

INSPECTION REPORT

OUTWOOD LEDGER LANE J & I SCHOOL

Outwood, Wakefield

LEA area: Wakefield

Unique reference number: 108165

Headteacher: Mr Kevin Butler

Date of inspection: 18 – 21 September 2000

Reporting inspector: Dr. Richard Perkin
14591

Dates of inspection: 18 – 21 September 2000

Inspection number: 225402

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Boys and girls
School address:	Ledger Lane Outwood Wakefield
Postcode:	WF1 2PH
Telephone number:	01924 825974
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Roland Harden
Date of previous inspection:	7 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Richard Perkin Registered inspector	14591	Religious education Art and design	What sort of a school is it? How well is the school led and managed?
Susan Wood Lay inspector	19446		How high are standards? - Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Diana Mackie Team inspector	23482	Education of children aged under six Science Geography History	How high are standards? – The school's results and the pupils' achievements.
David Earley Team inspector	18344	Equal opportunities Mathematics Information and communication technology Design technology Physical education	How well are pupils taught?
Christine Richardson Team inspector	22058	Special educational needs English as an additional language English Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Outwood Ledger Lane Junior and Infant School is a larger than average primary school with 365 pupils on roll. This includes 60 children who attend the nursery part-time. The school recruits well and attracts pupils, particularly those with special educational needs, from outside its immediate area. There are 19 children under the age of six in the reception class, where they work alongside Year 1 pupils. Thirty-two pupils qualify for free school meals, ten per cent, which is slightly below the national average. Most of the pupils are white but there are seven Chinese pupils for whom English is an additional language; all of these pupils are at the early stages of learning English. Forty-six pupils are on the register of special educational needs, 13 per cent, which is slightly below the national average. Eleven pupils have statements of special educational needs, three per cent, which is well above the national average. The school is situated in the village of Outwood on the outskirts of Wakefield. The school's local area is less privileged than many nearby; housing is mostly council houses with some owner-occupied terraced houses. A hostel for the homeless provides a dozen or so temporary attenders. Children arrive at the school with levels of attainment that vary considerably but overall are slightly below average, particularly in language, mathematics and social skills.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features. It is highly innovative and forward looking. Very good teaching throughout the school and excellent leadership and management significantly enhance the very high standards that pupils achieve. The headteacher, senior management team, governors and all the staff work extremely well as a team to continue to improve the school and its standards. The school gives very good value for money.

What the school does well

- Pupils' attainment in mathematics, science and art is well above average and, in English, music and some aspects of information and communications technology, it is above average.
- Excellent leadership and management have developed a most effective team within the school through valuing and having high expectations of every member of the school community.
- Consistently excellent standards of monitoring and self-evaluation lead to a shared commitment to improvement.
- Very good teaching throughout the school leads to very high levels of learning and very positive attitudes to school for all categories of pupils. Excellent provision for pupils with special educational needs and those for whom English is an additional language leads to very good rates of progress for these pupils.
- The very high standard of pupils' attitudes, behaviour and personal development results from the excellent relationships in the school, the very good provision for personal development and the very high standards of care.

What could be improved

The school has no significant weaknesses but the following areas for improvement have been identified:

- Develop and implement a policy and scheme of work for design and technology. *
- Some external surfaces are uneven and fill with water in bad weather.
- There is a lack of soft landing surfaces for the nursery outside play area. *
- The governors' annual report to parents omits some required information.

* indicates that the school has already identified this as an area for development.

The school's strengths considerably outweigh its weaknesses. The areas for improvement will

form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection. Standards are significantly better in English, mathematics and science and in some aspects of information and communication technology. There has also been good improvement in pupils' attainment in religious education and art. The quality of education for children under six has significantly improved. The school now has a very successful system for monitoring and evaluating the effectiveness of all aspects of the school's work and this is having a strong impact on standards and quality of education. The leadership and management of the school, judged to be good at the last inspection, have further improved and a most effective senior management team and a very active governing body are now closely involved in financial and development planning. Staff training, not only in the areas identified in the last report but in all aspects of the life of the school, is now central to the ethos of the school in keeping with the achievement of the Investors in People national standard. Very good quality policies for health and safety and child protection have been implemented well and religious education now fully complies with statutory requirements. Good quality policies and schemes of work have been developed in science and information and communication technology; there is now a policy for history while the policy and scheme of work for design and technology are awaiting the new co-ordinator taking up her post. In addition, the very successful application of national initiatives has resulted in significant improvements to the school – for example, in teaching and learning, curricular planning, levels of achievement, assessment and management.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Results in the national test for eleven-year-olds in 1999 took a sharp dip, largely because of the high numbers of pupils with special educational needs in that year group. Standards in mathematics and science were nonetheless above both the national average and the average for similar schools. In English, however, pupils' performance was well below average. Inspection judgements show that present standards are now well above expected levels for mathematics and science and above average for English; this is consistent with the results of the unconfirmed national tests in 2000. Pupils of all levels of ability achieve very well in terms of their prior attainment. Standards in art are well above those expected and in music they are above average. Standards in information and communication technology are at expected levels overall, though pupils attain very well in some aspects of the subject. Standards in all other subjects, including religious education, are at expected levels. Boys tend to achieve better than girls in mathematics and science; in English, girls achieve higher grades but less markedly than the national trend. Except for 1999, trends in national test results show consistently high levels in mathematics and science with an improvement in all three subjects in the unconfirmed results in 2000. The school has set itself challenging but realistic targets for future attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic to come to school and very eager to learn.
Behaviour, in and out of classrooms	Behaviour is good overall and often very good in lessons.
Personal development and relationships	Relationships throughout the whole school community are excellent. Pupils take responsibility for their actions very well.
Attendance	Attendance is good.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is very good. All of the teaching observed was satisfactory or better. Ninety-four per cent of teaching and learning seen was good or better; 56 per cent was very good or better and 14 per cent was excellent. Very good and excellent teaching was seen in the Foundation Stage (particularly in the nursery), in the infants and in the juniors. English teaching is very good and the skills of literacy are very well taught. The teaching of mathematics is very good and often excellent with very effective development of numeracy skills. Teaching and learning in science, information and communication technology and music are very good and in art they are often excellent. Teachers work very effectively with pupils of all levels of ability. There are particular strengths in the teaching of basic skills, in the excellent use of classroom support staff, in the brisk pace of lessons and the consequent excellent use of time and in the highly effective use of day-to-day assessment. These qualities lead to very high levels of pupils' learning and, in particular, to excellent levels of effort and productivity from the pupils. The school meets the needs of pupils of all abilities very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very wide range of stimulating learning opportunities. The excellent implementation of national initiatives such as the literacy and numeracy strategies has greatly enriched the curriculum.
Provision for pupils with special educational needs	Excellent provision for pupils with a wide range of special educational needs, including talented and gifted children, leads to very good progress.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is excellent.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' personal development results in very positive attitudes and good behaviour; in particular, pupils benefit from frequent opportunities to reflect in lessons and assemblies on their own experience and that of others.
How well the school cares for its pupils	The school is a very caring one. Very effective monitoring of pupils' intellectual and personal development informs the very good systems for support and guidance. There are some uneven

	surfaces in the playground and the large play equipment outside the nursery lacks soft landing surfaces.
How well the school works in partnership with parents	Parents are very supportive of the school, which provides them with many opportunities to be involved in their children's learning. The quality of information provided for parents is good, while annual reports on pupils' progress are particularly helpful. The governors' annual report to parents omits some required information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and management, ably supported by an excellent deputy headteacher, a very strong senior management team and an enthusiastic and committed team of co-ordinators. The headteacher has an extremely clear vision and a belief in empowerment that has developed an excellent team. The school's shared vision is expressed in the excellent co-operatively produced school improvement plan, where there is very effective analysis, leading to the identification of priorities and suitable actions.
How well the governors fulfil their responsibilities	The well-led governing body operates very effectively through its committees and through governors with specific responsibilities. It has a very clear understanding of the strengths and weaknesses of the school and operates very well as a critical friend to the school, raising issues when necessary and taking great interest in all aspects of the school's life. It very effectively meets almost all of its statutory duties and plays an appropriate part in shaping the direction of the school.
The school's evaluation of its performance	The school's systems for monitoring pupils' achievements and the quality of teaching and other provision are excellent and appropriate and speedy action results.
The strategic use of resources	The school makes excellent use of its limited resources, including funding for special educational needs, and applies efficient and economic financial controls very effectively. Excellent financial planning supports the school's priorities; it is informed by accurate up-to-date financial statements. The school makes effective use of technology to support financial control, analysis of data and the efficient day-to-day running of the school.
The adequacy of staffing, accommodation and learning resources	The school is very well staffed by extremely conscientious, committed and capable teachers. Very high calibre classroom support staff, administrative staff and dinner supervisors not only do their jobs extremely well but provide great value to the quality of life in the school. The school has very good accommodation that is used very effectively to enhance learning. Good levels of learning resources are used very well.

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 school is well led and managed. The teaching is good. The school has high expectations. Parents feel comfortable to approach the school with questions or problems The children like school. 	<ul style="list-style-type: none"> Some parents feel that the amount and consistency of homework set is not right.

Inspection findings fully support the positive views of parents. The inspection judgement is that arrangements for and the use of homework are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 In the last inspection in October 1996, pupils' overall attainment was in line with national standards. Attainment was below that expected for eleven-year-olds in science and religious education and above for all pupils in music.

2 There have been major improvements in standards, particularly in mathematics and science, and attainment in religious education now meets requirements throughout the school. These improvements reflect the determination of staff and governors to raise standards and provision. They also reflect the hard work and commitment of the pupils. The headteacher has a clear sense of vision for improved attainment throughout the school and subject co-ordinators have contributed to the evaluation of standards and the whole school development plan. Planning, teaching and learning are monitored rigorously. Improved curricular provision, enhanced teaching and the setting of challenging targets based on robust and detailed analysis of pupils' results in national tests have given the school the strong capacity to continue to improve.

3 In mathematics and science, results in national tests for eleven-year-olds in 1999 were above the national average and above average for similar schools. In English, pupils' results were well below both the national average and in comparison with similar schools. This particular group of pupils included a significant number who had special educational needs in reading and writing skills. The impact of the literacy hour and staff training is now showing through and results in the national tests in the year 2000 have risen dramatically. An increased number of higher attaining pupils reached the higher levels in these tests, and the school exceeded challenging targets set with the local education authority for English, mathematics and science. Averaged over the four-year period 1996-99, the trend in the school's average National Curriculum points for these three subjects was broadly in line with the national trend. In the same period, boys and girls performed similarly in English, but boys performed better than girls in mathematics and science. The school has worked hard and been successful in its efforts to improve the attainment of boys. During the inspection, no difference was noted between the performance of boys and girls.

4 Pupils' results in reading and mathematics in national tests for seven-year-olds in 1999 were well below the national average and well below standards seen in similar schools. In writing tests, they were below average in both cases. Teacher assessments in science were in line with the national averages, with good results in experimental and investigative science. Results improved in reading and mathematics in the year 2000 but they were slightly lower in writing and science. The school entered a large group of pupils with special educational needs who were included in the averages. There were improved results for higher attaining pupils in reading, writing and mathematics.

