

INSPECTION REPORT

BUTTERSHAW PRIMARY SCHOOL

Buttershaw, Bradford

LEA area: Bradford

Unique reference number: 107238

Headteacher: Mr R Goodswen

Reporting inspector: Mr M J Mayhew
22197

Dates of inspection: 16th – 19th October 2000

Inspection number: 225254

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 -11

Gender of pupils: Mixed

School address: Reevy Crescent
Buttershaw
Bradford

Postcode: BD6 2BS

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Appropriate authority: Governing body

Name of chair of governors: Mr K Thomson

Date of previous inspection: May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M J Mayhew 22197	Registered inspector	Religious education Art English as an additional language Equal opportunities	How high are standards (results and achievements)? How well are pupils taught?
Mr W Walker 19366	Lay inspector		How high are standards (attitudes, values and personal development)? How well are pupils cared for? Partnership with parents
Mrs A Dakin 25441	Team inspector	Science Geography History	Efficiency
Mr K Hobday 21372	Team inspector	Mathematics Music Special educational needs	Spiritual, moral, social and cultural development
Mrs L Parkinson 23221	Team inspector	English Physical education	Leadership and management Assessment
Mrs F M Farman 22452	Team inspector	Information and communication technology Design and technology Under-fives	How good are curricular opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated within the southern boundary of the city of Bradford. Until September 1999 it was a first school offering education to pupils aged from three to nine years of age. It is now a primary school and pupils now stay until the age of 11. Pupils currently in Year 6 will be the first in the school to take the Key Stage 2 Standard Assessment Tests. The governors recently appointed a new headteacher, who took up the post in September.

The school was built in the 1960s, since when eight prefabricated buildings and a purpose-built nursery have been added. Most pupils live in the surrounding council owned housing and are judged to come from a socio-economic background which is below average. The school caters for 394 girls and boys, and there are 70 children who attend the nursery on a part-time basis. There are 91 pupils on the school's register for pupils with special educational needs, seven of whom have been assigned Statements of Special Educational Need¹. There are 37 per cent of full-time pupils eligible for free school meals, a proportion which is above the national average. One pupil speaks English as an additional language. Assessments of children when they enter the nursery show that their attainment in reading, language and mathematics is well below what might be expected nationally.

HOW GOOD THE SCHOOL IS

This is an effective school. Pupils make sound progress over their time in the school. Nevertheless, inspection evidence suggests that there is some way to go before pupils in Year 6 are likely to achieve nationally expected levels of attainment by the time they leave the school. The quality of teaching is now good overall, with many examples of very good teaching. There is good leadership and management. Strategies put in place to raise levels of attainment include a much greater emphasis on the quality of teaching of literacy and numeracy. These strategies are effective. Good progress has been made in dealing with the issues raised at the last inspection. When account is taken of all these factors, the school gives good value for money.

What the school does well

- Standards in reading and science at Key Stage 1 are good.
- The school is well led and managed, and there is a very strong commitment to improvement.
- Provision for pupils' social development is good; that for their moral development is very good.
- There is good quality and range of learning opportunities for pupils in the early years and in Key Stage 1.
- The quality of teaching is mainly good across the school. Teaching for children in the early years is never less than good.
- Pupils have good attitudes to their learning. There are good relationships between pupils and their teachers.

What could be improved

- Standards in English and mathematics in Key Stage 2.
- Standards of handwriting, and the way that work is presented across all subjects in both key stages.
- Standards in information and communication technology in Key Stage 2.
- The provision for a daily act of collective worship.
- Levels of attendance and punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its previous inspection in May 1998, the school has made a good level of improvement. Standards at Key Stage 1 in reading, mathematics and science have risen, both in relation to national averages and to schools with pupils from similar backgrounds. There is some improvement at this key stage in writing, but more work needs to be done to secure a lasting improvement. It is not possible to make a comparison about standards in the core subjects at Key Stage 2 because the current pupils in Year 6 will be the first in the school to take the statutory assessment tests at the end of the key stage in 2001. Most of the key issues for improvement raised at the last inspection have been successfully addressed. The quality of teaching is much better than it was. This is mainly because teachers relate to and manage their pupils

¹ Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involves external specialists as well as staff within the school.

more successfully and a good behaviour policy is consistently used by all teachers. The effective programme for monitoring the quality of teaching now needs to be established as a matter of course. Difficulties relating to the leadership and management of the school have been resolved successfully. There is now a more focused and informed approach to the management of the school. The newly appointed headteacher has already established an informed picture of what the school needs to do to achieve higher standards. He has the full support of the governors and his staff. The special educational needs Code of Practice² is now fully implemented. Provision for pupils' moral and social development has improved, but that for their spiritual development is weaker than it was. Most statutory requirements are fulfilled. However, the requirement to hold a daily act of collective worship is applied inconsistently and the school is not in a position to teach all the requirements of the National Curriculum for information and communication technology at Key Stage 2.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	E	E	C	A
Writing	E	E	D	C
Mathematics	E	D	B	A

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

The results of standard assessment tasks taken by pupils at the end of Key Stage 1 in 2000 show that most pupils reached the nationally expected Level 2, or above, in reading and mathematics, but below the expected level in writing. In comparison with similar schools nationally, attainment in 2000 was well above national averages in reading and mathematics and met the average in writing. These results represent good improvement on previous years and are directly due to improved teaching in these subjects. Inspection findings confirm that, by the end of Key Stage 1, most pupils make good progress and achieve at least in line with national expectations. Inspection findings show that pupils in Key Stage 2 achieve levels in English and mathematics which are below the national expectation. Pupils achieve expectations for their age in science. Standards in this key stage are on a rising trend, but the effects of better teaching are taking time to affect standards towards the end of the key stage. In information and communication technology at Key Stage 1, most pupils reach the nationally expected Level 2, but achievement in Key Stage 2 is too low. In religious education, pupils at the end of both key stages reach the expectations of the locally agreed syllabus. Pupils with special educational needs in Key Stage 1 make good progress towards the targets set in their individual education plans, and those in Key Stage 2 make satisfactory progress.

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have good attitudes to their learning. They enjoy coming to school.
Behaviour, in and out of classrooms	Satisfactory overall; a minority of pupils cause some disruption to lessons from time to time.
Personal development and relationships	Good overall; pupils relate well to each other and to adults.
Attendance	Unsatisfactory; below the national average. Attendance levels have fallen since the last inspection. Too many pupils arrive late for school.

TEACHING AND LEARNING

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

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

The quality of teaching is good and ranges from satisfactory to excellent. The teaching of young children in the Foundation Stage is never less than good, with 78 per cent very good. Children in the nursery and the reception class make good progress. In the rest of the school, 28 per cent of teaching is satisfactory, 50 per cent is good and 22 per cent is very good or excellent. There is no unsatisfactory teaching. One lesson seen in the inspection was excellent. These judgements represent a great improvement on the previous inspection, when there was a considerable proportion of unsatisfactory and poor teaching seen, especially in Key Stage 2. Overall, teachers relate very well to their pupils and ensure they always listen and behave well. There is no doubt that better teaching is having a positive impact on standards. This is evident particularly in reading, mathematics and science in Key Stage 1 and the early stages of Key Stage 2. It is taking longer for the impact of better teaching to become apparent in upper Key Stage 2. Strategies for teaching literacy and numeracy are effective but those for literacy are better established than numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage and in Key Stage 1. Appropriately broad and relevant in Key Stage 2, with a good emphasis on developing pupils' personal and social development. However, not enough time is given to physical education. There is an unsatisfactory range of out-of-school activities.
Provision for pupils with special educational needs	These pupils are given satisfactory support, both within lessons and in small group teaching situations. They make sound progress towards meeting the targets set in their individual education plans. However, some plans are not sufficiently focused on the needs of individual pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision is very good for pupils' moral development, good for their social development and satisfactory for their spiritual and cultural development
How well the school works in partnership with parents	There is a sound partnership with parents, who are generally pleased with the work of the school.
How well the school cares for its pupils	Procedures for child protection and pupil welfare are satisfactory. Pupils are given good educational and personal support. Systems for monitoring and assessing pupils' progress in the core subjects are sound.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the newly appointed headteacher and his interim management team. The headteacher has a clear view of what the school needs to do to improve its quality of education and to raise standards. The roles of the key stage and subject co-ordinators are developing satisfactorily.
How well the governors fulfil their responsibilities	The governors are well informed by the headteacher about the work and needs of the school, and fully understand the requirement to raise standards. They have taken some difficult but effective decisions at a time of great change for the school. Most statutory duties are fulfilled.
The school's evaluation of its performance	The formal monitoring of teaching and learning and the introduction of a range of strategies designed to raise standards are having a positive effect. From its analyses of test results, the school knows that there is still much to do in this respect. Targets are set, but the means to achieve them are still at an early stage of planning.
The adequacy of staffing, accommodation and resources	There are sufficient appropriately qualified and experienced teachers to meet the demands of the primary National Curriculum. The work of support staff is generally effective in helping to take pupils' learning forward, although better use could be made of these staff in Key Stage 2. There is a satisfactory range of learning resources, except for the teaching of information and communication technology in Key Stage 2 where there is a severe shortage of suitable equipment. The accommodation is satisfactory overall but it does not provide well for the teaching of physical education and information and communication technology.
The strategic use of resources	The resources available to the school are used well in most areas and sensible decisions are taken to ensure that the school provides best value from the finances available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teachers are approachable and teach well. • They are kept well informed about their children's progress. • Their children are expected to work hard. • The school is well led and managed. • Children are well behaved in school. 	<ul style="list-style-type: none"> • The range of out-of-school activities available to their children. • The way in which the school and parents work together. • The giving of homework on a regular basis.

Of 425 questionnaires sent to parents, 110 (26 per cent) were returned. Five parents attended the pre-inspection meeting for parents. The inspectors agree with the positive statements made by a significant proportion of parents. They also agree that, in comparison with similar sized primary schools, there are too few out-of-school activities available to pupils. Inspectors understand the concerns felt by parents about some lack of consultation with them. This factor is mainly due to a period of considerable change in the school. Recognition of the need for useful homework to be given on a more regular basis has led to a recent review and implementation of the school homework policy.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the school in the nursery with levels of attainment in most areas of learning that are well below expectations. They make good progress in the nursery, particularly in the development of their social skills. On entry to the reception class, levels of attainment are still below the age-related expectations. Children continue to make good progress, especially in their language and number skills but most are unlikely to reach expectations for their age by the time they enter Year 1 of the National Curriculum. Nevertheless, children make very good progress in their personal and social skills.
2. Pupils make further good gains in their learning in Key Stage 1, with the result that their attainment at the end of the key stage in English and mathematics matches national expectations. Attainment in science at this key stage is above expectations. These judgements about reading and writing at Key Stage 1 represent an improvement since the previous inspection. They reverse well the downward trend in standards seen in the school over the previous three years up to 1999. In the 2000 statutory tasks and tests, most pupils reached the nationally expected Level 2 or above in reading and mathematics, but below the expected level in writing. The proportion of pupils reaching the higher Level 3 in reading and mathematics was also above the national average. In writing, the proportion reaching Level 3 was below the national average. However, when compared to schools with pupils from similar backgrounds, the school scored well above the national average in reading and mathematics, and met the average in writing.
3. The school has recently changed status from a first school, with oldest pupils aged nine, to a primary school with pupils in Year 6. The first group of pupils to take the end of Key Stage 2 statutory assessment tests will do so in 2001. The inspection finds that most pupils currently in Year 6 are unlikely to achieve the nationally expected Level 4 in either English or mathematics. Most are likely to achieve Level 4 in science. Pupils' rate of progress is improving in Key Stage 2 but, because pupils in Years 5 and 6 are mainly coming from a low starting point at Key Stage 1, their achievements are less pronounced than pupils in Year 2. The effect of the improved teaching in Key Stage 2 is therefore taking more time to make its mark.
4. Pupils with special educational needs make appropriate progress in most areas of the curriculum. Progress is most marked where teachers and support staff know exactly what their needs are and provide a programme to meet those needs precisely. Pupils with Statements of Special Educational Need occasionally make less progress than they might because their individual education plans address only a portion of the needs identified in their statements.
5. Pupils in Key Stage 1 make good progress in speaking and listening. In Key Stage 2, progress is satisfactory. In all lessons, there is a high priority given to question and answer sessions. Teachers value pupils' comments and this gives them more confidence to speak and refine their language. Standards in reading, writing and mathematics at Key Stage 1 are higher than they were because of better quality teaching. There is no doubt that the good use of the Literacy Hour positively affects pupils' learning, although much remains to be done to secure high reading and mathematics standards and to raise further writing standards. For example, there is a need for teachers in both key stages to raise their expectations of what pupils can achieve in terms of the quality of their writing. English and mathematics standards towards the end of Key Stage 2 are not high enough, although there is evidence to suggest that they are rising. With the continued

implementation of the better teaching in the school, standards at this key stage should rise. Currently, most older pupils are too careless in their spelling, punctuation and presentation, they do not know how to plan, draft or redraft their writing, and they have a too narrow vocabulary to make their writing imaginative and expressive.

