dimensional and 3 dimensional shapes, but there are few opportunities for them to collect, record or interpret information from graphs. Pupils in Year 6 are beginning to use and apply their mathematical skills in

more meaningful ways. They use a good variety of approaches to problem solving which involve 'real life' situations. Most pupils know their tables but their accuracy with negative numbers is not as secure. They can use co-ordinates to plot shapes in all four quadrants. Work seen during the inspection shows that boys and girls perform equally well and that all aspects of mathematics are taught. Some opportunities are lost because mathematics is not being used sufficiently to support learning in other subjects. For example, numeracy and data handling skills work could be used more in ICT and in science.

85. Most children with special educational needs are well supported by the class teachers and classroom assistants. They make satisfactory progress in developing their basic skills in relation to their abilities. However, some would benefit from having specific targets set out more clearly in individual plans.
86. The quality of teaching in mathematics ranges from unsatisfactory to good, with the majority being good and one lesson unsatisfactory. The best teaching was seen in Key Stage 1 and in Years 3 and 6. The unsatisfactory teaching in Year 4 was because of weak planning and the slow pace of the lesson. Not enough progress was made in the written tasks, and some pupils did not understand what they were doing. Whilst the national numeracy strategy has been successfully implemented in the other classes, the approach in Year 4 was not based sufficiently on the strategy.
87. A particular strength of the teaching is the good subject knowledge of the teachers. For example in Year 6, when the children were solving problems using different methods, the teacher constantly helped the class to improve their answers and methods of obtaining them, by offering suggestions and ideas. Teachers use good questioning techniques to bring out the pupils' previous knowledge. They ask open-ended and challenging questions which help to develop the pupils' learning. Lessons are planned well and interesting resources prepared so that good use can be made of the time available to optimise the learning. For example, in Year 1, imaginative resources ensured that the children's interest was maintained throughout the lesson. In almost all lessons teachers have good control of the class; discipline is good and lessons move at a fast pace. The quality of the mental arithmetic sessions is helping to build up confidence and understanding because specific strategies and methods are taught. Pupils are encouraged to explain their answers.
88. There is insufficient time allocated to mathematics across the school. In addition, the time for some individual lessons is squeezed by what comes before and after. This affects in particular the progress of higher achievers who do not have sufficient time to undertake extended investigations and challenges.

SCIENCE

89. The results of the year 2000 national tests indicate that pupils' attainment at age 11 is in line with the national average. The school is better than most at getting its pupils to the expected level and almost all reached it. However, it is not as good at promoting higher levels of attainment and fewer than average pupils managed to exceed the expected level. When the school's performance is compared to that of schools in similar contexts, it is below average overall. This is because the high proportion of pupils reaching the expected level (97%), is more than counterbalanced by the low number who managed to exceed it. On average, boys performed better than girls by a significant margin in the 2000 test at 11 but this result is not typical of the last few years, when the difference has been slight. From the work seen during the inspection,

the current Year 6 pupils are working at a level that is in line with the national average, and there is no major difference between the level of work produced by boys and girls.