5 Taking the four-year period 1996-99, pupils' performance in reading and mathematics was below the national average. In writing, it was close to the national average. Over the same period, boys and girls performed similarly in writing and mathematics. In reading, boys' performance was better than girls. Trends for all pupils over the four years 1996-99 in reading, writing and mathematics have been upward. Bearing in mind the below average levels of attainment when children enter the nursery, the school has done well to achieve its year 2000 results.

6 The majority of children enter the nursery with levels of attainment which are slightly below average in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Attainment is broadly in

line with expected levels in physical and creative development. Most children achieve the nationally agreed early learning goals by the time they are six years old. The school's appropriate emphasis on language development helps children to make very good gains in learning in lessons, especially in the nursery. Very good teaching and the provision of a broad, very well planned and exciting curriculum, which leads very well to the National Curriculum, ensure that all pupils learn at a good rate during the foundation stage. Children with special educational needs and those who speak English as an additional language make very good progress.

7 Pupils with special educational needs throughout the school make very good progress towards the targets on their individual education plans, and in the development of self-esteem and confidence, because of the very good teaching they receive and the suitability of their targets. The school makes very good use of assessment data for target setting on individual education plans and for the formation of groups so that pupils who need additional support are identified as soon as possible. Pupils with special educational needs frequently attain well for their abilities in national tests.

8 Attainment in English is above the national average by the time pupils are seven and eleven years old. The very good quality of teaching and the commitment, perseverance and good behaviour of pupils promote very good levels of achievement by the time pupils leave the school. Throughout the school, pupils use their speaking and listening skills effectively to ask questions, explain their work and share ideas. In the junior years, pupils build effectively on earlier learning and become more self-assured. At seven years old, pupils use a good range of strategies, including letter sounds and clues in the text, to help them to understand what they read. By the time they are eleven, pupils enjoy reading a wide variety of texts. Most read stories, poetry and non-fiction fluently and accurately and use reference skills effectively. At seven, most pupils use capital letters and full stops appropriately. Handwriting is usually correctly formed and neat. Increasingly, pupils write for a wide range of purposes and use their writing skills in other subjects. By the time they are eleven, most pupils write with accurate spelling and a clear sense of purpose and style. Skills in literacy are used very effectively in other subjects. Pupils confidently search for and find information from an increasing range of sources, including the Internet. Pupils' clear understanding of their individual targets enables them to build well on their learning.

9 Attainment in mathematics is above the national average by the time pupils are seven and well above average by the time pupils are eleven. Standards have improved with the introduction of the daily numeracy lesson, excellent staff training and very good teaching. Pupils make good progress throughout the school and achieve very well by the time they leave. Their understanding of the number system and their skills in calculating and problem solving are particular strengths. Mental and oral work is very good. Seven-year-olds know and use numbers to 100 with confidence and apply their knowledge of number appropriately to other aspects of mathematics and other subjects. They gain appropriate skills, knowledge and understanding of measurement. Eleven-year-olds do mental calculations confidently and use this skill to solve mathematical problems in innovative and thoughtful ways. Excellent leadership and effective use of analysis of earlier test results has had a positive effect on pupils' attainment.

10 Attainment in science is above the national average for seven-year-olds and well above for eleven-year-olds and progress is good at both key stages. In the infant classes, pupils investigate materials, find out about the forces of push and pull and relate their findings to everyday life in ways that show a mature understanding of the topics. In their study of living things, pupils increase their knowledge of what is needed to support life. They know in good detail about the healthy diet that humans need to thrive. They gain early understanding of electricity through making electric circuits. By the time they are eleven, pupils are confident and methodical in setting up their own investigations. They ensure fair tests and record their observations, measurements and results systematically. Strong development of specific scientific vocabulary enables pupils to describe their findings very effectively, although a significant number of pupils could take more care with their spellings. Pupils achieve very well by the time they leave the school because of the school's appropriate emphasis on learning through investigation and the very good use of scientific skills and knowledge to support other subjects, particularly geography.

11 In information and communication technology, pupils' levels of attainment are broadly at expected levels at the end of the infant and junior stages and progress is satisfactory. There are, however, some pockets of very good attainment, particularly for eleven-year-olds who use the Internet and compose text, import illustrations and publish work of high quality. By time they are seven, most pupils use word processing programs and operate the computer mouse and keyboard satisfactorily. They write simple text to the screen and save their work appropriately. Pupils gain increasing skills in controlling a robotic toy. By the time they are eleven, pupils use word processing confidently and are proficient in gaining information from CD ROMs. They combine words and pictures very effectively to produce impressive desktop published work. Data handling is used effectively to support and enhance other subjects. The control and monitoring elements of the curriculum, particularly in science, are not so secure but they are in the teaching plans for later in the school year.

12 Standards in religious education meet requirements for seven and eleven-year-olds. Pupils are familiar with well-known stories from both Testaments of the Bible. Pupils recognise similarities in great world religions, including Christianity, Islam and Judaism. They know that these religions all have special beliefs, writing and places of worship, and that prayer is an important part in them all. Discussions about artefacts and visits to places of worship enhance pupils' awareness of similarities and differences in religious ceremonies and customs.

13 In art, pupils achieve very well by the time they are eleven and reach standards well above those normally seen for their age. Observational drawing is very good and pupils' work in a wide range of materials is imaginative and well executed. In music, eleven-year-olds reach standards above those typically seen for the age group, with particularly high standards in singing. Standards and achievement are typical of those found nationally for eleven-year-olds in design and technology, geography, history and physical education. In design and technology, pupils have a firm understanding of the planning, designing and evaluating process. As they move through the school, they show developing skills in a widening range of tools and materials. In geography and history, pupils gain skills of observation, research, investigation and interpretation which they use effectively to find out about the world around them. They benefit from the school's innovative use of the community and the school grounds to provide first-hand sources of information. In physical education, younger pupils co-operate well with each other and understand the need for exercise. By the time they are eleven, pupils show good control of their bodies. They evaluate their own and others' work effectively in order to improve their performance.

14 Pupils' achievements are significantly enhanced by the way in which subjects are planned and taught in a cross-curricular way. Literacy, numeracy and information and communication technology make major contributions to most other subjects and lessons in, for example, art, history, music, religious education and science often overlap subject boundaries so that pupils' learning becomes one coherent experience rather than a series of lessons.

15 Pupils with special educational needs and those who are gifted or talented make very good progress throughout the school. Teachers, nursery nurses and classroom assistants promote pupils' self-esteem very effectively through well-structured and consistent programmes of work. Assessments are used in an excellent way to inform specific planning for each pupil. Early identification ensures that problems are dealt with as soon as possible and pupils with a wide range of needs are supported very sensitively. Pupils who speak English as an additional language soon integrate into classes and become valued members of the community. They make very good progress because of high quality, sensitive support, very good step-by-step teaching to meet their needs and the overall inclusive ethos of the school.

Pupils' attitudes, values and personal development

16 Children in the nursery and reception classes enjoy coming to school and soon settle well. They develop a measure of independence, helped by very effective adult support. They learn to be considerate and to appreciate what is right and wrong. They learn to play together and to share. Children respond well in the classroom and enjoy their learning.

17 Pupils respond very well to the school's provision for personal development. Their attitudes are very good: they are very keen to come to school and settle quickly to given tasks. Pupils listen carefully in class sessions and respond well to questions, giving answers that are sensible and relevant to discussions. They are interested in what they are learning and show respect for each other. During a religious education and history lesson when three generations from the same family talked about the past, pupils showed a mature insight and understanding of family issues and were able to relate these sensibly to their own experiences. Pupils clearly know what is expected of them both in terms of their learning targets and their behaviour and they are often eager to please the class teacher. They work sensibly and generally quietly, usually sustaining concentration whether they are working as individuals, in pairs or in a group. A good example of this was seen during a literacy lesson where pupils were asked to rewrite the part of the text of the book that they were studying from the past into the present tense. Pupils clearly understood what was expected of them. They worked extremely quietly and were disappointed when they were asked to stop.

18 Parents' positive views of pupils' behaviour were borne out by the inspection findings. Pupils behave well throughout the school day and often very well during lessons. The school is an orderly community and the majority of pupils move around the building sensibly. Pupils are polite to visitors and often open doors or offer help. Occasionally a small minority of pupils fidget or shout out answers, but teacher's address these incidents quickly and sensitively, without distracting from the lesson focus. Behaviour in the playgrounds is good although there is little structured play provided and a minority of pupils become boisterous during the lunchtime period. Pupils respect property and handle resources for learning well. Pupils clearly understand what is expected of them and understand the school rules and expectations. There are two fixed term exclusions recorded in the last academic year.

19 Relationships throughout the school are excellent. Pupils know the daily routines of the school and quickly respond to teachers' requests. They show concern for each other, such as when escorting an injured pupil to receive first aid after an accident. Pupils are provided with a range of responsibilities such as being register monitors, being receptionist in the school office over lunchtime or preparing and organising their own bring and buy sale in aid of a national appeal. They respond well to these opportunities when they are offered. Many opportunities are given to pupils to enable them to show initiative and to be responsible for their own learning. In science, for example, pupils are encouraged to set up their own equipment in order to carry out investigative experiments.

20 The school's attendance figures are good. Most pupils consistently arrive at school on time to enable the school day to start promptly. The school does find that more families are taking holidays during term time but they regularly emphasise that this can be detrimental to pupils' learning. Absences are always quickly followed up. Registers are completed quickly at the start of each session.

HOW WELL ARE PUPILS TAUGHT?

21 The quality of teaching overall across the school is very good and sometimes excellent. No unsatisfactory teaching was seen. More than 94 per cent of teaching is good or better. This is an improvement when compared with the findings of the previous inspection, where teaching was judged to be almost always satisfactory or better, with some unsatisfactory teaching. The very good quality of teaching is a significant factor in the improvement in standards in English, mathematics and science since the last inspection. The school has been very successful in monitoring and evaluating the quality of teaching in order to make improvements. It has also provided very comprehensive training for support staff. The very high quality of teaching and

support has a very positive impact. This benefits all pupils and means that their learning is correspondingly very good. The very high quality of teaching and learning are a real strength of the school.

22 The subject knowledge of most teachers is very good. They share this with pupils, using careful explanations and demonstrations so that their knowledge and understanding are increased. For example, in Year 2, the teacher clearly explained the inverse relationship between addition and subtraction so that pupils' understanding of number was deepened. In scientific work in Year 6, the teacher's understanding of the scientific processes enabled her to present pupils with well prepared investigations into the forces of upthrust on submerged objects. The teacher's knowledge of text and language in Year 5 was used to enhance pupils' skills in using a thesaurus to extend their vocabularies. This very good knowledge is also shown in the excellent way in which the basic skills of reading, writing and number are taught within the frameworks of the national literacy and numeracy strategies. Pupils' acquisition of basic skills is well supported by homework provision. This consolidates and extends the work in class. For example, in Year 3, pupils increased their knowledge of different strategies for calculation when they evaluated and discussed previously completed homework.