6. In mathematics, pupils make good progress in Key Stage 1 and in the early part of Key Stage 2. In Years 5 and 6, the grouping of pupils in three sets according to prior levels of attainment is effective. Nevertheless, there are too many gaps in pupils' mathematical skills for most of them to reach nationally expected levels by the time they leave the school. Sometimes higher attaining pupils have to work on tasks which are too easy for them and this hinders their rate of progress.
7. The picture for science in Key Stage 2 is rosier than that for English and mathematics. There is good attention paid to the investigative aspect of science, and pupils by the end of Key Stage 2 have acquired a satisfactory range of scientific facts and understanding.
8. In information and communication technology, pupils in Key Stage 1 make good strides in their learning and reach national expectations by the time they enter Year 3. Progress for pupils in Key Stage 2 is satisfactory in those aspects of the subject that they study. However, pupils do not have access to the full curriculum because there is not enough up-to-date equipment for them to use. Consequently, their attainment towards the end of the key stage is below the national expectation.
9. In religious education, pupils in both key stages make sound progress and achieve the expectations of the locally agreed syllabus at the end of both key stages.
10. Pupils at both key stages achieve appropriately for their ages in design and technology, geography and music. Achievement and progress in art and history are satisfactory in Key Stage 2. There is not enough evidence to make secure judgements about pupils' achievement in art and history at Key Stage 1. In physical education, pupils in both key stages reach standards below expectations for their ages.

Pupils' attitudes, values and personal development

11. Most pupils have a good attitude to their work. In the nursery and at Key Stage 1 their attitude is often very good, mirroring the judgement made at the time of the previous inspection report. There has been a marked improvement at Key Stage 2, where there is now very rarely any unsatisfactory behaviour in the classroom and pupils' attitudes are good or better in most lessons.
12. The great majority of pupils enjoy their schooling and arrive in good time, keen to get on with their work. Many come early to class and waste little time in settling down at their desks. They apply themselves happily to the tasks which have been prepared by their teachers whilst they wait for the school day to start. Others are less punctual. The late, almost casual arrival daily of a few pupils delays the start of formal lessons. It results in such pupils missing some valuable learning opportunities enjoyed by their classmates. The demeanour of the pupils reflects the view expressed by parents that their children are happy at school. Children in the nursery show few qualms as they leave their parents and become quickly absorbed in the stimulating activities provided for them. As they move through the school, pupils soon adapt to routines and realise the high expectations of their behaviour. They are keen to learn and anxious to be involved in preparations for the day. They respond very well on the occasions when they are designated 'special people' with tasks, such as collecting registers or distributing books. They smile readily and most have the confidence to discuss their work with visitors.

13. Most pupils are generally well behaved. In class, behaviour is generally good and, throughout the school, it has a positive impact on the learning environment. Pupils know what is expected of them and respond well to the rewards and sanctions explained in the good behaviour policy. Individual pupils sometimes misbehave and become unruly, but teachers manage such occasions well, minimising disruption to the lesson. In Key Stage 2, there are occasions when those lessons lacking pace or stimulus result in a few pupils becoming distracted, but these occasions are exceptional. Overall, teachers are able to concentrate on their teaching to the benefit of all pupils.
14. Most pupils with special educational needs have good attitudes to learning. They want to make progress and work hard to do so. Most behave well, but a number of pupils have emotional and behavioural needs and sometimes find it difficult to conform to normal classroom expectations.
15. The school is a civilised and orderly place, with a good community atmosphere. Pupils move about calmly and generally show courtesy and consideration to others, particularly to visitors. Older pupils sometimes fall short of the high standards set for them. For example, inspectors saw incidents of pupils deliberately throwing colleagues coats on the floor and of others engaging in a scuffle in the dining hall. The school keeps records of the occasional rude or aggressive incident, and even violent behaviour. Pupils know well that such incidents are not tolerated but are dealt with by fixed term exclusion. The relatively high level of exclusions, which has increased markedly since the previous inspection, bears testimony to the school's high expectations. It correlates with a significant improvement in standards of behaviour, particularly in the classroom, and has proved to be an effective strategy in improving the learning environment in Key Stage 2.
16. Pupils' personal development is satisfactory. They take much responsibility for classroom routines. They collect registers, distribute books, tidy up after lessons and hold doors open for classmates. They carry out these tasks effectively and very willingly. However, there are limited opportunities for them to exercise whole school responsibilities. The school council, active at the time of the previous inspection, no longer meets. There are no particular roles for the older pupils in Years 5 and 6 to contribute to the day-to-day organisation of the school. Independent learning skills are generally underdeveloped at these ages. Little encouragement has been given to pupils to extend their library skills or to use their initiative to research or find the answers to problems. The headteacher is conscious of this weakness. Recently diaries were introduced for older pupils to encourage them to take personal responsibility for their homework.
17. Pupils' overall level of attendance is too low and is unsatisfactory. The attendance rate is lower than it was at the time of the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

18. The teaching of the under-fives and the other children in the Foundation Stage is very good. The teachers, nursery nurses and members of the support staff have a very clear understanding of the needs of young children. All members of staff have suitably high expectations of what the children should achieve and how they should behave.
19. The quality of teaching across the rest of the school is good overall. Twenty-two per cent of teaching is very good, 50 per cent is good and 28 per cent is satisfactory. One lesson was excellent and no unsatisfactory teaching was seen. These judgements represent a significant improvement on those made at the time of the previous inspection and are the direct result of close monitoring of teaching in the school and the sharing of good practice amongst the teaching staff.

20. Since the previous inspection, there has been very good attention paid to the way that teachers manage their classes, particularly concerning their expectations and control of pupils' behaviour. Pupils make good, and often very good, progress in the Foundation Stage and Key Stage 1. They reach national expectations in English and mathematics at Key Stage 1 from a low level on entry. The progress pupils make is testimony to the strengths of the teaching in the lower part of the school, where teaching at the previous inspection was judged to be better than in Key Stage 2. The effect of the improved teaching in Key Stage 2 is taking more time to make its mark.
21. The quality of teaching is recognised by most parents, who substantially agree that the school provides good quality teaching and that the school expects their children to try hard. Nearly all teachers expect, and get, a high level of interest and a good pace of working from their pupils. In many cases, a glance or a short reminder is all that is necessary in most classes for the teacher to have total concentration from all pupils. This promotes their learning.
22. In the best lessons, as in a Year 4 art lesson, the contents of the lessons promote interest at all levels of attainment. The teacher makes good use of resources, varies tone of voice to emphasise particular teaching points and explains clearly to pupils what they are to do. Most teachers introduce lessons well. They are skilled in the way they use questioning to draw out from pupils and confirm what they have already learned. This skill reflects teachers' good subject knowledge. For example, in a good Year 2 religious education lesson, the teacher assessed at the beginning pupils' understanding of a range of faiths. She then used her assessment well to take pupils through a challenging discussion about people's right to choose their own religious beliefs, taking care to phrase her words in a way that all pupils could understand.
23. In some particularly effective lessons the teachers tell pupils clearly what they are going to do. Then, after the main task session, they use the end of the lesson well to evaluate with pupils what they have learned. For example, most teachers use this strategy well in the Literacy and Numeracy Hours, as recommended nationally. Some teachers use the same strategy to good effect in all of their lessons.
24. All teachers have good relationships with the pupils because they consistently apply the school behaviour policy in their classrooms. This makes all pupils feel secure. They respond well to their teacher's comments of praise and usually try harder.
25. Most lessons move at a pace that keeps pupils interested in the work. This is particularly noticeable when the teacher shows real enthusiasm for the subject. For example, the teacher's enthusiasm was particularly apparent in a very good science lesson for Year 6 pupils. The teacher used a video about life in an estuary, and then developed a good discussion on which pupils concentrated and posed their own questions.
26. Whilst teachers' expectations of pupils to listen and behave well are high, they are not so high concerning the quality of pupils' finished work. Too often, teachers allow pupils to present untidy or careless work. There is too little attention paid to the use that pupils' make of learning in other subjects. For example, pupils learn about punctuation, grammar and handwriting in their English lessons. They are not encouraged enough to use this learning when they write in other subjects, such as in religious education or in science. Indeed, there is an example of pupils copying writing from a worksheet. Many spelt words incorrectly or misplaced capital letters and the teacher failed to point out their carelessness.
27. Teachers mark pupils' work, but it is variable in its usefulness. At best, teachers point out what the pupil needs to do to improve, but these examples of good marking are few. At

worst, the teacher simply ticks the work where appropriate and does not set targets to help measure pupils' rate of learning.

28. The teaching of literacy is good and the school has embraced the National Literacy Strategy well. The use of the National Numeracy Strategy is developing but is not secure yet. The initial mental session is effective in the good and very good lessons, but in the satisfactory lessons it tends to be too short and limited in scope. Again, the end of the Numeracy Hour often tends to be too short, so that pupils do not have enough time to evaluate or confirm their learning from the lesson.
29. Teachers provide appropriate tasks for those pupils who learn at a slower rate. In the nursery, teachers plan work very carefully to meet the needs of children of different abilities. This is generally also true in the rest of the school. However, as class teachers have not themselves written the individual education plans of pupils with special educational needs, they are not as aware as they might be of the exact needs of each pupil. The plans contain imprecise targets for these pupils. Consequently, teachers often ask classroom assistants to help pupils do exactly the same work as the remainder of the class, rather than assisting them to acquire the more specific skills they lack.
30. All teachers in Key Stage 1 and the Foundation Stage use classroom assistants well. This is mainly the case in Key Stage 2, although sometimes an assistant sits doing little whilst the teacher talks to the class, or is not clear about her role in the main part of the lesson.
31. Teachers set homework but not consistently. The school recognises this and recently reviewed its homework policy to rectify this deficiency.

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

32. The school provides a broad curriculum for its pupils. This includes all National Curriculum subjects and religious education. There is a suitable balance within the curriculum. However, the school is not yet in a position to teach all the requirements of the National Curriculum for information and communication technology at Key Stage 2. This does not meet statutory requirements at Key Stage 2. Pupils at Key Stage 2 lack opportunities for using control technology and for using the communication element of information technology. The presentation and application of writing in other subjects of the curriculum is underdeveloped. The curriculum for the foundation subjects is satisfactory, except for some aspects of physical education for the older pupils. This confirms the findings of the previous inspection. More space and equipment is needed to cater for the increased demands.
33. The school makes good provision for pupils' social, health and personal development. The science curriculum includes a suitable health education programme that encompasses sex education and drugs awareness. The school is effectively implementing the National Literacy Strategy. This is having a positive impact on pupils' reading skills but is not yet improving their writing skills sufficiently well. The implementation of the National Numeracy Strategy is having a positive impact on raising pupils' standards in mathematics. The school places a suitable emphasis on the investigative element of work in mathematics, science, art and music. The time allocation in the curriculum for the foundation subjects is adequate. The inspection findings agree with the parents' concerns about the school's provision for extra-curricular activities. There is a football club, a breakfast club and day and residential visits to support pupils' work. These broaden and enhance pupils' experiences but the provision is less than that of similar schools.