90. Teachers' assessments at the end of Key Stage 1 in the year 2000 showed that the proportion of pupils both reaching and exceeding the expected level for 7 year olds was well above average. Work seen during the inspection indicates that the current Year 2 pupils are working at an above average level.
91. Since the last inspection, standards at Key Stage 2 have been maintained but have risen in Key Stage 1. There is now a better scheme of work in place to allocate what should be taught to which class and most aspects of science are being given sufficient attention. However, standards for higher achievers are still not high enough, particularly for junior pupils, and there is not enough challenge for these pupils in activities that involve practical investigation.
92. In Key Stage 1, pupils gain good levels of knowledge across the areas of life processes, materials and physical processes. They can name major organs of the body and know that plants need water and light to grow. They are developing an awareness of the properties of different materials and why they are used for different purposes in real life. For example, they know that glass is used for windows because it is sufficiently strong and is transparent. The teaching in this key stage is consistently good, and all groups of pupils make good progress. Knowledge is presented in an interesting way during lesson introductions, and activities are approached with enthusiasm in an atmosphere of purposeful work. Practical investigations are well organised to allow pupils to experience the concepts they are working on. For example, in Year 1, pupils predicted which of several shiny surfaces would be brightest in a dark room. Their ideas were tested out in the stock cupboard but the additional knowledge that these surfaces needed a light source before they would show up soon became apparent to the pupils. A boy who exclaimed 'That was ace!' on completion of the experiment summed up the pupils' excitement. When pupils are so involved in their activity, their learning is very successful.
93. In Key Stage 2, pupils build their knowledge and understanding in all areas, studying aspects such as electrical circuits, for which they can draw schematic diagrams and diagnose faults. They learn to distinguish between natural and man-made materials and can explain for example, that whilst glass contains natural materials such as sand, it has been chemically altered to produce a man made product. Older pupils demonstrate that they have a strong grasp of the concept of fair testing, by explaining that only one element of an investigation can be changed at one time in order to reach a valid result.
94. The quality of teaching in this key stage is closely related to the pupils' rate of progress. At its best it challenges the pupils to take in a lot of information in a short time. For example, in a Year 6 lesson on The Earth in Space, the teacher told the pupils that the lesson was going to 'stretch' them. With the help of volunteer pupils, he then demonstrated the nature of the Earth's rotation and tilted axis and clearly explained their impact on the patterns of day and night and the seasons. The pupils grasped all the key concepts quickly as a result of the enthusiastic and lively presentation. At its most ordinary, teaching reinforces earlier learning but does not significantly develop pupils' new knowledge at a fast enough pace. For example in Year 4, the teacher spent nearly half the lesson revisiting an earlier exercise, the learning from which was already secure for most pupils. The subsequent class activity on writing out a healthy menu was dull and uninspiring and provided no significant challenge for the higher achievers.

95. Although overall the teaching is effective in developing most pupils' scientific knowledge and skill, there are key weaknesses which restrict the pace of learning for higher achieving pupils in Key Stage 2. Teachers do not make enough use of test data and assessment information to plan harder work for those pupils who have shown that they have a good grasp of earlier work. In Years 3, 4, and 5 for example, most pupils do the same tasks, although those with special needs are given easier ways to record. Topics are sometimes re visited at a level which is too similar to the original work. This reduces the amount of time available for teaching new and harder material. Pupils' are often asked to record their work on worksheets, which are too easy for higher achievers to complete, and do not give them enough practice at writing their own explanations and conclusions. Junior pupils also need to be challenged more in their investigative work. They sometimes carry out investigations that are too prescribed and stop after demonstrating what they already know. More opportunity is needed to design investigations to solve questions raised by the pupils themselves when undertaking practical work. They have too few opportunities to construct or interpret tables.
96. Subject leadership is satisfactory. The co-ordinator's main tasks have been concerned with providing support and ideas for colleagues' lesson planning and developing extensive assessment materials such as end of unit tests. Guidance has been well received but the assessments need to be more effectively used. The current action plan is focused on providing useful resources to support the new scheme of work. Whilst this is important, priority needs to be given to analysing pupils' performance and the quality of the teaching, in order to raise standards further.

ART

97. Older pupils at both key stages attain the standards expected for their ages. There are plenty of opportunities for developing knowledge and understanding and for practising a range of techniques. These opportunities however, are not equally distributed across the school and in some classes, pupils achieve more than in others. The best achievement and quality work was seen in Key Stage 1 and in Years 3 and 5 in Key Stage 2. Standards have been maintained since the last inspection.
98. Pupils' strongest achievements are in observational drawing. In Year 3 for example, they have successfully captured the shape and texture of natural forms such as pine cones. Their work on the topic of line and tone indicates that they have been successfully taught to observe light and shade and to represent it in their drawings. Other examples of good work include Year 2 paintings of landscapes and seascapes in children's portfolios of work. These show good brush control and effective mixing of colours. Year 5 pupils have produced very good pencil studies of Tudor houses as part of their history topic. Their drawings show good proportion and their shading techniques show a good grasp of tone.
99. A weakness in the art curriculum is the limited variety of three-dimensional work. An exception to this is ceramics, which is of an exceptionally high standard. A specialist teacher who comes in for one session per week teaches it to Year 6. Pupils' work is both imaginative and varied, and the plaques that decorate the corridor walls are impressive. Some of this expertise has 'rubbed off ' in other areas, as Year 1 pupils have also worked in clay to a high standard for their age, using a range of tools and techniques to make Christmas angels.