23 Teachers plan their lesson objectives and activities very thoroughly. They share learning objectives with pupils so that most pupils have a very clear understanding of what they need to do in order to improve. A "What I'm Looking For" (WILF) statement that identifies the precise learning intentions for the lesson is displayed for virtually every lesson. For example, during an information and communications technology lesson, the teacher and pupils in Year 4 frequently referred to the WILF statement to check their learning. This reminded pupils that they were expected to be able to predict what shapes might be drawn from given instructions when they were feeding commands to a logo program. This WILF system is used very effectively throughout school and gives pupils a clear understanding of what they are aiming to achieve so that learning is significantly enhanced. Teachers revise previous work and make excellent use of assessments during lessons in order to clarify misunderstandings and reinforce learning. Further clarifications and reinforcements of learning occur during whole class sessions at the end of lessons. For example, in Year 4, pupils discussed their investigations into materials and conduction with the teacher so that basic principles were understood and clarified. Pupils' work is regularly marked and teachers make comments that are supportive and guide pupils on the next steps to be taken.

24 Teachers present their work in very lively and interesting ways so that pupils sustain their interest, complete the tasks set for them during lessons and work at a very good pace. For example, in Year 2 science lessons, pupils framed their own questions when interviewing mothers with babies and toddlers in order to understand that children and adults have different needs. In history in Year 1, pupils handled artefacts in order to develop their understanding of the differences in ways of life at different periods of time.

25 Teachers have very high expectations of pupils' work and behaviour. In the excellent teaching in a Year 6 mathematics lesson, pupils were expected to calculate accurately and quickly with seven digit numbers. Pupils respond very well to teachers' expectations of their behaviour when they are not immediately supervised, as, for example, when working in pairs on the skills of sending and receiving balls in physical educational lessons in Year 1 and in researching aspects of Islam using the Internet in Year 5.

26 Teachers manage pupils very well and relationships within and between groups of pupils and teachers are excellent. Teachers make very good use of praise and encouragement. This enables pupils to develop confidence, for example, in discussing different ways of negotiating obstacles in physical education in Year 6. Throughout the school, teachers welcome and value pupils' opinions and strategies concerning different ways of approaching tasks involving written and oral calculations in mathematics. This enhances pupils' mathematical skills and their self-esteem. Teachers are very successful in planning work to extend the learning of pupils of different abilities and in making excellent use of classroom support assistants in, for example, withdrawing pupils with special educational needs to work on activities closely linked to the work in the classroom.

Higher achieving pupils are presented with very challenging work, particularly in mathematics, and support assistants are deployed to support the work of lower achieving pupils in the classroom. The very well trained support assistants are very skilful in complementing and supplementing the work of the class teacher in, for example, their knowledge of number and the use of appropriate mathematical language. This ensures that pupils of all abilities are challenged to apply considerable intellectual effort in their work and means that their learning is very rigorous. In Year 1, for example, teachers and support assistants ensure that work for pupils for whom English is a second language is well suited to their needs so that these pupils make very good progress in the acquisition of language skills. Teachers and support staff take very good account of the targets for pupils with special educational needs in their planning. The targets in the individual education plans are clear and achievable. Pupils are grouped according to their prior attainment and particular needs in numeracy and literacy. This ensures that tasks are matched well to pupils' abilities. Excellent records are maintained by support staff and there is regular, relevant and high quality liaison between all support and teaching staff. Teachers make very good use of information and communications technology in such subjects as mathematics, English and art and are developing its use in other subjects of the curriculum.

27 In lessons where teaching and learning were excellent, teachers applied their secure and confident subject knowledge and skills to devise highly stimulating approaches to the subject so that pupils' interest was caught immediately and high levels of concentration were maintained by challenging questions and activities. Highly skilled assessment enabled the teacher to adjust quickly to the needs of the class, group or individual so that excellent levels of learning occurred throughout the lesson for pupils of all abilities. The pace of such lessons was invariably brisk and pupils worked very hard and productively. Such qualities were seen, for example, in a mathematics lesson with Year 3, where, after an enjoyable but challenging whole class mental mathematics lesson, activities were provided that mentally stretched both high and low attainers. The teacher skilfully established pupils' level of understanding and rapidly moved individuals on to the next step. In such lessons, pupils were very productive and learning was fun.

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

28 The school provides a wealth of interesting and stimulating learning opportunities for all pupils. There are particular strengths in its excellent provision for pupils with a wide range of special educational needs, its constructive links with other schools and the advisory services of the local education authority and neighbouring authorities, and involvement with the community. In addition, the introduction of the literacy and numeracy strategies has been carried out in an exemplary manner.

29 There is very good breadth and balance in the curriculum. The school has placed a very successful emphasis on developing the literacy and numeracy strategies but this has not affected the overall breadth and balance of the curriculum. There is consistent representation of all the subjects of the National Curriculum and the curriculum fully meets statutory requirements. The curriculum for children in the nursery and reception classes is planned very well to provide a relevant, well-balanced curriculum that takes account of the needs of young children. Religious education is now taught according to the locally agreed syllabus. This is an improvement since the previous inspection.

30 The quality of the curriculum has improved since the last inspection. Policies have been reviewed and amended and there are guidelines for nearly all subjects so that pupils build systematically on their knowledge, skills and understanding. The links between subjects are planned thoughtfully and thoroughly. Teachers share expertise extremely effectively and plan very well together across the mixed-age year groups. The pupils benefit from the flexible grouping arrangements and the highly skilled support from learning support assistants.

31 The content and organisation of the curriculum provides equal opportunities for all pupils. They have equal access to the curriculum and benefit from the school's very good provision for personal, social and health education. Lessons include sex education and awareness of personal hygiene and the dangers of drugs. Topics are taught in specific lessons, in science, or where appropriate. 'Candle Time' (a period when pupils have opportunities to reflect on issues related to their own experience and that of others) and personal, social and health education lessons with a particular focus, are very valuable elements of the curriculum. Opportunities to integrate personal and social education into, for example, literacy and religious education lessons are taken very well. The school has successfully addressed the issue of improving boys' skills in literature by the provision of more non-fiction books, CD ROMs and books in comic strip format. This is enhanced by the careful analysis the school makes of its assessments. In its planning, monitoring and evaluation the school ensures that pupils in mixed age classes and pupils with special educational needs who are withdrawn from classes for additional support, receive their full entitlement to the curriculum. In its 'Aims and Approaches to Learning' document the school states that equality of opportunity underpins all that the school does. This was borne out during the inspection. As parents suggested, provision for special educational needs is excellent because of its relevance for all pupils with additional needs and the very high level of inclusion in lessons and the life of the school. Pupils receive specific help in literacy and numeracy lessons, and carefully planned programmes support pupils with emotional and behavioural or physical needs very well. Teachers and learning support assistants are involved in the preparation and review of individual education plans. There are currently eight pupils with statements of special educational needs and three children with statements in the nursery. There is individually appropriate provision for pupils for whom English is an additional language and challenging extension activities for higher attaining pupils. Individual education plans are prepared for pupils with particular talents to ensure that their needs are met successfully.

32 There is a very good range of visitors to the school. Drama, music and art workshops are arranged regularly, and storytellers and writers support literacy events. Visits to museums and other places of interest provide valuable opportunities for personal and social development and enhance the curriculum in many ways. As is the pattern nationally, the school provides some interesting extra-curricular activities over the year, including recorders, orchestra and some sporting activities, for junior pupils. There are no additional activities for infant pupils. Both infant and junior pupils take home reading and library books regularly and good dialogue is maintained between parents and the school through the reading diaries.

33 The school has very good links with the community, including local businesses. Many class teachers have benefited from placements with industry over the past two years, thus improving their subject knowledge and enriching their experience for the benefit of their pupils. There is very good contact with individuals in the community who come to share their experiences and life styles with pupils. One visitor brought snakes to the school and family members, from new baby to grandparents, came in for discussions in several classes.

34 There are very good arrangements for the induction of pupils into the nursery and reception classes and for pupils to move to the secondary schools. This ensures that pupils move with confidence to the next stage of their education. Links with the secondary school have led to curricular initiatives, for example in numeracy.

35 Provision for spiritual development is very good. The particular strength of spiritual development is the rich range of opportunities for pupils to reflect. A very calm, special atmosphere is created by the lighting of the candle at 'Candle Time', and in assemblies, indicating that this is a special time, a time for reflection. 'Candle Times' make a very valuable contribution to the development of pupils' confidence and knowledge that their opinions are valued and respected. Pupils learn that it is important to have time to reflect. Issues such as bullying and rules are discussed and the teachers' very good insight and sensitivity helps to increase pupils' understanding of the nature of bullying and the reasons for rules. Many opportunities to reflect are built into lessons. Pupils show sensitivity to, and respect for, other beliefs and ideas when they ask questions of a Buddhist and reflect in the way of Mohammed on their feelings when asked to do

something they are afraid of doing. In one lesson, pupils were asked about their feelings when they were moving up to a new class. Their replies were treated with empathy and understanding. Pupils learned that everyone has fears of the unknown. Religious education lessons make a valuable contribution to pupils' growing understanding of other beliefs. Pupils visit churches to gain a better understanding of the role of religion in their own community and skilful questioning by the teacher leads Year 5 and 6 pupils to a deeper understanding of the Lord's Prayer. Assemblies fulfil the statutory requirements for Acts of Worship and provide relevant opportunities for reflection.

36 Through literature, history and art pupils empathise with the feelings and emotions of characters in the stories and make sensitive and perceptive observations about each other's work in art. The awe and wonderment on the faces of children at the first music lesson in the nursery was memorable.

37 Provision for moral education is very good and reflects the school's aims and values. Good moral attitudes are encouraged and pupils respond positively to this expectation. In religious education, pupils create their own Ten Commandments and all classes decide upon their class rules. These are prominently and imaginatively displayed and pupils are aware of them although there is little need to refer to them in lessons. Pupils are aware of the difference between right and wrong and gentle, but firm, guidance from adults in school reinforces this consistently. Pupils throughout the school have opportunities to consider moral and ethical issues, such as the destruction of the rain forest. In literacy, pupils create character profiles and identify acceptable and unacceptable aspects of characters in stories. When writing her version of the story of the king who asked his three daughters how much they love him, one girl comments, "As you know, it's a bit cheeky asking someone how much they love you." Through their work and the setting of individual targets, the school fosters the values of honesty, fairness and respect for justice. Pupils know that they will have their turn to be 'special person of the day' and they value and respect the procedure. Assemblies are used successfully to celebrate pupils' achievements and good behaviour. Pupils learn about the problems of others throughout the world and this raises concerns about how they can help. Their understanding and empathy involves them, and their families, in successful fund-raising activities.