34. The curriculum for children under five in the nursery and reception classes is good. The basis for this curriculum is the new Foundation Stage of Early Learning Goals. The curriculum gives children a firm base for work at Key Stage 1 of the National Curriculum. The school is continuing to develop and improve the quality of its provision for children under five since the previous inspection.
35. There is sound provision for pupils on the school's register of special educational needs. The register meets the requirements set out in the Code of Practice. Procedures for recording and monitoring progress focus well on meeting the needs of individual pupils. However, the individual education plans do not always give sufficiently precise targets to help teachers and classroom assistants to provide suitable activities and support in lessons.
36. The school makes good provision for pupils with English as an additional language. It meets individual pupils' needs well. The good quality support ensures pupils develop levels of skills in English that enable them to work confidently in lessons.
37. The school ensures that all pupils, regardless of age, ability or gender, have equal access to the curriculum. This is particularly effective in the case of pupils with special educational needs as they integrate into classroom work. Pupils with English as an additional language receive a good level of support that enables them to integrate fully into the Literacy Hour work. All pupils have opportunities to join in the available extra-curricular activities. They support them enthusiastically. The school ensures there is no financial disadvantage for any pupils, with the result that all pupils take part in educational visits.
38. There has been an improvement, compared to the previous inspection, in provision for pupils' personal development, which is good overall. Provision for moral development is now very good and that for social development is good. Provision for cultural development and spiritual development is satisfactory, the latter judgement representing a decline from the previous inspection.
39. Teachers use many opportunities to develop pupils' spiritual awareness and sensitivity. Most are implicit, such as the way in which all staff value the written and spoken contributions of individual pupils. There are many examples of good practice where teachers develop pupils' understanding well. For example, a teacher enabled pupils to empathise with and reflect upon the life of poor people in Tudor times. In Year 4, an art lesson on the theme of journeys explored a range of symbolic and metaphorical ideas, including ways of portraying the 'Journey of Life'. Pupils' spiritual awareness was developed very effectively by this lesson. Attractive displays, such as one on autumn in the nursery, promote a sense of wonder and an appreciation of beauty.
40. The potential of school assemblies to contribute to the spiritual development of pupils is underdeveloped. Some of the whole school and key stage assemblies, occurring twice a week, make a good contribution, particularly when visitors tell biblical stories skilfully. On other days, class teachers are responsible for providing the daily act of collective worship within the classroom. These continue the week's theme and some are effective. For example, one teacher explored pupils' feelings about friendship. She promoted a calm and reflective atmosphere by lighting a candle, before reading a prayer as pupils meditated on the meaning of friendship. In other classes, these acts of worship do not always occur and they are not consistently planned and monitored. The school does not fulfil the statutory requirement to provide all pupils with a daily act of collective worship, and this limits opportunities to promote spiritual development.

41. There is very good provision for the moral development of pupils and this is reflected in their good behaviour and the very positive attitudes displayed by most of them. All pupils clearly understand and distinguish between right and wrong. They are enabled to do this through clear school rules consistently applied by all members of staff. These rules, together with the rewards for good behaviour and sanctions to be applied for instances of poor behaviour, are displayed prominently in each classroom. Each class has also evolved its own particular set of rules. When unacceptable behaviour occurs, teachers refer to the rule which is being broken and explain the consequences if such behaviour continues. For the overwhelming majority of pupils, this is very effective in eliminating disruption to the learning process. Whenever possible, staff highlight positive attitudes and encourage pupils to work together to achieve class rewards.
42. The school places a high priority on the social development of its pupils. A good programme of personal, social and health education is in place. This gives pupils valuable opportunities to examine social issues, such as the misuse of drugs, and personal issues, such as how to manage anger. All staff know their pupils well and display high levels of care and concern for them. They encourage pupils to build good relationships and to work co-operatively with each other. In Key Stage 2, there are limited opportunities for pupils to display initiative. These pupils currently have insufficient opportunities to acquire further skills in working co-operatively and independently, although the aims of the school specifically envisage gaining such skills.
43. Pupils' wider social awareness is well promoted. For example, the school supports charities in Britain and in Africa. Many pupils enjoy meeting together at the 'Breakfast Club', but there are few other activities out of school hours to promote the social side of the school community.
44. The school makes suitable provision for pupils to develop their awareness of other cultures. This is effected mainly through the subjects of geography and religious education, in which pupils learn about contrasting areas and of the world's major religions. Pupils' understanding of British culture is extended through visits to places of interest, including a residential visit for Year 4 pupils. These visits include a good range of places of worship. Books sensitively portraying a range of other cultures are prominently displayed in the library. In the Foundation Stage, varying ethnic characteristics are represented in the dolls and toys children play with. Pupils' understanding of the multi-cultural nature of British society is less well developed. This deficiency was criticised at the previous inspection. The school is aware of the need to use more extensively the resources presented by the ethnic diversity of the city of Bradford. Links with other schools are satisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school continues to provide a safe and supportive environment for its pupils. Teachers have a good knowledge of pupils in their charge and work hard to ensure their welfare. The good relationships that characterise the school give pupils the confidence to share any concerns and help them cope with any problems that may arise. A designated member of staff has been appointed to offer counselling for the more insecure pupils. This is indicative of the quality of care offered. The school has placed a high priority on the personal, social and health education of pupils and is currently developing a whole school policy and scheme of work to ensure consistency.
46. The school has reinforced the safety procedures since the previous inspection. The good health and safety policy delegates responsibility to named persons. There is appropriate provision made for risk assessment, monitoring and reporting. The policy has not yet

been updated to reflect the changed status of the school and some of those named are no longer members of staff.

47. Arrangements for child protection comply fully with local authority guidance. Teachers and other classroom staff are conscious of their responsibilities in this regard. Nevertheless, the management recognises the need for further training to make staff more aware of the possible signs of child abuse.
48. The school monitors attendance carefully, although the level of attendance is unsatisfactory, below the national average. The school works closely with the education welfare office to develop strategies for improving the attendance rate and to reduce the higher than average level of unauthorised absence.
49. Pupils with Statements of Special Educational Need, most of whom have emotional or behavioural difficulties, are well supported by skilful non-teaching assistants who help to modify their behaviour.
50. In the event of the occasional emotional explosion, all staff are adept at restoring pupils to a calm and orderly state. Some other support assistants require additional training in order to meet the needs of pupils with learning difficulties more effectively. Occasionally, some carry out tasks for these pupils rather than helping them to acquire the skills themselves.
51. The senior midday supervisor fulfils an important role in supporting pupils with emotional or behavioural difficulties. She has extra time to counsel these pupils when lunch-time incidents occur, to good effect. She liaises with the special educational needs co-ordinator on a daily basis. This is an effective way of ensuring that problems are dealt with and avoid problems spilling over into the afternoon session.
52. Bullying is not tolerated. There is prompt and proper action taken to deal with any incidents of oppressive behaviour. The recently reviewed behaviour policy contains clear expectations of good conduct and outlines appropriate rewards and sanctions. All staff implement the policy consistently. This has proved effective in raising the standards of behaviour, particularly in the classroom. There is a calm and purposeful atmosphere about the school. This allows staff to concentrate on their main purpose of teaching and to raise the standards of achievement throughout the school.
53. The monitoring of pupils' academic performance and personal development is satisfactory overall. Where assessment and monitoring is strong, pupils achieve well and sometimes very well, for example in the Foundation Stage and in Key Stage 1. In these stages, day-to-day monitoring of pupils' progress, and support and guidance provided in lessons are consistently good. They are satisfactory in Key Stage 2. Throughout the school, many teachers and learning support assistants are effective in the way they assess the work and personal development of pupils during lessons. There is clear recording of assessments, with some very good practice in the Foundation Stage. Teachers in this stage make assessments by observing children's work. They also undertake an initial assessment of children's attainment and use the results well to target groups of children for further help.
54. In both key stages, there are yearly reading tests, writing and mathematics assessments. As a result, the school has adjusted the curriculum successfully to promote reading, writing and mathematics throughout the school in order to raise standards. All pupils take end of key stage statutory assessment tests. In both key stages, assessments identify those pupils who could reach higher standards in English and mathematics. The results of such tests are used to group pupils in Years 5 and 6 according to their levels of

attainment and to set targets for attainment in the statutory assessment tests at the end of Key Stage 2. Projections for pupils currently in Year 6 are too low and should be reviewed to give more challenge and to raise expectations. The school does not yet fully analyse results in terms of gender or ethnic differences. The school uses old test papers to assess pupils' work in science. This approach gives teachers information which identifies gaps in pupils' learning.

55. There are weaknesses in the assessment, monitoring and evaluation of pupils' achievement in the foundation subjects and for pupils with special educational needs. Although generally these pupils receive the help and guidance that best suits their requirements, targets set in individual education plans are variable in quality, and there is no whole school approach to initial assessment of pupils to identify special educational needs.
56. There is no whole school approach to the assessment of information and communication technology and non-core subjects. As a result, the school does not provide secure information about pupils' progress in these subjects as they move through the school. Assessment procedures work satisfactorily in design and technology, and this procedure could be used as an effective method for assessment and recording of achievement in subjects other than English, mathematics and science.
57. These weaknesses make it difficult for subject co-ordinators to maintain an overview of standards in their subjects. The school managers have identified the need to improve procedures and the use of assessment in these subjects. Currently, the school is focusing on a more consistent approach to the use of assessment and analysis of assessment results.
58. In all classes and at all levels there is sensitivity to the needs of pupils. Teachers have a good knowledge of pupils' personal development. They make constructive efforts to provide challenge for those capable of higher attainment, except sometimes in mathematics in Key Stage 2. Through the recently introduced home/school agreement they have made a renewed commitment to work closely with parents. There are effective links with health and educational support agencies. Overall, the educational and personal support and guidance given to pupils has a positive effect in raising their levels of achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The school has long benefited from good parental support, but recent uncertainty appears to have damaged the relationship. Most parents still have positive views about the teachers and about the education their children receive. They find that their children are happy, consider they make good progress and judge them to be well behaved. However, a minority of parents do not feel that the school is working closely with them. They also express concerns about the inconsistency of homework and the lack of extra-curricular activities.
60. The circumstances of the school are untypical. The transition of status from a first school to a primary school has far reaching implications for pupils, parents and teachers, all of whom face a circumstance which they have not previously experienced. Coupled with the absence, until the current term, of the headteacher designate of the new school, this has resulted in some inevitable weakness in the system for communicating with parents. Some fruitful initiatives, such as the parents' council and the 'Mums R Us' support group, have fallen into abeyance, a factor which may be reflected in the parental dissatisfaction. The new headteacher recognises the problems and has already taken a number of positive steps to improve the situation.

61. The quality of information provided for parents is good. The prospectus and governors' annual report comply with legal requirements. Newsletters are helpful and informative. The circulation of curriculum information is good practice and helps parents support their children's work. Annual reports on pupils are detailed and give parents a clear idea of their children's work and effort over the previous year. They set targets for pupils, which is helpful, but most lack the precise terminology that would enable later evaluation to be made. The reading records for younger pupils and the home/school diaries for Years 5 and 6 provide a very constructive means of communication. There are parents' consultation evenings held each term. Additionally, teachers make themselves accessible on a daily basis to discuss any concerns, a facility that is much appreciated by the parents.
62. The school's links with parents make a positive contribution to pupils' learning at school and in the home, but as yet there is some inconsistency. Very good procedures are in place to ensure that parents of children new to the school are made welcome. Teachers discuss with parents their children's capabilities, and provide advice and guidance as to how they can best support their children's work in the home. As pupils move through their early years, parents play an important part by listening to their children read and helping them with spellings and number facts. There has been a recent revision of the whole school homework policy. It makes clear and consistent provision for all year groups but it is not yet fully implemented. There are examples of good practice, such as the job survey carried out with parents' assistance in Year 3, and the provision of home/school diaries for Years 5 and 6 to give pupils more responsibility for their own learning. However, the provision is variable, particularly in Key Stage 1. The school has had a good response to its introduction of a home/school agreement. It has plans to develop the partnership by the introduction of curriculum evenings and the publication of a parents' handbook. There is a weakness in the preparation of individual education plans for pupils with special educational needs. The school does not involve parents sufficiently at this stage.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The school is well led and managed and has made good progress in addressing the issues raised at the previous inspection. The school is going through a number of important changes and difficulties, not least of which is the change from first to primary school status. Other constraints on the school have included:
- a. previously low attainment at Key Stage 1;
 - b. difficulties in accommodating the rising numbers of pupils;
 - c. poor relationships identified at the previous inspection between the management of the school and the staff.
64. The governors resolved the last of these constraints as part of their action plan resulting from the last inspection. Difficulties with accommodation remain and are likely to do so until the completion of a planned programme of rebuilding and refurbishment. The newly appointed headteacher has quickly come to grips with what needs doing to raise standards. He has determined that the downward trend in statutory assessment results seen between 1997 and 1999 should reverse. Together with the support of the governors and the staff, there are now a number of successful strategies in place to effect this change. The benefits are seen in the 2000 statutory assessment results at Key Stage 1. Of particular concern at the previous inspection was a significantly high proportion of unsatisfactory or poor teaching, particularly in Key Stage 2. There is a considerable improvement in the quality of teaching and this is having a direct, positive impact on standards in both key stages. Through his policies and practices, and with the full

support of the interim management team, the headteacher promotes in his staff high expectations for the pupils to achieve. Key stage and subject co-ordinators take an increasingly important role in shaping the future of the school and some subject action plans contribute well to plans for raising standards. Together, all staff and governors show a high commitment and concern at all levels of school life.