100. Pupils' knowledge of the work of other artists is very varied. At its best, Year 5 pupils know about the work of Matisse, having visited a local art gallery. They have successfully used a computer programme to replicate his approach to making pictures from simple shapes. In an evaluation of their visit, one girl summarised her view with the comment 'I think art can be more beautiful when it is simple'. Knowledge is much more sketchy in classes where other artists have not been studied for some time.
101. The teaching seen was good. Well planned activities and suitable resources allowed one lesson to move at a good pace and pupils were suitably challenged by having to produce pictures in an Aboriginal style using a very limited range of colours. Good knowledge of the subject allowed the teacher to develop pupils' awareness of the meaning and importance of symbols in Aboriginal culture.
102. There is no member of staff currently in charge of the subject but responsibility has been allocated from next year. In preparation for this, the teacher who will take it on is drawing up an appropriate list of priorities for attention. This includes the further development of a scheme of work to bring about a more even distribution of art activity across the classes.

DESIGN AND TECHNOLOGY

103. Standards are average at the end of both key stages. All groups of pupils make satisfactory progress across the school although the rate of progress varies from year to year. This is because some teachers are more confident in the subject than others so they plan work that is more interesting and challenging. Although the subject has not been a priority for development since the time of the last inspection, standards have been maintained.
104. The main strength in design and technology lies in the number of opportunities that pupils are given to make products from a varied range of materials. This allows them to experience how different materials require different techniques in order to shape them or join them together. For example they learn to use glue and card to join wooden components of a vehicle chassis and paper fasteners to make joints in the cardboard limbs of figures. Teachers' plans show that some of these making activities involve careful consideration of the design process, such as examining and making food packaging in Year 4 or developing a magnetic game for younger pupils in Year 3. On occasions however, some emphasise art and craft techniques and decorative skills rather than focusing on how to create a product from a design.
105. Designing a product to meet a specific purpose is a weaker area of the subject. Sometimes, the pupils' experiences involve them all making a very similar item after demonstration and detailed instruction from the teacher. This helps to build their practical skills but does not always build their awareness of the importance of designing to a brief. They do not have much opportunity to decide on the key features of some of the things they make, concentrating instead on making the product decorative.
106. Teaching ranges from good to satisfactory. The strongest work is in Year 6 where the teacher expects much of the pupils. Pupils are required to undertake careful planning, accurate measurement and use appropriate construction techniques. They are also expected to evaluate the quality of their finished products. They develop sound skills,

for example as they construct wooden cube structures in preparation for making a vehicle that is controllable by battery power. Aspects that the teacher encourages them to consider and discuss include such questions as 'Have I positioned the motor in the right place to drive the wheels?' Work like this builds on pupils' earlier experience of joining materials or following instructions and stretches their capabilities so that they have to concentrate hard and work quickly to complete successful products.

107. Subject leadership is satisfactory. The co-ordinator's recent task of revising the school's scheme of work is slowly paying dividends in helping to encourage all year groups to undertake a better balanced range of activity. This development now needs supporting with extra guidance to help some teachers plan more challenging tasks. Another area for attention is the lack of a consistent way of recording what children have achieved. This makes it difficult for teachers to plan work that builds steadily on pupils' levels of previous experience and achievement.

GEOGRAPHY

108. Standards in geography are broadly typical of those found in most schools.
109. In Key Stage 1, pupils can name the countries of the United Kingdom and make reasonable attempts to locate places on a map. They can pick out countries and seas and can talk about interesting features that they pass on their way to school or what they have seen in their own locality. They understand about the climate differences that some countries have from where they live. In Key Stage 2 older pupils understand the points of a compass and can describe the water cycle and the characteristics of deserts and mountain ranges.
110. The teaching seen was satisfactory but in one lesson, the aims were rather too broad and general, and consequently the progress made was slow for some children. The teacher managed the children well and they were very well behaved. By the end of the lesson, most were able to recognise a plan view of a range of objects as part of their topic on the school's locality.
111. At the present time there is no co-ordinator but resources for the subject, which were unsatisfactory at the last inspection, are now satisfactory.