38 Provision for social development is very good and encourages pupils to be considerate to one another. Pupils quickly come to understand the need to be helpful and, in the reception class, show their joy in the achievement of pupils, suggesting a sticker and mention in Friday's assembly. Pupils show a genuine interest in what others do and achieve. There are regular opportunities for pupils to take on additional responsibilities and teachers encourage pupils to express opinions and offer suggestions. They thrive in a culture where it is right to "have a go" and pupils are encouraged to share their thoughts and opinions. Before they leave the hall at lunchtime, Year 5 and 6 monitors ensure that none of the younger pupils need help to cut up food. Co-operation is encouraged through, for example, working in pairs or sharing books or equipment in groups. Pupils relate well to each other, because of the excellent relationships they see between adults, and are polite to visitors. They go on visits, which provide valuable opportunities to develop moral and social education. The choir, orchestra, recorder and games groups are very beneficial opportunities for pupils to learn about commitment and the need to work well together.

39 Cultural development is promoted very well. Teachers surround pupils with high quality displays in a variety of subjects. In literacy lessons pupils are encouraged to appreciate the language and rhythms in poetry and books and write imaginative work of their own. They are interested in their local area and develop a deeper understanding of art and music through the study of significant works by famous artists and composers. Pupils acquire a sensitive understanding of life in an Indian village, of Islam, Judaism and Buddhism, and they appreciate what is special to them. They appreciate the knowledge they gain about the cultural traditions and festivals of other countries, for example, China, India and Africa. Pupils are acquiring an awareness and understanding of the richness and diversity of other cultural traditions. This is enhanced by a wide range of visits and visitors to the school.

40 Provision for spiritual, moral, social and cultural development is very good overall. This was a strength of the school at the previous inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41 The school has good procedures to ensure pupils' welfare, health and safety, and uses appropriate agencies to support the needs of individual pupils. The good levels of care identified at the last inspection have been well maintained. All pupils are well known to staff and pupils feel confident to approach any adult if they have worries or concerns. Pupils are also encouraged to support each other if they are hurt or upset. There are clear procedures that are followed to report and record accidents. The school provides a safe and caring environment in which pupils and staff can work. There are, however, some uneven or damaged areas of the playground surface that hold water and mud, which limits the play area in inclement weather. The flag stoned path leading to the nursery is also uneven and becomes slippery when wet. The school is aware of the urgent need for a safe surface to be provided for the climbing equipment in the nursery. Since the last inspection the school has developed clear policies and procedures to ensure the health and welfare of all that work in the school and these are clearly understood by all the staff. The school has also developed a policy and clear procedures for child protection; these are well monitored and all staff are aware of the relevant procedures.

42 The school has very good procedures to monitor attendance and parents are very clear about the procedures they have to follow if their child is absent from school. Pupils' academic and personal development needs are met through staff knowing each individual child and they quickly recognise any change in behaviour or attitude. Pupils with special educational needs are very well provided for with personal needs included in their individual educational programmes. These are clearly reported to parents annually through the school reports. The school has high expectations of pupils' behaviour and these are supported by consistently applied reward systems. The 'mentions' assembly and Gold Book highlight pupils who have worked hard to improve their work or their attitudes to school. A 'Star of the Week' is also photographed for recognition of their hard work. Governors make an annual award to the pupil who has been deemed by the teaching staff to have made the best contribution to the school during their time in school. Year 6 pupils also choose a pupil to receive the Emma Pickering award for showing considerable and consistent kindness to others. The school does not tolerate anti-social behaviour, such as bullying, and there is no evidence of it in the school. There are suitable procedures to follow if there is any inappropriate and unacceptable behaviour. The parents are also aware of the school's expectations through the home and school agreement.

43 There are very good procedures to promote pupils' academic and personal development. Pupils receive very good support and advice and the school has highly effective strategies to help pupils to develop insights into their own learning. The use of 'WILF' is used in an exceptionally consistent manner throughout the school and pupils ask, "What about our WILF?" at the end of the lesson. The setting of individual targets matches very well with the overall purpose of the lessons and this enhances the quality of the assessment and evaluation procedures used by teachers. The school makes very good use of information from assessments to identify needs and adjust teaching programmes accordingly. Information is used to form flexible groups by need and ability in English and mathematics and for targeting particular groups for additional support. This has been very effective in raising standards, particularly in the acquisition of reading and writing skills. Pupils' national test results are projected and pupils' standards and progress are tracked through the school very effectively. Teachers and learning support staff know pupils very well. Assessments of pupils with special educational needs, with special talent and with English as an additional language are carried out thoughtfully and all staff are aware of pupils' targets and programmes. The support for pupils with any additional needs is excellent. Relationships between these pupils and staff are exceptional so that learning takes place in a purposeful, motivating and inclusive atmosphere. Staff work very well together to monitor and assess pupils' work and to share the information gained. The school complies fully with the Code of Practice and liaises very effectively with external agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44 Parents have very positive attitudes towards the school and are satisfied with what it provides and achieves. They appreciate the close partnership they have with the school and are generally very pleased with their children's progress. They always feel welcome and find all the staff very approachable. A minority of parents are concerned about the amount of homework that is set and the consistency of approach to this throughout the school. The school has a good homework programme, which the inspection judged to be effectively delivered. Parents receive regular good quality information through newsletters and information sheets. There is written information sent home regarding subjects that the pupils are studying. This enables parents to support their children's learning by sharing first hand experiences or artefacts. The school holds information evenings for parents; topics have recently included literacy and numeracy and details of national tests. Many parents appreciate these evenings, which inform them of changes in the education system. Parents are also invited in to observe literacy and numeracy lessons although few have taken advantage of this. The annual written reports given at the end of the academic year inform parents of the areas their children have studied over the year and give areas for clear development that enable parents to support the children where they are experiencing difficulties. They also clearly inform parents of their children's progress both academically and in their personal development. Parent consultation evenings throughout the year also provide information on the progress that the children make. Parents of children with special educational needs are regularly informed and involved in their child's learning. Reading diaries also form a regular link between home and school. Parents are kept fully informed and have good opportunities to discuss targets and reviews with the school, which they appreciate. The prospectus is a well presented and informative document given to families as they enter the school. The annual governors' report to parents has a few omissions that are statutorily required; it does not contain information on special educational needs and guidance for pupils with disabilities, details of forthcoming governor elections, the name and contact address of the clerk to the governing body or the progress of the action plan from the previous OFSTED inspection.

45 A number of parents regularly help in classrooms. The school values this help. These parents are carefully briefed and well integrated into the classrooms. Parents are invited to school productions, which they appreciate and enjoy. Although the school has no active fundraising group, the parents and community come together to support a highly successful and profitable gala alongside other smaller fundraising events. This provides valuable additional resources for the school that are very much appreciated.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46 The headteacher provides the school with excellent leadership and management, making a major contribution to pupils' achievements and to the quality of teaching and learning. He is ably supported by an excellent deputy headteacher and a very strong senior management team. The headteacher's extremely clear vision and belief in empowerment has developed an excellent team that involves all adults working in the school. The school is very forward looking and consequently has anticipated national priorities such as literacy and numeracy most effectively, enabling the school to be at the forefront of, for example, the implementation of the National Numeracy Strategy locally. The school's aims and values are consistently reflected in its life and work and its shared vision is expressed in the excellent co-operatively produced school development plan, where very effective analysis leads to the identification of appropriate priorities and actions.

47 The well led governing body operates very efficiently through its committees and through governors with specific responsibilities. The governing body has a very clear understanding of the strengths and weaknesses of the school and operates very well as a critical friend to the school, raising issues when necessary and taking great interest in all aspects of the school's life. It very effectively meets its statutory duties and plays an appropriate part in shaping the direction of the school. Several individual governors play an extremely active and valuable part in the life of the

school. Governors are very conscientious in attending training courses and three are undertaking certificates in governance.

47 Subject and other co-ordinators are enthusiastic and committed even where their subjects are not priorities. At best, as, for example, in mathematics, English and special educational needs, they show excellent leadership. Most subject co-ordinators monitor achievement and planning in their subjects. They make a very effective contribution to pupils' standards and to the quality of provision. Excellent arrangements for staff development and for the induction of staff new to the school reflect a culture of constant self-evaluation and improvement and a very strong commitment to the training and development of all members of staff. This commitment extends outside the school and several members of the teaching staff provide staff development for other schools, notably in the teaching of mathematics. There are also strong support systems to make the best of the valuable contributions made by parents, teacher training and other students and other helpers in classrooms. The school's achievement of the Investors in People standard and its recent successful re-assessment confirm and celebrate the school's positive and very effective approach to training and development.

48 The school's knowledge of its own strengths and areas for development is based on excellent systems for monitoring pupils' achievements and the quality of teaching and other provision. There is a very strong commitment to equality of opportunity and the school's provision for pupils with special educational needs, for those for whom English is an additional language and for gifted and talented pupils is excellent, enabling these pupils to make very good progress. The special needs co-ordinator manages the provision very well and ensures that matters related to special educational needs are discussed at governing body meetings. There is a governor responsible for special educational needs who is fully involved in the life of the school. Any additional funding for special educational needs is spent well and the school uses money from the general budget to supplement the costs of the provision. Money has been very well spent on the provision of a team of extremely skilled learning support staff to work alongside the teachers.

49 Excellent financial planning is based on accurate up-to-date financial information and relates to the priorities identified in the school development plan. A substantial deficit from previous years is being efficiently brought into balance over the next two years. The school makes excellent use of its resources to support learning and supplements its income creatively and very effectively. Financial control and the day-to-day administration of the school are very efficient. The school's use of new technology benefits efficiency and pupils' learning and the school has plans to further develop its use.

50 The school is very well staffed by extremely conscientious, committed and capable teachers. Very high calibre classroom support staff, administrative staff and dinner supervisors not only do their jobs extremely well but provide enormous value to the quality of life in the school. The school has very good accommodation that is used very effectively to enhance learning. Levels of learning resources are good overall and they are used very effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51 There are very good systems in place to maintain the quality of education provided and there are no key issues for action by this school. However, in the context of the school's many strengths, the following points for improvement should be considered in the action plan:

- (i) Develop and implement a policy and scheme of work for design and technology (paragraph 90);
- (ii) Ensure that uneven external playground surfaces are made safe (paragraph 41);
- (iii) Provide soft landing surfaces for the nursery's outside play area (paragraphs 41, 59);
- (iv) Ensure that the governors' annual report to parents fulfils statutory requirements (paragraph 44).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14%	43%	37%	6%	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)	30	335
Number of full-time pupils eligible for free school meals	0	32

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	3	8
Number of pupils on the school's special educational needs register	3	43

English as an additional language	Nursery	YR - Y6
Number of pupils with English as an additional language	1	6

Pupil mobility in the last school year	Nursery	YR - Y6
Pupils who joined the school other than at the usual time of first admission	0	19
Pupils who left the school other than at the usual time of leaving	0	15

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
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 1999	Year	Boys	Girls	Total
	1999	29	27	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	27	24
	Girls	19	24	21
	Total	42	51	45
Percentage of pupils at NC level 2 or above	School	75 (66)	91 (82)	80 (74)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	24	28
	Girls	22	20	24
	Total	47	44	52
Percentage of pupils at NC level 2 or above	School	84 (71)	79 (78)	93 (90)
	National	82 (80)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for 1999	Year	Boys	Girls	Total
	1999	25	19	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	20	23
	Girls	13	13	17
	Total	25	33	40
Percentage of pupils at NC level 2 or above	School	57 (67)	75 (80)	91 (89)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	21
	Girls	15	13	16
	Total	31	31	37
Percentage of pupils at NC level 2 or above	School	70 (71)	70 (82)	84 (80)
	National	68 (63)	69 (64)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	5
White	330
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	25.8
Average class size	30.5

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	427

Financial information

Financial year	1998 - 99
	£
Total income	560593
Total expenditure	552663
Expenditure per pupil	1566
Balance brought forward from previous year	-21950
Balance carried forward to next year	-14020

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	365
Number of questionnaires returned	38

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
58	37	5	0	0
55	39	5	0	0
34	58	5	3	0
26	34	18	8	13
63	32	3	0	3
37	50	11	3	0
61	34	3	3	0
61	39	0	0	0
50	29	13	3	5
68	26	3	0	3
50	45	3	0	3
42	34	11	0	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

52 Children under six years old are taught in the nursery class and then in the reception class. They attend part-time in the nursery and move to full time education in the reception class when they are five. Children enter the nursery with a wide range of levels of learning. Overall attainment is slightly below expectations in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. In physical and creative development, children attain at levels normally seen for their age, but a significant minority lack appropriate manipulative skills for writing and drawing. The school has embraced the recently introduced curriculum for the foundation stage very positively and all staff are aware of the 'stepping stones' of children's development between the ages of three and six. Children, including those with special educational needs and those who speak English as an additional language, make good progress in both classes and are on course to meet the nationally agreed early learning goals by the time they are six.