65. The governors have followed closely the direction of the action plan devised after the previous inspection. Consequently, they have dealt with most of the issues raised, particularly that to do with improving the quality of teaching. However, standards in writing are still too low, particularly in Key Stage 2, and there are two statutory requirements that are not fulfilled. The requirement to hold daily acts of collective worship is not met consistently, and the school does not teach the full requirements of the National Curriculum for information and communication technology.
66. Following the appointment of a permanent headteacher, and the completion of the two-year action plan, the governors now need to construct a detailed and strategic plan for future school development. The plan should take account of the need to raise standards further, particularly at Key Stage 2. For example, the school has set targets in English and mathematics for current Year 6 and Year 5 pupils to achieve by the time they leave the school at the age of 11. The governors and management of the school should review these targets in the light of the current positive effects of the better teaching, with the intention of making them more challenging.
67. The governing body has learned a great deal about the school during a very difficult period. It is aware of the importance of monitoring standards and is increasingly involved in shaping the future of the school, including curriculum matters. The governors have attended training in performance management and headteacher appraisal and they are on course to set targets within the intended timescale.
68. Close monitoring of teaching and learning, by the headteacher and some members of the senior management team, gives good opportunities for staff professional development and for the sharing of good practice. The headteacher fully accepts that this strategy should be undertaken regularly and as a matter of course.
69. Provision for pupils with special educational needs is co-ordinated by the acting deputy headteacher, who has only recently assumed this responsibility. He has already worked hard to undertake an audit of the school's current provision and to write individual education plans for all pupils on the special needs register. The governor with oversight of this area is closely involved in school life. Her energetic yet thoughtful approach to her role ensures that there is progress in addressing pupils' needs at as early a stage as possible.
70. The finances available for special educational needs are used well and all statutory requirements in this area are met. For example, the school has targeted additional funding to Year 4 pupils to provide extra support through the Additional Literacy Strategy.
71. There are suitable arrangements to review the individual education plans of pupils with a Statement of Special Educational Need, but some other individual education plans are not reviewed frequently enough and parents are insufficiently involved in the review process. This was a concern at the previous inspection.
72. The school has an adequate number of teachers who are suitably qualified and experienced to teach the National Curriculum and religious education. This is consistent with the judgement made in the previous inspection report. The school's commitment to the professional development of all members of staff is having a beneficial effect on

teachers' confidence. The school makes good use of the expertise that exists amongst its own staff to support colleagues in their work. An example of this is the facility given to the mathematics and literacy subject leaders to monitor classroom practice and give feedback to individual teachers. Non-teaching staff members are deployed effectively at Key Stage 1 and they make a valuable contribution to the quality of educational provision. They are involved in planning and work closely with class teachers. Their deployment is less effective in some classes at Key Stage 2. This restricts the beneficial effect on pupils' progress.

73. The accommodation is, overall, satisfactory. Although some classrooms, particularly the temporary ones for the older pupils, are cramped, careful planning and imaginative use of space provides good quality teaching areas. The displays of pupils' work make a positive contribution towards celebrating achievement and to pupils' learning. The school hall places constraints on the provision of physical education for the older pupils. There is very limited space for work in information and communication technology for the older pupils. This has an adverse effect on the quality of learning. The premises are very clean and there is obvious pride in their maintenance. There is effective use of the grounds for football and to provide an environmental area for educational and recreational purposes. The school has yet to develop the potential of an outdoor play area for children at the Foundation Stage in the reception class.
74. There are, overall, sufficient resources to support learning effectively in most subjects. Resources are good in mathematics, religious education and for children at the Foundation Stage of learning. The resources for information and communication technology are, however, inadequate to meet the requirements of the National Curriculum. This has an adverse effect on standards for the older pupils.
75. The school makes good strategic use of its resources. It links most decisions concerning finance to educational priorities. There is good use made of specific grants, for example for the Additional Literacy Strategy, for staff professional development and for the provision of support staff in classrooms. Constraints from the building and the change of school status have required the withholding of grants for improving resources.
76. The principles of best value are soundly applied. The governors' role in determining best value is stronger than it was. This is because they have increased their monitoring of the work of the school, the quality of education provided and the standards that pupils attain in relation to other schools, both locally and nationally.
77. There is good financial control. A recent audit of the financial arrangements of the school highlighted a few minor weaknesses. The management is addressing these. The school office works well and satisfactory use is made of information and communication technology to handle and improve routine communication and essential office tasks.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER ?

78. The headteacher, staff and governors should now construct and put into effect a detailed and strategic school development plan, which pays specific attention to raising standards at both key stages. It should include agreed action for:
- 1) raising standards in English and mathematics in Key Stage 2 by:
 - a) focusing on extending pupils' vocabulary with the result that they have the means to express themselves more clearly, both in their speech and in their writing;
 - b) giving more opportunities for pupils to write imaginatively and at length for a wide range of audiences and purposes both in English and in other subjects;
 - c) raising teachers' expectations of pupils to learn and apply rigorously the rules of spelling and grammar in all their writing;
 - d) ensuring that pupils have time to plan, draft and revise their writing so that it is always of the highest quality;
 - e) using fully and consistently the procedures for the National Numeracy Strategy;
 - f) giving pupils more opportunities to apply their number skills both in mathematics and other subjects;
 - g) making sure that the work given in mathematics to the more able pupils always matches their prior levels of attainment;
(paragraphs 92, 96, 98, 100, 106, 108-9, 111 and 115)
 - 2) raising standards of handwriting and presentation of work across the school by:
 - a) building on and developing in both key stages the good practice of teaching handwriting skills seen in the Foundation Stage;
 - b) teaching the skills of joined writing earlier, in Key Stage 1, and ensuring that all staff set good examples in using these skills;
 - c) insisting that pupils consistently use their handwriting skills in all their written work;
 - d) encouraging pupils to take more pride in the quality of their finished work in all subjects;
(paragraphs 5, 26, 32, 97 and 100)
 - 3) fulfilling statutory requirements and raising standards in information and communication technology in Key Stage 2 by:
 - a) increasing the number of up-to-date computers and widening the range of associated software, so that pupils have more opportunities to acquire and practise computer skills;
 - b) planning in other subjects for pupils to use their computer skills to support their work;
 - c) ensuring that teachers are suitably trained to teach the full requirements of the information and communication technology curriculum for pupils in Key Stage 2;
(paragraphs 8, 65, 74, 116, 145 and 150)

- 4) fulfilling the requirement to hold daily acts of collective worship for all pupils;
(paragraph 40)
 - 5) raising levels of attendance and punctuality by targeting available resources on those pupils who have unsatisfactory levels of attendance and lateness.
(paragraph 48)
79. The governors should also consider the following minor issues for inclusion in their action plan:
- a. review arrangements for use of the accommodation so that pupils have more time to take part in physical education lessons (paragraphs 64, 73 and 157);
 - b. ensure that individual education plans for pupils with special educational needs are more closely related to pupils' specific learning needs (paragraphs 4, 29, 35 and 71);
 - c. ensure that classroom assistants employed in Key Stage 2 are consistently used to the best advantage for pupils' learning (paragraphs 29-30, 50 and 102);
 - d. extend the good assessment procedures for English, mathematics and science to the other subjects of the curriculum (paragraphs 55-57).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	27	47	25	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	35	394
Number of full-time pupils eligible for free school meals		145

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		91

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	28
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	2.8
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	31	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	19	20
	Girls	28	29	30
	Total	47	48	50
Percentage of pupils at NC Level 2 or above	School	81 (66)	83 (64)	86 (70)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	20	24
	Girls	28	30	29
	Total	47	50	53
Percentage of pupils at NC Level 2 or above	School	81 (52)	86 (82)	91 (75)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	374
Any other minority ethnic group	18

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	24	1
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)	17
Number of pupils per qualified teacher	28.1
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	400

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	17.5

Total number of education support staff	2
Total aggregate hours worked per week	27.5

Number of pupils per FTE adult	11.7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	682,610
Total expenditure	674,663
Expenditure per pupil	1,722
Balance brought forward from previous year	7,947
Balance carried forward to next year	7,947

Results of the survey of parents and carers

Questionnaire return rate 25.6 %

Number of questionnaires sent out	429
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	25	5	3	0
My child is making good progress in school.	57	35	5	1	2
Behaviour in the school is good.	50	45	1	0	4
My child gets the right amount of work to do at home.	31	38	17	5	9
The teaching is good.	56	35	2	0	7
I am kept well informed about how my child is getting on.	46	45	5	1	3
I would feel comfortable about approaching the school with questions or a problem.	69	29	1	1	0
The school expects my child to work hard and achieve his or her best.	65	32	0	1	2
The school works closely with parents.	45	43	4	1	7
The school is well led and managed.	35	46	5	1	13
The school is helping my child become mature and responsible.	49	42	3	2	4
The school provides an interesting range of activities outside lessons.	20	15	21	15	29

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

80. The school admits children to the nursery, on a part-time basis, the term after they reach three years of age. Children transfer to full-time education in the reception class in September and January. Most children in the reception class attend the school's nursery before they enter full-time school. The nursery makes very good provision for the children's all round development and education. The reception class builds very well on the work of the nursery. The curriculum for children under five promotes the Early Learning Goals of the new Foundation Stage very effectively in all areas of learning. There is a specifically designated outdoor area for use by the children in the nursery. This assists their physical development and awareness of space well. The children in the reception class do not have access to such an area. This restricts their learning and progress in developing further their all-round physical skills. This confirms the findings of the previous inspection.
81. Curriculum planning for all children who are under five meets the requirements of the new Foundation Stage of learning for young children. The nursery and reception class teachers plan closely together to ensure there is no unnecessary repetition of work. They give the children a firm foundation and smooth transition to work at Key Stage 1 of the National Curriculum. All the members of staff who teach children under five have a very clear commitment to raising standards. They attend in-service training courses, plan work together and develop close relationships with parents and carers. They have good links with Key Stage 1 teachers. This ensures the continuation and development of the current good practice for the early years of education. The record keeping system is very clear and informative. It gives all members of staff a well-informed base for the planning of work. The nursery uses an entry assessment procedure effectively to assess children's level of development and achievement. This gives a clear indication of the children's abilities in language, mathematics and physical skills. Parents' opinions contribute to this assessment. This provides the nursery staff with a clear knowledge of what children know and can do at home. The teachers use this knowledge to plan future work based on what the children know, understand and can do. They set clear and specific targets for individual children and revise them on a regular basis. The reception teacher continues to use and add to the records from the nursery. Teachers ensure that records of achievement go with children when they move into Year 1. The nursery and reception classes provide a good level of support for children with special educational needs. All members of staff ensure that children have full and equal access to the areas of learning. Parents value and appreciate the work children do in the nursery and reception classes.
82. Many children enter the nursery with standards that are well below the expectation for their age in most areas of learning. They respond very well to the provision in the nursery and make good progress, particularly in the development of their social skills. In spite of this good progress, children's levels of attainment on entry to the reception classes are still below the expectation for most children of this age. Although they continue to make rapid progress in developing their language and number skills in the reception class, most children are unlikely to attain the skills they require to meet the expectations for children of similar age. All children make very good progress in their personal and social development. Most children make good progress in the development of their creative skills. They make good progress in their physical development, particularly in the nursery. There is an improvement in the provision for children under five since the previous inspection.