HISTORY

112. Standards in history are above those found in most schools. The good standards have been maintained since the previous inspection.
113. By the end of Key Stage 1, pupils are developing a clear sense of chronology and change over time in everyday life. They use the history of themselves and their families to develop this by timelines through personal history, and by learning about what Kendal was like 100 years ago. At Key Stage 2, pupils develop their skills of enquiry by handling artefacts and researching texts and pictures, and through a succession of visits to places of interest in the locality. They deepen their understanding of the passing of time by studying topics such as the Romans, Tudors and Victorian England.
114. In the lessons observed in Years 5 and 6, the teaching was very good in one and excellent in the other. In both lessons, the planning was highly effective and it promoted very thoughtful learning at a good pace. The teachers' very good subject knowledge

was demonstrated through skilled questioning which helped to develop the children's thinking. The teachers had high expectations of pupils' interest, involvement and behaviour, and of their progress in the lessons to which they responded accordingly.

115. Pupils are encouraged to use their literacy skills to support their work in history. They write narratives and recounts relating to the topics they are studying. Pupils use dictionaries and reference materials well to locate information and communicate their findings appropriately. Many historical displays celebrating the pupils' achievements in history are to be found throughout the school and good links are seen in other subjects such as art and ICT.
116. Management of the subject is satisfactory. The co-ordinator is enthusiastic and supports colleagues by discussion and sampling pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards in information and communication technology (ICT) are average overall. Children are given good opportunities in most classes to develop their skills. Older pupils, in particular, are skilled and confident in using computers for a varied and interesting range of 'real life' purposes. This represents a good level of improvement since the last inspection, when standards were judged to be below average. However, there are still some weaknesses, in the balance of activities provided and the depth of study in different classes. Standards are higher in word processing, computer art and desktop publishing, than in data-handling.
118. In Key Stage 1, standards are in line with those expected for this age group and children learn at a steady rate. Pupils are taught basic computer skills well in the reception class and build a firm foundation for their future learning. For example, by the time they enter Key Stage 1, pupils can use the computer to produce their own pictures. Teachers then ensure that an appropriate range of work is provided for them to build on their skills. By Year 2, pupils can program a moving floor robot. They have collected data, entered it into a database on the computer and printed out graphs. Children use their mouse skills efficiently when using commercially produced programs to extend and support their work in literacy and numeracy. They use word processing in Year 1 to make small books on fossils. Their keyboard skills are not as well developed as their mouse skills, however.
119. The attainment of pupils aged 11 years is in line with that expected for their age. Pupils in Years 5 and 6 make the best progress because of skilled teaching and the way in which ICT is incorporated well into other subject areas, particularly history and art. Also, teachers plan high quality projects, which enable pupils to use a range of computer skills and applications together, for real purposes. A very good example of this was seen in history. Children had used CD-ROMs and the Internet to research their topic on the Celts. They used their word processing and desktop publishing skills to produce computer slide presentations. These incorporated music, sounds and pictures. The most sophisticated of these were in the format of a quiz, which gave the player a choice of options and produced different responses for correct and incorrect answers. Some of this work was then entered into the school's Web Site. Year 5 pupils had produced similarly high quality work in using the Internet and an art program to research and reproduce work in the style of the artist Matisse. In Years 3 and 4, pupils are not given such a wide range of experiences, although programs are used to support literacy and numeracy and word processing skills are developed to a satisfactory standard.