Personal, social and emotional development

53 Children enjoy coming to school in both classes and they soon follow routines and join in activities with enthusiasm. In the nursery, very good adult support enables children to acquire independence in personal hygiene and dressing skills as they prepare for outside play or get ready for painting and cooking activities. At first, some children find it difficult to play together and share equipment fairly, but they are guided and supported very well and soon learn to be considerate for one another. Their self-control strengthens and they gradually develop a knowledge of what is right and what is wrong. As they play together in role in the hospital and the home play area, children become more aware of how to play co-operatively so that everyone is happy. Children gain increasing understanding of other cultures. Staff help all children to become valued members of the community, and children are supported well as they transfer to the reception class. They adapt well to the brisker pace of lessons and maintain the happy atmosphere by responding well to the simple but clearly explained classroom rules. As they work well together in groups, children become increasingly independent and their secure self-esteem and good levels of attention help them to acquire skills, knowledge and understanding at a very good rate. In both classes, staff are firm, sensitive and fair as they insist on good behaviour and encourage children to concentrate and persevere with tasks. Children respond well and become enthusiastic learners. In both classes, teaching in this area of learning is very good and relationships are excellent.

Communication, language and literacy

54 The majority of children are keen to communicate with one another and with adults in the nursery but a significant minority need help to express their ideas. They gradually learn to settle down quietly and listen attentively in story and discussion periods. They enjoy saying rhymes and joining in the repetitive sections of stories. By the time they join the reception class, children begin to use appropriate language to express their ideas, particularly in mathematics and literacy sessions. In both classes, staff provide a wide range of opportunities for all children to talk, communicate and extend the range of their vocabulary in a widening variety of situations. Children in the nursery made very good gains in learning when the teacher brought an apple bough, a branch of blackberries and some conkers for them to observe and discuss. Children in the nursery handle books and turn pages carefully and enjoy talking about the pictures. They gradually gain understanding of how print carries meaning and that it is read from left to right. By the time they leave the reception class, children begin to blend the letter sounds together to form words and higher attaining children confidently read simple books with repetitive texts. There is a good range of attractive story and non-fiction books in both classes and children develop a love of literature which makes them want to learn to read. Excellent teaching of letter sounds and shapes begins as soon as children start the nursery. Attractive displays, for example, of items beginning with 'b', help

children to learn and understand at a very good rate. Most children recognise letter shapes and sounds by the time they are five. Most children write their names before they move to the reception class, but their writing is often poorly formed because of poor pencil control. This improves and is satisfactory by the time children move to Year 1. Children are encouraged to think of themselves as writers from an early age. In both the nursery and the reception class, staff provide writing areas where children can make marks and practise their writing. Higher attaining children in the reception class write simple sentences and show a clear sense of narrative as they write about their experiences. The high quality of teaching in communication, language and literacy in the nursery and the reception class, especially for those children who need compensatory support because they have special educational needs or speak English as an additional language, contributes well to the children's good progress.

Mathematical development

55 In the nursery, children join in number rhymes and songs with understanding. By the time they join the reception class, they count confidently to ten and understand the value of numbers to five. Teaching in the nursery is very good and staff use every opportunity to develop mathematical language and ideas throughout the day, during stories and discussion times and in very well prepared practical activities. Children have a wide range of sorting and matching experiences and develop an appropriate vocabulary to express size, shape and colour. As they play purposefully with sand and water, children develop mathematical language such as 'full' and 'empty'. They measure ingredients during baking sessions and know when they need more or have too much. By the time they leave the reception class, children count to 20, start to see the pattern of fives and zeros and understand the concepts of needing more or less to make a given number of objects. They develop an awareness of addition and subtraction and know that much bigger numbers are used in everyday life. Most children, including those with special educational needs and higher attaining children, make good progress in mathematical development because of the good teaching and appropriate emphasis on practical activities and the development of mathematical language.

Knowledge and understanding of the world

56 Children develop their knowledge and understanding of the world effectively through well-structured activities in both classes. In the nursery, teaching is very good and children develop early investigative skills as they watch to see how objects float or sink. They push and mould sand into different shapes and look carefully at leaves and fruit. In baking sessions, children see changes in materials as ingredients become cakes. In the reception class, children gain a deeper understanding of the passage of time as they see changes in their own growth and experiences. They consider what they eat and what their pets eat. Teaching is good and children are given opportunities to solve problems, predict and pose questions. They look at shadows and try to make them bigger. Greater awareness of plant growth develops as children investigate to see what happens if they deprive plants of water or light. As part of the school's very effective programme for personal and social development, children learn about being careful with medicines. The good provision of construction kits and building blocks helps children to gain appropriate levels of skill to build, construct and join materials together. In both classes, children explore and find out about their environment. They go for walks to local places of interest and enjoy visits from members of the local fire and ambulance services. In the reception class, children look back on their own lives and learn about their families. They develop an understanding of their own and other people's culture and beliefs. Computer skills develop appropriately in both classes, but information and communications technology is not sufficiently planned on a regular basis into lessons such as mathematics in the reception class.

Physical development

57 Physical development is fostered through a good range of indoor and outdoor activities. Recent improvements in the provision of equipment give children good opportunities for outdoor play. In the nursery, children run, jump and balance with satisfactory levels of control and co-ordination. They ride wheeled toys confidently and use sand and water-play tools appropriately.

Very good planning and teaching ensures that children become increasingly aware of what they need to do to be healthy. They learn about looking after their teeth properly. Children in the reception class join with older pupils at playtimes and they also have opportunities to use the outdoor play facilities in the nursery. They show increasing awareness of space as they move about in the classrooms and the open work area. No physical education lessons for the reception class were seen during the inspection, therefore no judgement could be made on teaching. In science lessons, they learn about parts of the body, healthy foods and the importance of exercise. In both classes, children build effectively with large construction kits and bricks. In the nursery, children increase their levels of manipulative control as they play with malleable materials and are involved in cooking, painting and drawing activities. A significant number of children have underdeveloped control of pencils and scissors for writing and cutting by the time they join the reception class, but most acquire satisfactory levels of skill by the time they move to Year 1. Very good planning, provision and adult support for all activities enhance the children's good progress.

Creative development

58 In both classes, children use a wide variety of media, including paint, crayons and collage, to make pictures with a range of textures. In the nursery, children explore texture and colour to make a large collage of 'The Gingerbread Man' after listening to the story. They create bright patterns as they print with a range of objects. They share their ideas through simple drawings of people and events in their own lives, and their paintings are bold and colourful. In the reception class, art work is used well to enhance other subjects. Children decorate body shapes attractively with printing and patterns to link with work in science. They create colourful and bold pictures of the characters from their reading scheme and illustrate their written work with lively drawings. In music, children in the nursery sing well. They develop a growing repertoire of number and action songs and follow the teacher's actions well. Musical skills are developed in an exciting way as children enthusiastically take turns to play percussion. The teacher holds up signs for children to start and stop playing, and they respond well. In the reception class, children know a good range of songs from memory, and they sing tunefully and listen well. In the role-play areas, children create situations and imagine themselves as parents, doctors and nurses. Throughout the day, teachers in the nursery and reception classes organise activities well and teaching is very good. Children explore their feelings and develop their imagination. Children with special educational needs or who speak English as an additional language benefit greatly from this aspect of the curriculum.

59 The quality of teaching is very good overall, with excellent teaching with a lovely lively approach in the nursery. Teachers, nursery nurses and classroom assistants are enthusiastic and encouraging. Relationships between staff and children are excellent and the very good management of children produces a stable atmosphere conducive to learning. In both classes, teachers have high expectations of good behaviour and children are encouraged to persevere with activities. There is sensitive support for pupils with special educational needs and those who speak English as an additional language. Staff work very well together as a team which is led effectively by the recently appointed co-ordinator. All staff have a very good understanding of the needs of young children and all are involved in teaching. The stepping stones of children's development are provided for very well and learning is promoted through highly active, imaginative and inviting activities. There is excellent use of learning resources and very good organisation of time for children who attend the nursery on a part-time basis ensures that they have equal access to the curriculum. Permanent soft landing surfaces are under consideration by the school to replace mats under climbing equipment. Since the last inspection, the quality of teaching has improved and good provision has been maintained for children in the early years. Consequently, children are well on course to attain the early learning goals by the end of the Foundation Stage.

ENGLISH

60 The findings of the inspection are that pupils' attainment in English is above that expected in speaking and listening, reading and writing at the age of seven and eleven and pupils achieve very well. This marks a good improvement since the last inspection. National Curriculum results in 2000 are likely to show that pupils' attainment is broadly in line with the national average by the age of seven and above by the age of eleven. The Year 2 group in 2000 had a higher than usual number of pupils with special educational needs. Factors such as this can cause results to vary from year to year. Standards have improved well since the last inspection.

61 Pupils of all abilities and those with English as an additional language achieve well in speaking and listening. Standards are above average because teachers ensure pupils' full concentration at the start of lessons, speak very clearly to pupils and listen to all they say very carefully. They create a very good atmosphere for learning. Teachers' questions are very challenging to extend pupils' thinking and vocabulary. Pupils listen well to the teacher's clear introduction of 'WILF' and the new learning in the lesson. They learn quickly because teachers involve them well in discussions about the book or text being studied. This ensures that pupils know what to do and feel confident to ask further questions. Listening skills develop well in reading groups because staff use interesting books matching pupils' attainment. Infant pupils are learning to take turns and listen to each other well when pupils are reading out work at the end of the lessons.