Personal and social

83. Children settle quickly and happily into the security of the nursery and make very good progress in developing their personal and social skills. They are confident when moving around the nursery and relate well to each other and adults. The children share and take turns amicably, for example when using outdoor equipment and books. They concentrate well on their tasks, for example when mixing ingredients to make 'angel delight'. Children are enthusiastic and clearly enjoy their work in the nursery. They co-operate cheerfully with each other and adults. They take care of classroom equipment and tidy up after themselves. They continue this rapid rate of progress in their personal development as they move into the reception class. Here, children work well independently and together. All children persevere to finish their tasks and take pride in their work. They quickly understand the routines of school life and move quietly and confidently around the school. By the time they are five most children, including those with special educational needs, are likely to exceed the expected levels in the development of their social skills. The school is continuing well to maintain and improve this area of children's development since the previous inspection.

Language and literacy

84. The provision for the development of language and literacy is good. There is a suitably wide range of books in the nursery to meet the needs of the children. This is an improvement since the previous inspection. Many children enter the nursery with well below average language skills. They quickly make good progress in developing an enjoyment of looking at books and listening to stories. All children soon understand that pictures and print convey meaning as they listen to well-known stories and rhymes, and join in refrains. Many children have a limited range of language and immature speech patterns. The nursery staff give them a good level of individual help and support to increase their speaking skills. All children learn to use pencils correctly. They increase their early writing skills in a range of activities that encourage their hand and eye control. This good rate of progress continues as children move into the reception class. They have individual support to improve their hand and eye co-ordination. This makes a positive contribution to their development. Children with special educational needs continue to receive effective support. The reception class teacher uses the literacy strategy effectively to develop further children's listening, speaking and reading skills. All members of the reception staff extend this very well through their careful selection of books and stories and their use of precise and clear speech. Children enjoy this work and make rapid progress in learning letter sounds. They have many opportunities for role-play. This enables effective development of the children's listening and speaking skills. All children listen carefully to stories in the reception class. They enjoy talking about the pictures and join in with familiar sentences and refrains. Reception staff encourage children to speak clearly in sentences. This develops well children's awareness of speech patterns and sentence construction. All children strengthen and develop their early writing skills. Most hold and use pencils correctly, but a significant minority still experience difficulty. In spite of the good progress in their learning, most children are unlikely to achieve the Early Learning Goals by the time they enter Year 1.

Mathematics

85. The provision for children's mathematical development is good. Most children make good progress in consolidating and developing their number skills. Nursery and reception staff effectively develop these skills through a carefully structured programme of work. This includes the use of construction activities to develop awareness of space and children's control skills. There is a good and effective level of support for children with special educational needs. They make good progress in developing their knowledge of numbers.

Children enter the nursery with low levels of mathematical skills. By the time they enter the reception class, most children have a rapidly developing range of mathematical skills. Reception staff continue to build on and develop these early skills well. Children have a session of structured number work each day. Most children count and order objects to 10. They know and recognise the place of numbers on a number line. They use suitable mathematical language to describe processes, such as 'more' and 'less than'. Children develop further their mathematical learning through using computers. They quickly learn to arrange geometric shapes to create pictures. This gives them an increasing awareness of how to organise shapes and control movement. Children consolidate, build on and develop their early mathematical experiences well. However, in spite of their good progress, most children are unlikely to achieve the Early Learning Goals by the time they begin National Curriculum work in Year 1.

Knowledge and understanding of the world

86. The school has good provision for developing children's knowledge and understanding of the world. Children make very good progress in this area of learning. They have many opportunities in the nursery and the reception classes to explore the natural and man-made world. For example, children in the nursery investigate the properties of materials as they mix ingredients to make 'angel delight'. They observe how change takes place and begin to develop understanding that some change is irreversible. Children continue to consolidate and develop their learning as they progress through the reception class. They develop a good understanding of the properties of different materials as they test them for warmth. Most children know that hedgehogs would choose natural materials in which to hibernate. One child explains why hedgehogs have prickles, "so everyone will leave it alone". This work enables children to develop a sound understanding of life processes. Children in the reception class use computers as a matter of routine. They work carefully and accurately at dragging geometric shapes to create pictures. This enables children to develop a suitable understanding of how to use the keyboard and mouse for accurate control. Children print out work with assistance. In spite of the good level of provision, most children are unlikely to reach the expectations of the Early Learning Goals by the time they begin work in Year 1.

Physical development

87. The nursery makes good provision for children's physical development and most children make good progress. They have access to pencils, crayons, scissors and glue from the beginning of their time in the nursery. Many experience much difficulty in controlling tools on entry to the nursery. They increase their fine control skills well, but most are below the expected standard when they enter the reception class. Children in the nursery develop their climbing and balancing skills effectively. They have opportunities to run, jump and skip and use wheeled toys with an increasing awareness of space. There is a secure area for outdoor activities for nursery children. Children in the reception class have access to this area in fine weather. The school has a suitable selection of large apparatus for children in the reception class to use in the school hall. They have access to this once a week. The lack of large apparatus for regular use restricts the children's development in physical education. Most children are unlikely to meet the expectations of the Early Learning Goals in controlling tools, such as pencils, by the time they enter Year 1.

Creative development

88. The school's provision for children's creative development is good. Children make good progress in the nursery as they learn basic techniques. This enables them to use and control materials effectively. They apply paint to paper with much confidence and learn to

mix and use powder paint correctly to achieve different colours. In the reception classes children develop well their ability to observe. An example of this is the work children do after looking closely at cyclamen plants. They show a developing awareness of shape, pattern and colour. Children sing a variety of songs from memory and use percussion instruments correctly and confidently to maintain rhythm. Most children are likely to acquire the level of skill necessary to reach the Early Learning Goals by the time they begin work on the National Curriculum.

89. The quality of teaching for children under five is never less than good. Seventy-eight per cent of teaching is very good. This consistently high quality of teaching reflects the level of progress children make in their early years at school. The teachers, nursery nurses and members of the support staff work very effectively together to promote learning. They have a very clear understanding of the needs of young children. All members of staff have suitably high expectations of what the children should achieve and how they should behave. They give children challenging and interesting tasks to increase and consolidate their knowledge and understanding. All members of staff use language very effectively to develop and improve children's language skills. They speak precisely and clearly. This ensures that all children, including those with special educational needs, make good progress in developing their speaking skills. All members of staff place a suitably strong emphasis on the teaching of specific skills, for example about how to use pencils, paint and musical instruments. They encourage all children to work independently and make choices. An example of this is the work children do on the computer. The quality of teaching is an improvement since the previous inspection.

Attitudes, behaviour and personal development

90. Children in the nursery and reception classes very quickly develop positive attitudes to learning. They are enthusiastic about their work and soak up knowledge with enjoyment. They relate well to each other and to adults. As they move from the nursery to the reception class children increase their ability to concentrate and work hard. They increase their sensitivity to the feelings of others and respect each other's work.

ENGLISH

91. Statutory assessment tests at the end of Key Stage 1 in 2000 show a good improvement on previous years' scores and a significant reversal in the downward trend seen in the previous two years. In 2000, the proportion of pupils reaching the expected Level 2, and above, in reading was in line with the national average for all schools and was well above average when compared with similar schools. The proportion attaining the expected level in writing is still below the average nationally but is broadly in line with the average when compared to similar schools.
92. There are no test results for the end of Key Stage 2 because this is the first year in which the school has had a group of pupils in Year 6. This is due to the local authority's reorganisation of schools. Inspection evidence suggests that the proportion of pupils in the current Year 6 likely to attain the expected Level 4 in 2001 will be below the national average. Pupils at the end of the key stage have not sufficiently experienced and benefited from the good strategies recently adopted which are having a positive impact on the quality of teaching. Progress in Key Stage 2 in all lessons is at least sound. Progress over time is good. Pupils in the earlier years of the key stage are progressing well because they are working from a more secure base of skills and knowledge.
93. The work of the oldest pupils in Key Stage 1 indicates that standards this year are at a similar level to those attained by Year 2 pupils in 2000. When compared with pupils' low

attainment on entry, the school helps its pupils to make good progress. This is a significant improvement on the report of the previous inspection.

94. Pupils' achievement in speaking and listening in both key stages is in line with national expectations. Progress is good in Key Stage 1 and sound in Key Stage 2. In both key stages, teachers provide many good opportunities for developing skills and building pupils' confidence. In all lessons, there is high priority given to the question and answer sessions. For example, in a Year 2 lesson on instructional texts pupils listened intently as classmates read out their instructions for a recipe. They clearly expressed their ideas and used local dialect when they evaluated each other's work. One pupil said, "It were good because he put them in order, like 1 and 2. It made me feel hungry". However, there is a lack of descriptive and rich spoken vocabulary, which affects the quality and depth of pupils' writing.
95. At Key Stage 1, pupils of all levels of attainment, including those with special educational needs, make good progress in acquiring literacy skills. In Year 1, the average and higher attaining pupils read very accurately at a brisk pace. They use a variety of clues and strategies to work out unknown words. Teachers ask the higher attaining pupils to spell words containing sounds such as 'sh' and 'ch' in order to confirm their learning. Lower attaining pupils know the characters in the reading scheme books and are more dependent on 'reading' the pictures. Year 2 pupils begin to understand the differences between fiction and non-fiction books. They learn the key features of non-fiction books and that instructions begin with a verb. They can give examples of such words and understand that verbs are 'doing' words. Higher and average attaining pupils have a good understanding of text. They read fluently and with expression. They use sounds composed of two letters to work out unknown words, whilst lower attaining pupils concentrate on the sounds the first letters of words make.
96. Standards in reading in the later years of Key Stage 2 are below those expected nationally. Average and higher achieving pupils are fluent and accurate readers but the amount of expression used and their understanding of the importance of punctuation is variable. All but the lower attainers have some understanding of inference but they need help and prompting to realise this. The use of the guided reading session in literacy lessons is good. For example, Year 6 pupils learn about the importance of bibliographies, and pupils in Year 5 make good progress in understanding where to find the imperative verb. Pupils express opinions about the kinds of books they like but they do not have a wide knowledge of different authors and there is a lack of depth to their reading experiences. Standards are improving lower down the key stage and progress is good over time. At Year 3, attainment is as it should be, and often higher.
97. There is an improvement in Key Stage 1 in the quality of writing. Higher attaining pupils write sentences independently, with correct spelling. The school's new strategies for teaching spelling are having a positive effect. Many pupils use dictionaries correctly. However, the quality of handwriting is unsatisfactory and only a few pupils present their work in an acceptable way. Throughout the key stage, letter formation is often poor and displays a lack of pencil control. Very few pupils write in a joined style of writing and a number of pupils confuse the use of higher and lower case letters. Presentation is often untidy, both in English and in other subjects where writing plays an important part. Teachers have good strategies for teaching punctuation with the result that pupils' ability to punctuate their writing is developing well, although its use is inconsistent.
98. Standards in writing in Key Stage 2 are below national expectations. Some lower attaining pupils in Year 6 cannot write independently. Conversely, higher attaining pupils distinguish between active and passive verbs. They understand 'connectives' and how to use them. Pupils in other years improve their knowledge of grammar. The good

implementation of the National Literacy Strategy gives pupils opportunities to improve their writing. Additionally, there is some time set aside for pupils to undertake further exercises in extended writing. However, there are significant weaknesses which lower the standard of writing. For example:

- a. pupils have not learned the skills of planning, drafting and redrafting their writing to create a high quality, finished piece;
 - b. the scope for writing imaginatively for different audiences and purposes is not enough to redress pupils' narrow range of descriptive language;
 - c. pupils are generally careless in their spelling and presentation of writing, even when copy writing.
99. Nevertheless, sometimes there is good use of English and literacy skills in other subjects. For example, in a Year 4 history lesson, pupils were given the tasks of writing about the life of a beggar in Tudor times and describing Tudor homes. This required the pupils to carry out some research. The writing required accurate use of commas and the use of comparatives, such as, 'poorest' or 'less important'.
100. There is a need for teachers to raise their expectations of pupils' accuracy in spelling and care in presentation. The school's policy for pupils to learn how to write joined letters 'when they are ready' is open to different interpretations by different teachers. Some pupils who do not have special educational needs still print their letters well into Key Stage 2. A good number of pupils find it difficult to write carefully and neatly with ballpoint pens.
101. Pupils of all abilities in both key stages have good attitudes to English. Their personal development is good because of the good methods and strategies that teachers use in lessons. In Key Stage 1, pupils try hard because teachers value their efforts, even when pupils do not give them accurate answers. Pupils increase their knowledge by listening well in most end-of-lesson sessions. For example, pupils in Year 1 learned to take turns when playing a game about an alphabet sound. With the exception of some pupils who cannot read independently, pupils in Key Stage 2 put a high level of effort into their work. Teachers create calm working atmospheres to which pupils respond well and share their ideas. For example, pupils in Year 6 confidently expressed their opinions about whether a change of a word would alter the meaning of a sentence.
102. The quality of teaching ranges from satisfactory to very good and is good overall. In Key Stage 1, teaching is good in half the lessons and very good in one-third. It is also good in half of the Key Stage 2 lessons, but very good in only one-tenth. The school has embraced and implemented the National Literacy Strategy with a will and it is rapidly becoming a strength of the school. There is detailed planning of lessons, with the result that lessons are well structured. The strengths of the teaching in both key stages lie in teachers' effective and skilled questioning, reflecting their good subject knowledge. One teacher in Key Stage 1 made deliberate mistakes with punctuation. Pupils said, "Ooh!" and corrected her, thus consolidating their own knowledge. Teachers match work well to the needs of pupils of differing abilities. They make good use of the last part of the Literacy Hour, when pupils evaluate their own or other pupils' work. In both key stages, teachers have very good strategies to support pupils' learning. For example, the small white boards for individual use are an excellent resource. They appeal to pupils who use them well to edit their work very quickly, without fuss. Relationships are very positive because teachers value pupils' contributions and give them confidence. Teachers have high expectations of pupils to behave well. The deployment of learning support assistants is effective in Key Stage 1 but less so in Key Stage 2, where sometimes they give pupils wrong information.

103. Assessment is good throughout the school and the results of assessment are used well to match work to pupils of differing levels of attainment. For example, the grouping of pupils by ability in Years 5 and 6 is having a beneficial effect on their rate of progress. Marking is effective in all but one class. Teachers make constructive comments and set targets for pupils to achieve. Teachers correct misspellings but there is little evidence that pupils follow up their mistakes.
104. The management of the subject is good. The present co-ordinator is very new to the role. Both she and the previous co-ordinator have worked very hard and successfully to raise standards.

MATHEMATICS

105. In the 1999 national tests for seven year olds, seven pupils in every ten reached the expected Level 2, a result well below the national average. However, about three in ten reached the higher Level 3, a result above the national average. Overall, these results are close to those of similar schools. The results for 2000 showed a significant improvement, with almost nine pupils in every 10 reaching Level 2. This improvement, with results above the national average and well above those of similar schools, indicates that good standards of teaching using the National Numeracy Strategy are having a significant effect on pupils' progress in learning. Inspection findings confirm that, by the end of Key Stage 1, most pupils make good progress and achieve at least in line with national expectations.
106. Currently the school has its first cohort of Year 6 pupils. These pupils are achieving levels below national expectations for this age. The school expects just over half to achieve the expected level for 11 year olds and inspection findings confirm this to be the likely outcome of the 2001 tests. There are a number of reasons for this low standard of attainment. Until relatively recently these pupils were taught using a curriculum inferior to that provided by the National Numeracy Strategy and many have gaps in understanding which require filling before they are ready to go on to learn new ideas. A significant proportion of the year group has special educational needs, including many with emotional and behavioural difficulties. The previous inspection noted weaknesses in the management of these pupils, with consequent disruption to the process of learning for all the pupils in the class. This weakness is now substantially removed.
107. Pupils progress well through Key Stage 1. This is because teachers are very clear about what they want the pupils to learn in each lesson. The three-part numeracy lesson is used very well. It incorporates effective routines to practise number facts in the initial mental work. In Year 1, in particular, teachers have high expectations about pupils' work and behaviour and provide lively teaching at a good pace. These pupils identify pairs of numbers that add up to 10. Many are beginning to understand place value, knowing that 17 is made up of one 10 and seven units. By the end of the key stage, pupils count on or back from any number in tens and know how to halve or double numbers. Most have a good understanding of place value and know all the addition and subtraction facts to 10. Higher attaining pupils know them up to 20. Pupils know the names of simple two-dimensional shapes and how many sides and vertices each has.
108. Overall, the pupils at the beginning of Key Stage 2 also make good progress but those with lower or higher levels of previous attainment make less progress than they might. This is because all pupils tend to be given the same task to complete. Although classroom assistants sometimes help lower attaining pupils, these pupils often struggle to complete tasks they do not fully understand. This reduces their motivation to succeed. Pupils with higher levels of attainment are not sufficiently challenged by some of the work they are given, such as the addition of single-digit numbers. They are not given tasks

which start at a higher level than those given to most of the class. Consequently, their progress in learning is too limited.

109. In Years 5 and 6, pupils are arranged in ability groups to learn mathematics. This enables teachers to provide tasks more closely matching the needs of the pupils, particularly in Year 6 where there are three such groups. It is in these year groups that teachers have noted many gaps in pupils' prior knowledge. Occasionally they spend too much time ensuring this basic knowledge is in place where some pupils are ready to move on at a more rapid pace. Teachers insufficiently use the results of previous assessment to ensure that this happens. Thus, some of the work completed in Year 5 on fractions and money is too easy for higher ability pupils.
110. At the beginning of Year 5, pupils know some of their multiplication tables and make good progress in learning others. They double and halve numbers competently, for example working out prices in a half-price sale. These pupils understand the vocabulary associated with handling data and correctly interpret bar charts. Many pupils construct bar charts following an analysis of the available data.
111. Pupils at the beginning of Year 6 know thoroughly most, but not all, multiplication tables. Most understand at least one method of multiplying a four-digit by a one-digit number, but many make careless mistakes and do not check their results. They have a good working knowledge of fractions and percentages and understand how they can use inverse operations to check answers. Pupils interpret a range of graphical representations successfully. In solving problems, many find it difficult to identify the mathematical operation they need. This is indicative of a relative under-emphasis throughout the school on problem-solving and investigation tasks. Pupils in the top Year 6 ability group understand basic ideas relating to probability, such as median, mode, mean and the use of a probability scale from zero to one. Most of these pupils know the more difficult seven and eight times tables but have not yet progressed to using long multiplication and division, or to working out the decimal equivalent of fractions. Pupils in the lowest group display a wider range of levels of achievement. Some do not yet know their two times table whereas others successfully mentally multiply any tens and units number by two.
112. Most pupils with special educational needs make sound progress in the subject. Many have mathematical targets in the individual education plans but there is less support for them in this subject than in literacy. The arrangement in Year 6 where these pupils are taught in a smaller group is an effective way of meeting their diverse needs at this age. There are additional lessons for some Year 5 pupils who are judged to be under-achieving using a national programme called 'Springboard 5'. This is having a beneficial effect in raising both confidence and achievement in these pupils.
113. The overall quality of teaching in both key stages is good. About eight lessons in every 10 are good or very good. The proportion of very good lessons was the same in each key stage. There were no unsatisfactory lessons. This represents a substantial improvement from the previous inspection when half the Key Stage 1 lessons were good and half satisfactory, and one-third of Key Stage 2 lessons were unsatisfactory.
114. A common feature of the best lessons is thorough and effective planning, which includes the use of time constraints, progressive introduction of mathematical vocabulary, the use of varied resources to keep pupils interested and the provision of homework tasks. In these lessons, pupils work hard, enjoy the challenge of completing tasks on time and behave very well. Teachers are very clear about what they wish pupils to learn and provide suitable resources for all levels of ability. For example, in a very successful Year 1 lesson, the teacher shared with the pupils her objectives for the lesson. Some pupils used number strips from 0 to 20; others with lower attainment levels only had strips from

0 to 10. Lively activities often related well to pupils' particular interests and previous knowledge. For example, work in a Year 4 class on perimeters related to 'Jurassic Park' and this ensured pupils listened carefully and understood the idea.

115. The initial mental session is substantial enough, in good lessons, to give pupils practice in a variety of skills, even when the teacher is concentrating on a particular area of the curriculum. In some lessons in Key Stage 2, this mental session is too short and limited in scope. The final part of the numeracy lesson can be too short, or fail to extend or re-inforce pupils' learning. In a few lessons, the pace is too slow for many pupils or teacher-dominated talk gives pupils few opportunities to explain their methods of working. The quality of teachers' marking is too variable throughout the school. In only a few instances is it used to give pupils useful information about their own learning or to indicate what they need to do next to improve.
116. Mathematics is well co-ordinated by an energetic and knowledgeable Key Stage 1 teacher. She has produced a good quality assessment and recording document that is about to be introduced throughout the school. Procedures to monitor both planning and teaching are established, but not to examine and analyse the quality of pupils' work. The subject has a high profile in the school, with a very good action plan to guide future developments. The co-ordinator is aware of the need to increase work in the attainment target relating to using and applying the subject. Many teachers already make good use of mathematics in other subject areas, particularly in science. For example, pupils in Year 5 use line graphs as they compare rates of evaporation of water. However, the potential of information and communication technology to support work in mathematics, particularly to address the specific needs of pupils with special educational needs, is considerably underdeveloped at present.

SCIENCE

117. In the statutory assessment tasks (teacher assessment) undertaken by seven year olds in 2000, the proportion of pupils reaching the expected Level 2, and above, was in line with the national average. It was well above the national average in comparison with pupils from similar schools. However, the proportion of pupils reaching the higher than expected Level 3 was well below the same national averages. Inspection findings confirm that attainment at Key Stage 1 is generally above national expectations and attainment matches national expectations for pupils in Key Stage 2. This judgement about standards at Key Stage 1 is an improvement on the previous inspection. There have been no statutory assessments undertaken yet by pupils at Key Stage 2 because this year is the first in which there are pupils in Year 6. In Key Stage 1, all pupils, including those with special educational needs, make good progress. Pupils make satisfactory progress in Key Stage 2.
118. Pupils in Year 1 work co-operatively in pairs to observe and record each other's features. They write sentences about each other, such as, "I am taller than Jamie and he is smaller than me". In Year 2, pupils develop an understanding of materials when they describe some characteristics as 'hard,' 'soft', 'solid' and 'brittle'. Higher attaining pupils talk knowledgeably about reversible and irreversible changes and describe the properties of a 'fair test'. They make statements such as, "the liquid has reversed...the freezer changed it back into solid chocolate".
119. In Key Stage 2, pupils develop a growing knowledge of the body. They describe the functions of muscles and the effects of exercise on them. They relate well how muscles work alongside the skeleton to make movement. There is good support given for pupils in Year 5 to help them with their report writing. For example, some write confidently about evaporation and relate their knowledge to everyday situations, such as the drying

of pavements after rain. By Year 6, most pupils have achieved a reasonable range of scientific knowledge and understanding. They use the words 'prey', 'predator' and 'producer' correctly to describe food chains and their importance.

120. The quality of teaching is good overall. Out of the seven lessons seen in the inspection, two were satisfactory, two were good and three were very good. Teachers' knowledge of science is good. They now make good use of latest National Curriculum guidelines and assessment of pupils' achievements to ensure that the teaching of science is relevant to the pupils' learning. Teachers and most classroom assistants place a strong emphasis on developing lower attaining pupils' scientific language. This helps these pupils to take a full part in lessons and to learn at a faster rate. Teachers in Key Stage 1 provide challenging investigative work for the higher attaining pupils. This leads these pupils to predict confidently the outcome of an investigation and to interpret results using a pictogram. For example, they predict that there will be more boys in the class with blue eyes than other colours.
121. In Key Stage 2, clear explanations and demonstrations by teachers ensure that pupils fully understand how to arrange investigations. Good questioning establishes the level of pupils' knowledge and understanding. However, a scrutiny of pupils' work in Year 3 shows that there is some low expectation of pupils to produce complete and tidy work. In the best lessons, teachers show enthusiasm for science and this inspires pupils. Detailed lesson plans describe work closely matched to pupils' prior levels of attainment. For example, teachers give good support to lower attaining pupils when they undertake collaborative tasks to draw conclusions about the findings of their investigations. There is a brisk pace to the lessons, and an expectation that pupils will be productive and present their work well. In one very good lesson, the teacher used a video very effectively to give examples of bird and plant adaptations to their changing habitat in the Wash estuary. Skilful questioning during frequent stops in the video involved all pupils and secured excellent pupil attitudes to note taking.
122. Pupils enjoy their science work, particularly when the teacher sets challenging tasks and makes clear what is expected. Older pupils take part in lessons well and focus on their work when they have the opportunity to discuss scientific information. For example, in the Year 6 lesson about food chains most pupils were confident to offer ideas and to listen well to their classmates and the teacher.