120. A weakness in ICT provision at Key Stage 2 is the use of computer programs to handle data. Little work has been undertaken in this area and opportunities are missed in other subject areas, such as mathematics and science, to develop this important skill.
121. Most teachers give good support to pupils as they work independently on computer programs. All staff have at least a satisfactory knowledge of the subject, through the training they have received, although some are more confident and experienced than others. All staff plan appropriately for the uses of ICT, both as a subject in its own right and to support work in other subjects. However, teachers at both key stages sometimes miss opportunities to incorporate ICT more widely into their teaching. For example, in a Year 4 Design and Technology lesson, when children were designing crisp packets, they were struggling to ensure that lettering was eye-catching and neat. This could have been done quickly and easily on the computer, with professional looking results achieved.
122. Basic records are kept of children's achievements and children are encouraged to evaluate their own work. However, these are not detailed enough to ensure that teachers have a clear picture of what pupils can do and what they need to do next. This limits the achievement of some. Visiting teachers and parent helpers give good support to pupils. An example of this was seen in the Year 6 class when a group of pupils were writing a procedure to enable the computer to control a traffic light sequence. Support from a competent parent helper enabled the pupils to persevere and complete the task.
123. The ICT co-ordinator manages the subject very well and much improvement has followed from his efforts. Government grant money has been spent wisely on computers and software whilst training has been carefully planned to ensure that teachers have a solid base from which to develop their skills. A nationally recommended scheme of work has recently been adapted to suit the needs of the school. This is giving good guidance to teachers and is beginning to provide better opportunities for pupils to develop their skills year on year. As yet, the co-ordinator has had few opportunities to fully check on the work of teachers and pupils. However, he gives very good support to his colleagues and is driving the subject forward with energy and enthusiasm.

MUSIC

124. Standards in music are better than in most schools and have been sustained since the previous inspection. Pupils achieve well throughout, due to good teaching by the specialist teacher. Lessons are built around a detailed scheme of work which ensures that pupils build up skills from year to year. The oldest pupils are confident performers, as seen when all the Year 6 children accompanied a hymn with a variety of percussion instruments.
125. Good singing and performance is encouraged from the earliest ages, along with enjoyment in making music. There is an emphasis on developing pupils listening skills and sense of rhythm. By Year 2, pupils sing very well. Their notes are accurate, they sing in tune and they observe rests precisely. By Year 4, pupils show they can build successfully on their previous experiences when they choose instruments to make particular sounds to illustrate a story. Higher achieving pupils work independently whilst others work with more support from teachers.

126. The quality of teaching and learning is good. Lessons are planned in detail and focus on teaching particular skills through a well balanced programme of different activities. Many of these activities are exciting to the pupils. For example, Year 6 pupils listened to 'The Four Seasons' by Vivaldi, painted a scene for each season, composed music to reflect them and made a video of the pictures with the performance. In discussion after watching the video, they showed a good knowledge about Vivaldi as well as the ability to discuss texture, pitch and dynamics in the music. Pupils attention is captivated at times; for example when the teacher introduced a composition lesson by telling a story about winter, using a silver tinsel spider web and lighting effects. At other times, pupils are not sufficiently encouraged to listen silently; for example when listening to each other's work.
127. The subject is well managed. Since the previous inspection the co-ordinator has developed better procedures for assessing and recording what pupils can do. This helps with the grouping of pupils for lessons and to ensure that work builds accurately on what individuals have done before. Pupils' experiences are extended further by the emphasis the school places on shows and performances, instrumental tuition by a visiting teacher and extra curricular recorder groups.

PHYSICAL EDUCATION

128. Standards in physical education are typical of those found in most schools. These have been maintained since the last inspection. Lessons were observed in dance, gymnastics and indoor games.
129. Pupils undertake swimming lessons in years 5 and 6, and by the time they leave, the majority of them achieve the national standard of being able to swim 25 metres.
130. Year 2 pupils can express themselves through dance and reflect the music in their movements. They use space well as they move around at varying pace and with changes of direction. In gymnastics, they work well in pairs when they refine a routine where they mirror each other's movements, changing both level and direction as they move. The children transfer these movements from floor to apparatus, linking them with various ways of travelling. Year 5 and 6 pupils practise and refine games skills of throwing, catching and serving in volleyball.
131. The lessons seen were either satisfactory or good. Teachers manage the children well and they are always dressed appropriately, and give due attention to safety. Lessons are planned effectively with clear learning objectives that challenge the pupils. Opportunities are provided for pupils to evaluate the performance of others in order to improve their learning. The pupils enjoy lessons, are well behaved and respond quickly to the teachers' instructions. They change sensibly into appropriate kit, and enter and leave the hall in a quiet, orderly manner.
132. Management of the subject is satisfactory. The co-ordinator is enthusiastic and has provided each teacher with a planning folder that incorporates existing policies with new national guidance. This has given staff more confidence in their teaching. Resources are very good so that pupils are provided with high quality equipment with which to develop their skills.