62 Junior pupils are encouraged to express their views clearly because they are aware that the teacher values their opinions and has reassured them that not all questions have just one answer. Teachers' very good knowledge of how to develop skills in drama and speaking and listening enables pupils to consolidate and develop their skills from year to year. Pupils come to appreciate other's insights through lively discussions in many lessons, such as art, religious education and history. They justify and give evidence for their views, as when comparing a television version of a chapter in a story with the book. Steadily increasing vocabularies increase the rate and breadth of their learning. Younger pupils are quick to supply lines for thought bubbles when the 'actor' dries up and pupils work very hard to improve their 'performance'. Pupils empathise very sensitively with the people on the Titanic because the teacher's very imaginative methods take the pupils effectively into the experience of the story; lower attainers learn very well because their interest is caught as they relate other people's experiences to their own lives. In art, they make observations and interpretations in a clear, articulate way. They take the responsibilities in questioning and reporting in a religious education lesson very seriously because the teacher praises the quality of their questions and the ways in which they carry out their task. Pupils ask their questions respectfully and show interest in their task.

63 Skilled teaching of letter sounds and patterns enables the majority of pupils to read simple texts by themselves by the age of seven. Pupils know their target is to read their own writing, look for little mistakes, and notice that they have left something out on the page. They do this very conscientiously and consequently make good progress. Pupils understand the terms 'index' and 'contents'. Higher and average attaining pupils use alphabetical order accurately to find spellings and meanings in dictionaries. The careful labelling of displays and the use of written questions and instructions around the room give pupils additional opportunities to practise their reading and formulate answers to questions.

64 By the age of eleven, the number of pupils reading at a higher level is rising because of the excellent teaching of basic reading skills. Pupils read fluently, accurately and expressively. They appreciate their teacher's guidance in selecting books by a range of authors. Many read regularly at home and enjoy discussing and comparing books they have read. Reading aloud in groups is a popular activity because it is a good opportunity to exchange views about the books and learn how to improve their reading. Pupils have satisfactory library skills and know how to find information from books in the library and from the Internet.

65 By the ages of seven and eleven, pupils' standards in writing are slightly above average and pupils of all levels of attainment achieve well. Most infant pupils form letters accurately, write on the

lines and space words out carefully. They write in sentences with capital letters and full stops, and by the time they are seven, many pupils are starting to write in a legible joined script. Higher attaining pupils use speech and question marks and commas. Teachers' very good knowledge and understanding of the National Literacy Strategy enable them to give pupils an exceptionally clear understanding of their targets and ideas of how to improve their work in small steps. The majority of targets guide pupils as to the ways in which to improve their writing. Pupils write a range of stories, reports, letters, poems and instructions. When writing lines of a poem to create a sense of fun, pupils enter into the spirit of the lesson because of the teacher's enthusiasm and carefully phrased questions. Standards of presentation are good and pupils take pride in their work. The use of puppets and "raps" stimulates and motivates pupils to learn very well. They are quick to guide the puppet that has problems with his spelling and letter formation. They show that they are developing confidence in their own ability to spell correctly. Very good planning that builds on previous learning ensures that pupils learning about vowels and consonants is consolidated.

66 Junior pupils consolidate and develop their reading skills and this helps them to broaden their vocabulary and learn the structures that authors use in their writing. They use their writing skills well in other subjects, for example, writing imaginatively in science and history and sensitively in religious education. Pupils use paragraphs and a wide range of punctuation for stories, reviews, persuasive letters and drama scripts. All pupils' writing benefits from the regular weekly learning of spellings and the development of planning and drafting.

67 Pupils' attitudes, behaviour and personal development in English are very good. Teachers' have high expectations of pupils' behaviour and the work they should complete. They manage their behaviour very well so that pupils are able to maintain their concentration and learn for themselves. This leads to pupils becoming industrious and confident learners. For example, younger pupils write simple sentences with increasing speed, enjoyment and accuracy. Year 6 pupils work quietly and independently through the registration period, correcting and practising spellings or reading.

68 The quality of teaching and learning is most frequently very good. The excellent relationships between all adults and pupils create a warm, secure atmosphere for pupils to grow in self-confidence and develop their skills and understanding. Pupils with additional educational needs benefit from very skilled and focused support from teaching and learning support staff. Teachers have good knowledge and understanding of children's literature and the series of steps in their language development. The school makes excellent use of national guidance for the literacy hour, maintaining at the same time its own successful teaching strategies for helping pupils to assess and improve their work.

69 Leadership and management of the subject are excellent. The school uses analysis and evaluation of test results to correctly identify priorities for action and to improve performance. Staff work closely together as a very effective team and the school has maintained its previous good standards, for example in drama, and raised standards in other areas. Activities such as the visits of authors and storytellers and drama workshops further enhance learning in all aspects of English.

MATHEMATICS

70 By the age of seven, pupils' attainment is above that expected. This is an improvement on the findings of the previous inspection and on the results of the National Curriculum tests for 1999, which were well below the national average. By the age of eleven, attainment is well above the national average. This is an improvement on the findings of the previous inspection and on the results of the 1999 National Curriculum tests, where attainment was above the national average. The teaching and learning of mathematics is a real strength of the school. The school makes very good use of the considerable knowledge and expertise of staff, including highly trained classroom support assistants, and this has a correspondingly very positive impact pupils' learning. For both infants and juniors, the quality of teaching and learning is mostly very good, with some excellent teaching and learning. This is an improvement on the findings of the previous inspection.

71 Particular strengths throughout the school are pupils' knowledge and understanding of number and the number system, and their calculating and problem solving skills. These are closely linked with the achievement of very high standards in work on measures, shape and space and data handling. A significant factor in this overall high achievement is the breadth and depth of teachers' knowledge of mathematics and their dexterity in teaching basic skills. They know about numbers, about how they are related and how they work. They share this with pupils through their careful explanations and through the well thought out tasks they prepare for them. For example, in Year 3, the teacher carefully discussed how pupils might use different approaches to the calculation of a range of numbers. She then allocated pupils to a variety of tasks matched to their abilities, involving activities such as a simulated dartboard and a grocery shop. She was excellently supported by the classroom support assistant who knew clearly what the lesson objectives were and how the activities were planned to support these. In Year 1, teachers made imaginative use of lines of numbers in order to help pupils understand the ideas of more than and less than. In Year 5, the teacher revised and discussed previous knowledge concerning strategies to solve problems using the 8 times table and then introduced the pupils to 'Egyptian' multiplication strategies, involving doubling numbers.

72 Relationships are excellent and teachers value the contributions pupils make. This is why most pupils are confident to explain their calculations and to develop different strategies for calculating the solutions to problems. The facility with which pupils make calculations is outstanding. For example, in Year 3, pupils clearly and confidently explained how they made mental calculations involving six numbers. They listened to explanations from other pupils indicating how their strategies differed and incorporated these on future occasions. In Year 5, pupils made accurate calculations with three and four digit numbers using already known facts. These skills are reinforced by the very high expectations teachers have of their pupils; this brings rigour and pace to their learning. Most pupils, including those with special educational needs, work very hard. For example, Year 3 pupils are withdrawn to work with a classroom support assistant and special needs support assistants where they work on understanding the number system and on simple calculations. These pupils work at a brisk pace with adults who have an excellent understanding of their learning objectives and use mathematical language very skilfully to deepen pupils' understanding.

73 Teachers manage pupils very well. For example, in a Year 6 lesson on calculations involving 5 and 7 digit numbers, the teacher makes excellent use of humour, maintains a brisk pace to the lesson and has excellent control and infectious enthusiasm. Pupils respond to this by working extremely hard, enjoying the lesson and increasing their knowledge and skills. Teachers use praise and encouragement very effectively and use challenging questions to prompt pupils to think about different strategies. This encourages them to behave very well and to apply a great deal of intellectual effort in consolidating and acquiring new knowledge and skills. For example, in Year 2, pupils settled quickly in independent groups to concentrate on work on strategies for adding three numbers up to and beyond 10.

74 Teachers share their very well planned learning objectives and activities with pupils and revise previous work thoroughly. They make excellent assessments of pupils' learning during lessons. Pupils' work is regularly marked and teachers make helpful and useful comments in order to clarify understanding. This gives pupils a clear understanding of what is expected during lessons and of what they need to do in order to improve their knowledge and skills. For example, in Year 5, in work on making use of known multiplication facts in order to calculate unknown numbers, the teacher carefully revised previous work and explained clearly the idea he was leading them towards. During the lesson, he ascertained pupils' levels of understanding and amended his teaching accordingly. Teachers use whole class sessions at the end of lessons very well to reinforce learning and to clarify any misunderstandings. For example, in Year 3, the teacher used previously completed homework very effectively in order to reinforce understanding of different strategies used in calculations. Pupils are encouraged to reflect on the range of their work and on the difficulties and targets for improvement. In these reflections, pupils also state that they enjoy meeting the challenges set for them in mathematics.

75 Teachers usually plan work that is suitably matched to the different abilities of pupils, including pupils for whom English is an additional language. In Year 2, for example, the teacher organised work on number patterns, matched to pupils' abilities, including the provision of appropriate mathematical language work for pupils for whom English is an additional language. She arranged groups so that the teacher was working with the less able group and the classroom support assistant was involved with the pupils of average ability. On this occasion, the higher achievers worked independently. In Year 6, higher achieving pupils were given extension activities in their work on spreadsheets. They worked accurately on negative numbers and co-ordinates. Mathematical skills are used increasingly in other subjects. For example, in Year 5, pupils used graphs to record scientific investigations into the effect of upthrust on submerged objects and make accurate measurements in Newtons. In Year 1, pupils used texts from literature when learning about the idea of 'less than'. Throughout the school, teachers make very good use of the appropriate mathematical vocabulary in order to deepen understanding. For example, in Year 4, pupils extended their knowledge of vocabulary associated with multiplication and division. Pupils use and interpret data and consolidate their knowledge and skills using computerised mathematical games. Pupils calculate co-ordinates in geography and use their mathematical knowledge when working on patterns in art.

76 A significant factor in the very high standards achieved as pupils move through the school is the excellent contribution made by the subject co-ordinator. This is complemented by the excellent subject knowledge and expertise of the headteacher. The headteacher and staff ensured that the school was very well prepared to capitalise on the National Numeracy Strategy; the excellent implementation of this strategy has made a major contribution to the enhancement of learning. The co-ordinator provides excellent leadership. She gives very good support to teachers and classroom support assistants and provides an excellent example through her teaching in the classroom. The subject is very well organised and the very good resources, many of which are produced by staff, enhance teaching and learning. The co-ordinator monitors teaching and learning very well and ensures that pupils in mixed age classes have equality of access and opportunity. She has a very clear understanding of the educational direction to be taken in the subject. Classroom support assistants are provided with very good training and this enables them to make a significant contribution to the raising of attainment. Homework is used well to consolidate and extend the work in class. For example, pupils in Years 5 and 3 are given calculations in number to complete. The school makes very effective use of its very good assessment procedures. It analyses assessments very carefully and sets clear, achievable targets for pupils and teachers in order to help them in raising attainment.