ART AND DESIGN

123. It was possible to observe only four lessons during the inspection, all of them in Key Stage 2. Several classes were using the first half of the autumn term to study design and technology instead of art. Observation of the three lessons, looking at samples of pupils' work and talking to pupils provided evidence about the subject. Standards towards the end of Key Stage 2 are those expected for pupils of this age and pupils make satisfactory progress. This judgement matches that made at the previous inspection. There is insufficient evidence to make a judgement about standards at Key Stage 1.
124. By the time pupils reach Year 3, they work well together to produce imaginative sculptures from card, paper, plastic and glue. They explain clearly what their sculptures represent. Pupils discuss the impact of their work, how close it is to their original idea and then make alterations to improve its effect. The most impressive aspect of this work is the high degree of collaboration, in which most pupils listen to each other's ideas and adapt their designs. They discuss colour, shape and texture, and explain of what materials the sculptures would be made if they were displayed outside permanently. The teachers give good support to pupils as they work. Good questioning reminds pupils of

the purpose of the work and the teachers' enthusiasm inspires the pupils, who take delight in producing a worthwhile piece of art.

125. Pupils in Year 4 show originality of thought when they create representational drawings on the theme of journeys. They distinguish between a range of media, such as oil and soft pastels, and wax crayons, to construct symbolic drawings. Many pupils talk at length and with insight about their imagined journeys, either abstract or material. Some pupils discuss the journey of life and then think of symbols which they can draw to represent stages of life. For example, one pupil drew a teardrop overlaid with arrows facing opposite directions. This symbol represented a difficult and sad decision made in life. Most finished work is of high quality because the teacher has very high expectations of the pupils to use their skills well.
126. Pupils in Year 6 develop their skills well to represent movement in art. They explore in pastel 'blurring' techniques and use a painting by Degas as an example. This kind of work is challenging and ensures that pupils maintain a high degree of interest in their work. Indeed, it is noticeable how much pupils enjoy their artwork. Behaviour in lessons is always good because teachers set interesting tasks, make sure that pupils fully understand the purposes of the lessons and give pupils enough opportunities to build on their skills. The lesson about 'journeys' in Year 4 was the culmination of a series of lessons about symbolism and metaphor in art. The teacher made the pupils think about what they were doing and reminded them of previous work, for example about how horizontal lines can represent relaxation and that the choice of background colour is important when signifying mood.
127. The quality of teaching in three lessons was good and in the fourth it was excellent. The school is using a newly acquired curriculum for art, which gives more opportunities for pupils to consider the meaning of art, as well as to improve skills. The teachers seen teaching art in the inspection have adopted the new curriculum with a will. They plan lessons well and match tasks to the capabilities of the pupils. In the best lesson, the teacher had very high expectations of the pupils to listen and always kept a close focus with the pupils on the aims of the lesson. Work that is more extensive was available to higher attaining pupils should they finish the initial task. A useful session at the end of the lesson consolidated pupils' learning through asking them to evaluate their own finished work and the work of others.

DESIGN AND TECHNOLOGY

128. Pupils attain standards expected for pupils of seven and 11. They make good progress in design and technology. This confirms the findings of the previous inspection. By age six pupils make labelled plans which they discuss, amend and refine further. They talk about and list necessary components and use their knowledge of levers to design and make sliding mechanisms. The application of this knowledge is effective in producing realistic Halloween masks. The pupils work very hard to make a polished finished product but many have difficulty in cutting and colouring accurately. This limits the quality of the finished product. All the pupils work to their original design and explain any changes they make. They build well on their previous experience and have very positive attitudes to their work. By Year 5 most pupils use their knowledge of moving mechanisms well to design and make toys. They understand how a cam system works, and measure and cut wood accurately. They are interested in their work and take care to ensure that all the parts move smoothly. All pupils label their designs clearly and list components, but the majority do not write instructions for making the toy. The application of pupils' knowledge of different mechanisms makes effective links with their work in science.

129. The quality of learning across the school is good. The younger pupils learn very well as they develop new skills and increase their ability to match a product to the initial design. Their spoken evaluations demonstrate a significant increase in their understanding of the need to cut, shape and stick carefully. The rate of progress in learning slows as they progress through Key Stage 2. This is because not all teachers have a full understanding of the need for pupils to use their knowledge of writing instructions in their design work. Pupils' written work is often careless and untidy. This detracts from the effort they put into presenting a high quality finished product.
130. All pupils, including those with special educational needs, have equal access to the design and technology curriculum. The quality of support for pupils with special educational needs is variable. It is better at Key Stage 1 than at Key Stage 2. This is because, on occasions, pupils in Key Stage 2 do not have the opportunity to complete their own work. For example, in one lesson an adult cut out pupils' work for them. This does not give pupils the opportunity to improve and develop their cutting skills.
131. Pupils take a great deal of pride in their work. They have good levels of motivation and show much interest in the subject. Pupils have enthusiasm for their work and try hard to solve problems. All pupils co-operate well together in lessons and listen carefully to each other's suggestions.
132. The quality of teaching is consistently good throughout the school. There are some very good features in most lessons. Most teachers have a good knowledge of the subject. This helps them to explain the work well and to have high expectations of achievement and response from the pupils. All teachers interact confidently with pupils and have sufficient knowledge to help them increase their practical skills when using tools. Teachers use questions skilfully to probe understanding and to move learning forward.
133. The leadership and management of the subject are good. There is an effective and helpful policy and a scheme of work that covers both elements of the National Curriculum for design and technology. This is having a positive impact on standards.

GEOGRAPHY

134. Attainment by the end of Key Stage 1, and in Key Stage 2, matches expectations for pupils of these ages. All pupils, including those with special educational needs, make good progress at Key Stage 1 and sound progress in Key Stage 2. Current good progress at Key Stage 1 marks an improvement since the previous inspection.
135. In Key Stage 1, pupils study the school within its local environment. Pupils in the reception class learn about human features in the area through walks they make and then build on their knowledge by looking at photographs and pictures. They read and use signs such as 'children's entrance', 'Reevy Road' and 'Buttershaw Primary School'. Year 1 pupils learn the names of buildings they see and higher attaining pupils know the functions of the buildings. Pupils in Year 2 talk in detail about the imaginary island of Struay. This makes good links to their work in literacy because they read and understand more technical vocabulary associated with human activity on islands, such as 'jetty' and 'fisherman'. They learn to draw pictorial maps of the island and become aware of map conventions.
136. Pupils in Year 3 extend their map reading skills well. They use a range of maps, drawn to different scales, to discover in more detail information about the area in which they live. Some higher attaining pupils already have skills in using four-figure grid references. They begin to equate damage caused to the environment by mankind with the consequences to the world, for example in terms of pollution. Pupils in Year 5 learn about village life in

nearby Esholt. They know how fame in a television programme has affected the lives of the village population. By Year 6, most pupils can find a range of countries in atlases. For example, they find Ethiopia, Egypt and Nigeria and discuss the characteristics of each country.

137. Pupils have good attitudes to their learning. They work together in harmony and listen and reflect. It was noticeable in a Year 3 lesson how well pupils argued their case when discussing the part they might play in damaging the environment. Older pupils take a particular interest in topical discussions about world events, such as recent floods in Italy and the places in Palestine that are centres of conflict. It is in lessons where pupils become involved in discussion about world events that they make the best strides in learning. However, some pupils apply themselves less well to the written tasks and often present their work poorly.
138. Teaching is good overall. It is very good in 25 per cent of lessons, good in 50 per cent and satisfactory in another 25 per cent. Of particular note is the way that teachers use first hand experience to interest pupils, such as a walk around the school and its locality. They then build on pupils' learning with the use of aids, such as photographs, books and discussion. Some teachers use marking to good effect. Some written comments move pupils on in their thinking, for example "A good try; why do you think the island needs a bridge?" Teachers of older pupils pay good attention to deeper moral and social issues. They ensure that pupils have good opportunities to discuss and reflect as a class, in pairs and in small groups. This does much to enhance pupils' independent learning skills and to raise their self-esteem when they relate their conclusions to the rest of the class. Teachers always ensure that they give appropriate praise to pupils for what they say or do. They use atlases to good effect and take the opportunity to point out important features, such as the effects of rivers on the environment over time. Sometimes, as in Year 6, there is a lack of challenge for higher attaining pupils and their learning is not as rapid as it could be. For example, after a good practical activity the teacher asked pupils to copy information from worksheets. Pupils undertook this task somewhat unwillingly and carelessly because it presented little challenge to their capabilities and they made little progress in their knowledge of the African continent.

HISTORY

139. Pupils in Key Stage 2 attain standards expected for their age. All pupils in this key stage, including those with special educational needs, make satisfactory gains in their range and depth of historical knowledge and understanding. However, their progress in historical enquiry and their ability to organise and communicate through writing is below that expected of pupils of their age. Pupils in Years 3 and 6 were following courses in geography at the time of the inspection and there was a limited range of work from which to make a firm judgement on standards at the beginning of Years 3 and 6. There is insufficient evidence to make a judgement on standards in Key Stage 1.
140. The school has maintained the satisfactory standards in Key Stage 2 identified in the previous inspection. However, there are improvements in the curriculum. Resources are improving and loans of artefacts continue to be used well to support the teaching of the subject.
141. Progress in understanding chronology is good in Year 4 because pupils are given good opportunities to use a time line. Pupils learn to divide up time into periods and to refer accurately to specific dates. Scrutiny of their work shows that pupils have been taught about primary and secondary sources of evidence. A range of line drawings from the Tudor period is used well for pupils to find out about the differences between life styles of the rich and poor. Pupils have a good understanding of what a Tudor kitchen looked like

and of the differences between the clothes that were worn by the rich and poor. They know how people were entertained in that period of time. Pupils increase their knowledge and understanding of school days and the lives of the rich and poor in Victorian times, through looking at photographs and reading diary extracts.

142. Pupils are generally very interested in the subject and work hard to produce good work. They do their best to answer questions correctly and are confident to venture their own thoughts and opinions. Relationships with teachers are good and most pupils try hard to carry out their tasks.
143. Only three lessons were seen in Key Stage 2. Teaching was satisfactory in two lessons and good in the other one. In the best lesson, the teacher consolidated by skilful questioning pupils' knowledge and understanding of how history can be interpreted, for example in questions such as, "When do you think this was drawn and who do you think drew it? Do you think this really happened?" In this way pupils are encouraged to think about the reliability of the sources they use. The best teaching is seen in Year 4 where resources are used well to bring the subject alive. The teacher gave a good opportunity for pupils to empathise with the lives of the poor. They wrote an account in the first person about what life as a poor person meant. Pupils had to select and use the information they had gathered in the lesson and to reflect on the cultural differences between today and Tudor times. This work gave pupils necessary practice of their literacy skills through writing for a different purpose.
144. Weaknesses in teaching in Key Stage 2 were found when looking at samples of pupils' finished work. This showed that teachers too often ask pupils to complete prepared worksheets. In general, pupils are not given enough opportunities to pose questions or select information for themselves by using book resources and writing notes. One consequence of the use of worksheets was seen in a Year 5 lesson. There were some poorer attitudes to work, particularly amongst the boys, who did not find the work interesting or stimulating. Indeed, too often finished pieces of work are copied carelessly from worksheets and often do not show what different groups of pupils know, understand and can do.