SCIENCE

77 Inspection judgement is that attainment is well above national expectations for eleven-year-olds and above national expectations for seven-year-olds and pupils, including those with special educational needs and those for whom English is an additional language, achieve very well by the time they leave the school. This reflects the school's resolute approach to raising standards, particularly by increasing teachers' subject knowledge and providing a rich, well-organised and exciting curriculum which pupils enjoy. Investigative science has developed very well so that pupils throughout the school have many 'hands on' experiences and find things out for themselves. Teachers encourage pupils to set up fair tests and pupils then investigate to see what is going on. All the required areas of science are taught in interesting ways so that pupils are engaged and build very effectively on what they already know.

78 The school's results in the year 2000 national tests for eleven-year-olds were very good indeed. Ninety-eight per cent of pupils reached the standard expected nationally; this was a seven per cent improvement on the very good results in 1999. A significant number of pupils reached the higher level. These results concur with what was found during the inspection. During the junior years, pupils become more confident in exploring ideas and considering possibilities. They pose

increasingly challenging questions related to their work and use their knowledge and understanding of science to explain and interpret a range of everyday phenomena. Pupils in Year 6 explore light and write well-informed descriptions of how objects are seen when light enters the eye. They describe and illustrate how a person reads a newspaper. Pupils plan their own investigations when, for example, they explore whether objects are heavier or lighter in water than in the air. As they carry out their investigations, pupils predict outcomes. They express their ideas confidently, in an atmosphere of open enquiry and interest, without fear of criticism. In work on life processes and living things, pupils describe food chains in which plants are the original source of food. They gain increasing levels of understanding about their own bodies and how they can keep healthy by eating sensibly. This links well with the school's programme for personal and social education.

79 In the year 2000 teacher assessments for seven-year-olds, 84 per cent of pupils reached the expected level (87 per cent in 1999). Nine per cent of pupils achieved the higher level (20 per cent in 1999). All pupils benefited from the school's drive for higher standards and did as well as expected. In 1999, there was a larger than usual group of pupils with special educational needs, who, despite their enthusiasm and effort, did not reach the nationally expected level. Most pupils did so, and inspection findings show that current seven-year-olds achieve above average standards. Pupils relate their work to their own experiences and to the outside world. They make very good progress because teachers use every opportunity to reinforce ideas. For example, in a lesson on 'the senses', a teacher paused to let pupils listen to an aeroplane flying overhead. In Year 2, a baby and a toddler visited the class with their mothers and pupils asked searching questions about how these younger children feed, talk, sleep and move. The pupils were engrossed; they watched and listened with high levels of interest and wonder. They then recorded what they had found out in a systematic way. In work on electricity, there are good links with home as pupils find out about household appliances. Pupils make simple electrical circuits and draw diagrams to illustrate the components and how they have to be connected in order to light a bulb.

80 The quality of teaching and learning is very good overall. Excellent teaching was seen for seven-year-olds. Teachers have very good levels of subject knowledge which enable them to develop pupils' skills, knowledge and understanding systematically. Throughout the school, very good lesson planning leads to very effective use of time and resources. Preparation is meticulous and this has a positive effective on pupils' learning. Pupils want to get on and find things out. Teachers' expectations of work and behaviour are high and there is a brisk pace in lessons. Objectives are made very clear so that pupils know what they are supposed to do and learn. All pupils, including those with special educational needs and those who speak English as an additional language, are challenged and very well supported with appropriate learning materials and sensitive adult help so that they make at least good and often very good progress. Class management is very good and there is skilful use of praise, questioning and encouragement. As a result, pupils love the subject and sustain their concentration in individual and group work. They concentrate hard, work with interest, treat resources respectfully and enjoy talking to adults about what they are doing. Relationships in lessons are excellent and pupils work together happily and productively, regardless of gender or ethnicity.

81 There is seemingly effortless development of literacy and numeracy in science lessons. Pupils use appropriate vocabulary, taking and considering measurements and organising evidence systematically. In Year 6, pupils wrote of 'physical change' and 'chemical change' when recording their work on reversible and irreversible changes in materials. Descriptive writing reveals pupils' understanding, interest and involvement. For example, a pupil in Year 2 wrote, 'The winds blow and the seeds blow and where they land some new plants and flowers grow'. Pupils in Year 2 also wrote booklets about being 'Nature Detectives', in which they followed the conventions of having a contents page and an index. After carrying out an investigation into the effectiveness of different shapes and sizes in parachute canopies, a pupil in Year 5 wrote, 'The largest piece won because it had more room for air to catch it'. Some spellings are unorthodox, but scientific method and understanding are very good. Pupils draw on their mathematical skills very effectively to create a wide variety of grids, charts and diagrams to represent their findings.

82 Throughout the school, the teaching of science links well with other subjects. In geography, pupils' understanding of the water cycle is enhanced by their knowledge of how liquids and gases behave. Pupils' active involvement in the creation of a wildlife area increases their understanding of changes in land use. When they study tropical rainforests, younger pupils learn about the habitats of animals and birds. In history and religious education, understanding of families and generations is enhanced by pupils' knowledge that creatures reproduce their own kind. Health education is promoted well in all classes. Infant pupils know that the pulse rate increases during exercise – 'When you feel your pulse it goes slow but when you do some exercise it goes faster than it did'. Though the school recognises that the use of information and communications technology is an area for development in the subject, word processing, simple data handling and research in CD ROMs and on the Internet are used.

83 The conscientious and enthusiastic co-ordinator leads and manages the subject very well. Schemes of work are clear and helpful and teachers' planning is monitored rigorously. The yearly plan is characterised by its emphasis on investigations and probing questions. Teaching and learning are monitored both informally and formally and teachers set high standards for themselves. Improvements, identified in the school development plan, have led to the higher attainment of pupils and the increased confidence of teachers. Resources, which include an exciting wildlife area developed by the school, are good. A good range of visits and visitors enhance and extend pupils' learning and broaden their knowledge and understanding of science in nature and the man-made world.

84 There have been very significant improvements in the school's provision and pupils' attainment in science since the last inspection. The quality of teaching then was variable. It is now very good and there is a tightly organised scheme of work for all pupils. Standards of pupils' attainment have risen throughout the school. Teachers lacked confidence in their knowledge and understanding of science. Staff confidence is now high and teachers have secure understanding which underpins their very well prepared and presented lessons. Expectations of pupils were not high enough and there was little evidence of marking and assessment of pupils' work. Teachers now expect the very best of pupils and work is carefully marked to ensure scientific understanding. Every pupil is assessed each half term and good records are kept. Teachers use findings from these assessments very effectively to plan the next stages of work. Governors have supported the improvements in science very well, with particular interest in the development of the wildlife area.

ART AND DESIGN

85 By the time they leave the school, pupils' standards of work in art are well above those expected from eleven-year-olds. This marks an improvement since the last inspection, where attainment was judged to be good. From the outset, pupils are encouraged to use a wide range of tools and materials to record their observations and express their feelings and ideas. Their confidence is developed by very high quality teaching that develops their skills systematically and establishes the principles of good practice most effectively. Pupils learn not to be satisfied with the first attempt and to evaluate their own work and that of others honestly, often in the context of the work of a famous artist. For example, pupils in Years 1 and 2 looked carefully at a painting by Henri Rousseau and were led by highly skilled questioning by the teacher to see how the painter had constructed his picture; they then produced their own pictures in pastel, using a similar technique in a way that showed exceptionally mature understanding of what they were attempting. By the time they are in Year 6, pupils have extended their skills in paint, pastel, clay and other media and in their capacity to appreciate great art. Their work in pastel, for instance, this time based on the study of a Van Gogh portrait, showed very well developed skills. They used blending impressively, using different shades and textures to more effectively record their view of the human model that they are observing; they also began to include a background to their pictures that enhanced the effect they were seeking. They discussed their efforts knowledgeably, showing a very good level of understanding of techniques and media. Similar levels of skill are shown in other work, where, for example, in a full-length painting of a woman, the hair is effectively painted, flesh tones are subtle and accurate and the fall of the clothes convincing. The high quality of work is not limited to the

more talented pupils; even lower attainers work with great commitment to produce pleasing drawings, paintings and models that demonstrate well-developed and above average skills. Pupils of all levels of ability make very good progress.

86 The quality of teaching and learning is very good and often excellent throughout the school. Teachers have high levels of subject knowledge and the confidence and skill to use that knowledge effectively. This expertise is effectively supplemented by that of a visiting teacher who works alongside the class teacher in some classes. Pupils have very positive attitudes to their work, producing very high levels of creative effort in response to the extremely high expectations of their teachers. They work at a brisk pace, producing a great deal of high quality work in a short time; for example, Year 6 pupils produced three sketches of a person dressed in Victorian costume in 24 minutes (a time target set by the teacher). Each sketch showed a marked improvement on the last, as the pupils learned from their mistakes and from the evaluation of their work made by the teacher, other pupils and themselves. Pupils respect and appreciate each other's efforts and are generous with praise when a less able pupil achieves well; they are very good at looking for constructive things to say. Pupils work very well together, often asking each other for suggestions to solve a particular problem. The teachers' very well developed class management skills and the interesting and often exciting methods they use ensure very high levels of concentration. Teachers assess and evaluate pupils' work as the lessons progress so that they are able to ask questions that ensure that pupils have an excellent knowledge of their own learning. This knowledge is considerably enhanced through the consistent sharing of the lesson's objectives and targets with the pupils at the beginning of each lesson.

87 The school sees the maintenance of the high quality of art as a priority and values its very strong contribution to the cultural, social and spiritual development of the pupils. The subject is effectively led by a committed and knowledgeable co-ordinator and this has a positive impact on standards and progress.

DESIGN AND TECHNOLOGY

88 During the inspection it was not possible to see any lessons in design and technology. It is not possible therefore to make a judgement on the quality of teaching and learning. However, evidence from photographs of pupils' work, scrutiny of work and teachers' planning and discussions with pupils and teachers indicates that, by the time pupils leave the school, their attainment is at least in line with national expectations, thus maintaining the standards seen during the last inspection.

89 In both the infants and the juniors, pupils have a good understanding of the planning, designing and evaluation process. For example, in Year 2, pupils plan and design a musical instrument, using carefully labelled diagrams. In Year 6, pupils planned and designed a touch sensitive burglar alarm system. On completion, they evaluated it and made appropriate alterations. The school has addressed criticisms from the previous inspection by ensuring that pupils use a wide range of tools, materials and processes. For example, in Year 2, pupils use a variety of joins when making a model with moveable joints. In Year 3, they dis-assemble motors and telephones in order to understand how they work and in Year 6, they cost, design, make and evaluate wind-powered vehicles made from a range of materials.

90 The school has clear plans for the development of the subject, which include the production of guidelines and schemes of work.

GEOGRAPHY

91 Only one geography lesson was seen during the inspection, so no judgement can be made on overall teaching and learning. Judgements on standards are based on evidence from teachers' planning, scrutiny of pupils' work, displays and discussions with staff and pupils. By the time they

are eleven, pupils gain geographical skills, knowledge and understanding which are typical for their age. Pupils, including those with special educational needs, those who are gifted and talented and those who speak English as an additional language, make sound progress and achieve satisfactorily. Standards have been maintained since the last inspection.