INFORMATION AND COMMUNICATION TECHNOLOGY

145. During the inspection week it was only possible to see two lessons of direct teaching in the subject. The basis for judgements is observations of pupils using information and communication technology, teachers' planning, analysis of work and two lessons. It is clear from the available evidence that the subject is in urgent need of further development at Key Stage 2. The equipment for the older pupils is out of date and pupils are unable to use information and communication technology to support work in other subjects. There are no immediate plans to link the school to the National Grid for Learning. This means that the school is not yet in a position to teach all the requirements of the National Curriculum for information and communication technology at Key Stage 2. Standards of attainment are in line with those expected for pupils of similar age at the end of Key Stage 1. Standards of attainment are below those expected for pupils of similar age at the end of Key Stage 2. This represents no improvement since the previous inspection.
146. At the end of Key Stage 1, pupils attain standards similar to most pupils of seven years of age. The school is continuing to maintain standards similar to those at the previous inspection. The majority of pupils, including those with special educational needs, are confident in carrying out basic control operations. For example, they use the mouse carefully to click and drag icons, and sequence movement accurately on the screen. Pupils know how to save, retrieve and print their work independently. They use art and

mathematics software successfully to create pictures. Pupils know how to use a programmable toy and understand how to give directional instructions.

147. By the time they enter Year 6, most pupils attain standards below those expected from pupils of similar age. However, the school does not have the facilities or equipment to give pupils full access to all elements of the National Curriculum. Pupils use computers for direct word processing and know how to form columns and headlines to make a newspaper page. They know how to log-on, create, open and name a file. Pupils use an accurate technical vocabulary, such as 'click', 'drag', 'font' and 'highlight'. All pupils, including those with special educational needs, have a suitable knowledge of how to word-process and operate a computer. Pupils in Year 6 are developing a satisfactory understanding of how to interrogate collected information. There are no facilities for the pupils to use computers to communicate with others, develop their skills in control technology or use computers for research in other subjects. The use of information and communication technology makes a positive contribution to pupils' literacy skills.
148. The quality of learning and progress is good by the age of seven. It is satisfactory for older pupils. Word processing skills develop well across the school. By Year 6, pupils make good progress in developing their skills and control. This is evident from their increased ability to use word processing and select a range of fonts and styles. The younger pupils learn new skills quickly and make good progress in using information and communication technology to support work in most areas of the curriculum. An example of this is the use of a mathematics program to create geometric pictures and designs. Pupils with special educational needs make satisfactory progress in their use of information and communication technology.
149. Pupils are eager to learn, enthusiastic, interested and positive towards their work in information and communication technology. They co-operate well together in lessons and show much interest in what they are doing. All pupils work hard and concentrate well. They enjoy the challenges set and persevere to succeed.
150. It is not possible to make a secure judgement on the quality of teaching at Key Stage 1. However, teachers' planning and discussions with pupils indicate that teaching is at least satisfactory. This has a positive impact on standards and ensures that pupils develop, learn and use new skills well. Teaching at Key Stage 2 ensures that pupils learn well and make good progress in developing their word processing skills. The interesting teaching engenders a suitably high level of interest and motivation. It enables pupils to learn and apply new skills effectively when, for example, they create a newspaper sheet and title. Teachers' planning indicates that each pupil receives equal access to the curriculum that the school provides for information and communication technology. The teachers keep records of when pupils use the computers. Not all teachers are confident in teaching information and communication technology skills. The school is aware of this and is placing a correct emphasis on providing further training in the subject for its teachers.

MUSIC

151. Pupils' achievements in music are in line with the expected standards at the end of Key Stage 1 and towards the end of Key Stage 2. This represents an improvement since the inspection in 1998 when standards at the end of Year 4 were below expectations. However, over the last two years the school has taken advantage of national permission not to teach the entire programme of study. As a result, pupils have little or no experience of composing music and insufficient experience of listening to and appraising the work of composers from a variety of cultural backgrounds. Pupils, including those with special educational needs, make good progress in the performance element of the subject but insufficient progress in all other aspects.

152. Pupils in the reception class achieve good levels of musical expertise for their age. They sing enthusiastically, though not always accurately. They recognise the sounds of many percussion instruments and name the cabasa, guiro and maracas. In Year 1, pupils control such instruments well, including succeeding in the challenging task of passing instruments around the class in total silence. By the end of Key Stage 1, pupils understand that sound is caused by vibration. They know which instruments make sounds of long or short duration. They find it difficult to sustain a steady pulse as other pupils play sounds of longer duration.
153. Pupils at the beginning of Year 5 sing accurately with varied dynamics and good articulation. Most listen with concentration, although a few find this a difficult exercise. They identify familiar songs from their rhythm but lack confidence when trying to play an ostinato rhythm alongside others marking the pulse of the music. Pupils in Year 6 attempt this exercise with greater success and have a good sense of rhythm. These pupils have a satisfactory knowledge of musical vocabulary and of instruments of the orchestra. They can name few famous composers, however, and have little knowledge of music from other cultures or periods of history.
154. Most pupils enjoy their music making as a result of the enthusiasm displayed by their teachers. In Key Stage 1, pupils almost invariably display very positive attitudes to the subject, working hard and following instructions carefully. Pupils in Key Stage 2 mostly behave well, but a small minority show immature attitudes to listening, singing or playing instruments.
155. All the teaching of music observed during the inspection was good. In Year 6, one teacher teaches the subject to two classes. Elsewhere, each teacher teaches his or her own class, although sharing their expertise at the planning stage. Teachers use their good subject knowledge to plan appropriate lessons for their pupils. For most lessons, there are clear objectives which teachers share with the pupils. In some lessons, in Year 5 for example, the teacher refers to these objectives at the end of the lesson to check that they have been met. As a result, pupils are aware of the progress they are making in their learning. Teachers work hard to involve all pupils in each activity and value the ideas pupils bring to the lesson. This had a positive impact in a Year 2 lesson on the willingness of pupils to contribute. In some lessons, teachers have yet to find ways in which the skills of support staff can be more actively utilised.
156. There are currently no extra-curricular activities in music, although it is planned to form a choir in the near future. Pupils expressed disappointment that recorder lessons, formerly given to Year 4 pupils, have been discontinued. This has removed the opportunity for pupils to work co-operatively and to achieve success in a less academic area of school life. Although the experienced co-ordinator is aware of the need for development, there is no clear action plan for the subject to ensure provision improves in the future.

PHYSICAL EDUCATION

157. Only two aspects of physical education, games and athletics, were observed during the inspection; one aspect in each key stage. This was in part because the school does not have the accommodation to give each class more than one lesson a week in this subject. There are time constraints on the use of the good sized hall due to the large number of classes, a factor which further restricts the teaching of physical education. This is unsatisfactory.
158. Pupils in both key stages achieve standards which are below those expected for their age. Progress in lessons is satisfactory for all pupils, including those with special

educational needs. The school meets its statutory requirement to teach swimming. All pupils from Year 5 attend swimming lessons for half a term.

159. At Key Stage 1, pupils have a good awareness of space and use it well. They throw and catch a ball accurately. In Year 2, pupils have not yet acquired the control skills necessary to aim, send and receive, using a bat and ball. Pupils in Year 1 practise these control skills, as well as invasion skills, using hoops and beanbags and they make some progress.
160. In Key Stage 2, Year 4 pupils learn the skills required to carry out different kinds of jumps, for example standing jumps, skipping jumps and conventional long jumps. Pupils in Year 6 make satisfactory progress using apparatus to simulate activities, such as throwing the javelin, putting the shot and discus throwing. However, they do not land correctly when jumping in the long and high jump. Most pupils are aware of the benefits of exercise and its effect on their bodies.
161. Pupils have good attitudes to physical education and usually co-operate very well with each other. They work and try hard to emulate the teachers' demonstrations. Occasionally a small number of the oldest pupils exhibit silly behaviour, which affects their learning. Nevertheless, when this occurred the teacher followed the school's behaviour policy and progress was resumed. All classes perform with enthusiasm proper warm-up and cool-down procedures and routines.
162. The quality of teaching is satisfactory overall. There was one good lesson in each key stage, with the other four lessons being judged satisfactory. Lessons have clear learning objectives. In the good lessons there was good pace. Too often, teachers in the other lessons let activities go on for too long instead of changing to another activity to raise the level of challenge. In another sound lesson there was a good recap of techniques and the aims of using them. The focus in this lesson was on how to land because pupils had shown some difficulty the previous week. As in this lesson, sometimes there is use of assessment to help plan the next lesson. For example, in a lesson in Key Stage 1 the learning support assistant was well deployed to assess by recording on a tick list pupils' achievements. Teachers always pay attention to health and safety aspects and have high expectations of behaviour. They make good use of pupils to demonstrate teaching points and often give reasonable time for pupils to evaluate their own and others' work. However, sometimes they do not give pupils enough time to follow up their evaluations by correcting and practising their skills.
163. The school is adopting a recommended national scheme of work for physical education but has not yet not made it applicable to the school's own specific needs. The co-ordinator is fully aware of the strengths and weaknesses of the subject. He has drawn up the basis of an action plan but it needs to be thought out in more detail, taking more note of standards. A substantial amount of money for charity has been raised via physical education activities and this raises pupils' social and moral awareness.

RELIGIOUS EDUCATION

164. Attainment at the end of Key Stage 1 and in Year 6 meets the expectations of the locally agreed syllabus for religious education. The judgement at Key Stage 1 matches that made at the previous inspection in 1998.
165. Many pupils at Key Stage 1 have a sound knowledge of some of the major Christian festivals, such as Easter. They are aware that there is a wide range of religious beliefs in the world and that each religion has its own set of customs and practices. For example, they distinguish between Christianity and Buddhism by observing, talking about and

drawing a range of Christian and Buddhist artefacts. Pupils know that Jews and Christians have naming ceremonies and that there are special books called the Bible and the Torah. They know that Jews keep the Torah within a special place in a Synagogue, the Ark.

166. By Year 4, pupils learn about and can discuss the concept of Baptism. They know that John baptised people in the River Jordan and that he was a relative of Jesus. Some link a candle and a Christening robe to baptism but many do not understand the symbolism of such articles. Pupils in Year 6 have a satisfactory knowledge of the life of Jesus. They recount with some accuracy parables such 'the Prodigal Son' and stories about Jesus, such as when he met the tax collector. They name a range of religions, such as Islam, Hinduism and Sikhism but are confused about their distinguishing features. Nevertheless, pupils understand that religions can give guidance for a better life. They know that there are special people associated with different religions and that they often relate to a life beyond the material. For example, they talk about Jesus as a special leader and that Christians believe him to be the Son of God.
167. Pupils respond well to their religious education lessons because the teachers usually make them interesting and challenging. For example, the teacher in a Year 4 lesson fascinated the pupils in a discussion about christenings. By the end of the discussion, many pupils had grasped the concept of the Father, the Son and the Holy Ghost sufficiently to pose the question "how can God be three things at once?" Pupils throughout the school are confident to discuss a range of issues. They take some delight in giving their opinion and listening to others. Talk about the subject is rightly encouraged by the teachers, since there is a need in the school to develop pupils' speaking and listening skills and to increase their vocabulary. Behaviour is good overall, although in one lesson the work was not challenging enough. Some pupils lost interest and tried to be disruptive.
168. The quality of teaching ranges from satisfactory to good, and is good overall. It is good in three out of five lessons and satisfactory in two out of five. Teachers ensure that they expose pupils to a range of religious beliefs and practices and they present information in an interesting way. They make good use of religious artefacts. For example, one teacher used a statue of Buddha, an incense burner, a crucifix, a bell and rosary beads to help explain the differences between two religions. All teachers have good relationships with their pupils and have high expectations of them to take part in the lesson and to produce good work. Teachers expect good behaviour as a matter of course and most teachers follow consistently the agreed strategies to promote good behaviour.
169. Teachers do not expect pupils to write much about their work in religious education, although there are a few samples available. Some writing in one class shows that pupils are expected to copy from worksheets. This is unsatisfactory because it denies pupils the chance to use their own thoughts or to practise their independent learning skills.
170. The subject co-ordinator manages the subject well and ensures that artefacts, books and planning are up to date. However, she has no opportunity to monitor the work in classes other than her own.