92 Pupils develop geographical knowledge and skills systematically as they progress through the school. They become more aware of their own locality and observe features of their village. They make maps, identify significant features and plan routes. Pupils gradually gain knowledge and understanding of places beyond their own locality. They study the tropical rainforests and gain increasing awareness of the links between climate, vegetation and animal life. By the time they are eleven, pupils read maps, use co-ordinates confidently and make their own maps to show routes. On their trip from Wakefield to Llandudno, they describe the roads, identify landmarks and name the towns. Pupils become increasingly aware of environmental change on communities. This links very well with work in history, when pupils look at the effect of industrialisation in this country and colonisation in other countries. Research skills develop well as pupils gain information from books, atlases, globes and the Internet. As they learn about mountains, pupils search for facts about the Himalayas. Their scientific knowledge of liquids and gases helps them to gain secure understanding of the water cycle. Pupils know the names of the principal English rivers. They had to memorise them for a test!

93 Pupils enjoy geography lessons and are keen and enthusiastic about the subject. The school's active approach brings the subject alive for them. Involvement in the development of a wildlife area in the school grounds gives pupils an insight into how environments can be changed. There is a helpful policy for the subject and the curriculum is planned effectively to broaden and enrich pupils' learning in practical ways and to develop their geographical skills systematically. Literacy and numeracy are developed well throughout the school as pupils write reports, label diagrams and order information. Medium-term planning is monitored effectively by the co-ordinator, who is working hard with colleagues to develop the subject and meet the requirements of the National Curriculum for the year 2000. Assessments of pupils' achievements are carried out regularly and parents receive helpful comments on their children's achievements in geography in annual reports. Planning has improved since the last inspection and resources have been enhanced to support teaching and learning effectively.

HISTORY

94 Judgements are based on evidence from the very few lessons seen, discussions with the subject co-ordinator and pupils, teachers' planning, analysis of pupils' work and displays throughout the school. There is no judgement on teaching and learning. Pupils achieve at satisfactory levels and reach levels of attainment typical for their age by the time they are eleven. Pupils with special educational needs, those who are gifted or talented and those who speak English as an additional language make satisfactory progress.

95 Younger pupils gain understanding of the passage of time as they consider changes in household chores through the ages. They recognise the similarities and differences in children's toys since their grandparents' childhood and look at changes over time. In the junior classes, pupils' understanding of chronology increases as they look at time lines and recognise the different periods of history. Pupils extend their study to include the ancient civilisations of Egypt, Greece and Rome. They know that the Romans built good roads and that our language was affected by the Roman invasion. As they study Tudor and Stuart times, pupils gain knowledge and understanding of significant people and events and they know about voyages of discovery to the New World. There are good links with geography as pupils learn about the Victorian period and learn about the growth of the British Empire. In sensitive and thoughtful discussions, pupils express their views about the exploitation of indigenous inhabitants. They also consider the lives of child chimney sweeps and the changes in employment laws in Britain in the nineteenth century. Drama sessions help pupils to express their views about this as they pretend to be employers or reformers of the

time. Pupils investigate important features of British history since the 1930's and gain insight into the lives of children during World War 2.

96 Skills of literacy and numeracy are used well as pupils find out more about history and communicate their ideas. They write reports and use reference books and computers to search for information. Their investigative skills develop well as pupils study copies of old documents and explore the Internet. Pupils in Year 6 produced work of excellent quality when they published leaflets for eight-year-olds to explain how children were evacuated to safer locations and how food was rationed in World War 2. Mathematical skills are practised as pupils order a sequence of events by the year in which they occurred. Links with music were developed very well during the inspection when pupils learned street cries and were involved in musical drama. Pupils are enthusiastic about history and enjoy finding out about the past.

97 The well-written policy and concise scheme of work provide a good structure for the development of historical skills. Visits to museums and historical sites such as Clarke Hall help pupils to recognise the wealth of information that can be gained from buildings and artefacts. During the inspection, the school had outstanding displays of artefacts from World War 2 and items such as dolly sticks and old irons to illustrate how clothes were washed long ago. Visits and displays bring relevance to pupils' learning. The school is well prepared to further develop its work in history and improve assessment procedures as it takes on the new National Curriculum.

98 There have been improvements in the school's provision since the last inspection. There is now a helpful policy and scheme of work and historical skills are taught systematically. Pupils are encouraged to work independently as they search for information, particularly on the computers. Evidence from copies of historical documents is used to deepen pupils' understanding and add to the quality of their work in drama.

INFORMATION AND COMMUNICATION TECHNOLOGY

99 By both seven and eleven, pupils' attainment is in line with national expectations. In some aspects of the subject for junior pupils, such as using information and communications technology to combine different forms of information, it is well above this. This is an improvement on the findings of the previous inspection. The quality of teaching is never less than good and mostly very good. For junior pupils, it is sometimes excellent. The impact of this teaching is that pupils' learning is correspondingly very good and is now beginning to exploit the school's very good new resources for the subject.

100 Most teachers are confident and skilled in the use of technology. They use their knowledge and skill in clear explanations and demonstrations so that pupils' learning is enhanced. For example, in science work in Year 1, the teacher demonstrated how to drag items on the screen so that they make clearly labelled diagrams. In Year 4, the teacher explained how to feed commands into the computer. This enabled pupils to produce well-finished symmetrical patterns. Most pupils build on well-developed mouse and keyboard skills because teachers are technically competent in teaching basic skills. The school is particularly successful in using computers to combine different forms of information, such as text, photographs and artwork, combining different layouts, typefaces and graphics. For example, in Year 6, the teacher's excellent subject knowledge was shared with the pupils through extremely clear explanations and descriptions. This enhanced their work on using the Internet to produce beautifully presented research on evacuation during World War 2 as part of their work in history.

101 Teachers plan their work very carefully. For example, in a Year 1 science lesson, the teacher prepared a range of activities for pupils aimed at increasing their understanding of the senses. These included opportunities for pupils to use audio machines with headphones and computers. Sharing the lesson's objectives with the class enabled the pupils to know clearly what was expected of them so that they understood the task and sustained their concentration. Teachers present work to challenge pupils to use considerable intellectual effort. Year 1 pupils are asked to

explore the use of a CD ROM in order to learn how to collect data on rainforests and Year 6 pupils use the Internet to research mountainous regions and organise and amend information showing a very good awareness of audience.

102 Teachers organise their use of computers efficiently, ensuring that pupils have sufficient access to enable computer skills to be taught in conjunction with other subjects. For example, in Year 6, computers are used to provide opportunities in English for pupils to communicate for different audiences when they write posters and magazines and accounts of visits to places such as Eden Camp. Throughout the school, programs are used effectively to enhance pupils' mathematical skills; for example, in Year 6, pupils edit texts in order to improve the use of appropriate vocabulary. They produce graphs and tables of modes of transport to school in Year 2 mathematical work. In Year 1, pupils write information on the constituents of a healthy diet as part of science and in Year 4 history work, pupils create pictures with text following research about the ancient Greeks. In this way, pupils' work is planned very successfully to increase their knowledge and skill in the use of computers in other subjects of the curriculum. Teachers make good use of a range of organisational strategies such as whole class and group work. For example, most of the class in Year 4 worked together when learning about how to give directional instructions. At the same time, a small group of lower achieving pupils worked on a programmable toy with a classroom support assistant. This ensured that pupils were challenged by work suited to their abilities and enhanced their learning.

103 Teachers manage pupils very well. They have very good control and relationships are excellent. This means that pupils behave well when they are working in small groups without the immediate supervision of the teacher. They respect equipment and use it carefully. They develop their confidence in increasing their computer skills because teachers use praise and encouragement effectively and welcome pupils' contributions. For example, in Year 6, groups of pupils worked independently using the Internet to research Islam. They sustained their concentration and explored the virtual mosque enthusiastically. Teachers praise and encourage pupils' skills in accessing the Internet so that their confidence and enthusiasm are enhanced. They assess their progress very effectively as they move around groups of pupils so that they are able to guide them on the next steps to be taken. The school makes very good use of such equipment as computers, programmable toys, audio players, videos and overhead projectors in order to extend pupils' learning. These are used in class and in larger groups and assemblies. For example, a video screening of the Olympics was used very well in order to illustrate an assembly theme. In its work in information and communication technology, the school is very well supported by classroom assistants and by an advisory teacher from a neighbouring local authority. They use their specialist knowledge and skills very effectively to help both teachers and pupils to extend their knowledge and expertise. For example, in Year 4, an advisory teacher worked alongside the class teacher in introducing the skills of giving directional instructions. A classroom support assistant is also employed as a computer technician and provides valuable support when working alongside pupils and in providing technical advice.

104 The co-ordination of the subject is very good. The co-ordinator has worked very hard to raise attainment and to extend the knowledge and expertise of staff. She is very knowledgeable and has clear ideas of how the subject should develop. Planning for the subject is very clear and includes all aspects of the programmes of study of the National Curriculum. The co-ordinator provides very good support and training for staff. She ensures that assessment procedures are used in order to guide teachers and pupils on the next steps to be taken. She has produced a very clear plan for future developments and has taken good advantage of nationally provided training opportunities.

MUSIC

105 Pupils achieve standards above those typical of their age by the time they leave the school. There are particular strengths in singing and performance at both key stages because of the good, and sometimes very good, teaching. This marks good improvement since the last inspection. All

pupils, including pupils with special educational needs and English as an additional language, make good progress.

106 Pupils in infant classes sing very sweetly and match sounds and actions well because they enjoy singing and watch the teacher very carefully. They maintain their pitch well when the music fades out because they listen carefully to the tape. Lessons are very well planned and prepared so that pupils build well on skills and techniques learned in previous lessons. Teachers generate enthusiasm for making music and joining in clapping rhythms. One pupil voiced the feelings of the class when she exclaimed, "That was good that!" after a name rap which all clearly enjoyed. Pupils learn the skills of waiting and anticipating very effectively. This improves their ability to wait and come in correctly during the lesson.

107 In junior classes, pupils use the skills learned in earlier years effectively. They sing well and enjoy the interesting rhythm of a new song. The teacher introduces and reinforces their learning in such a way that their interest is immediately gained and learning is reinforced. Pupils note the patterns on the score and work well in pairs to produce their own patterns. When singing in assemblies, pupils use the skills learned in lessons well and sing very sweetly, with clear diction and good listening to the music between verses. In the choir, pupils show that they have a good sense of pitch and listen very carefully to the teachers' instructions. They sing in two or three parts, hold a descant, and sing unaccompanied or with an orchestral background. They respond spontaneously to the enthusiasm of the teacher and this leads to very good levels of concentration. Teachers have very high expectations of what pupils will achieve and this leads to pupils improving their musical skills. Pupils who play recorders or other instruments learn to play together from an early stage of learning and this has a significant impact on their skills of playing, listening to and performing with others, and following instructions.

108 The school makes very good use of the excellent workshops offered by the advisory service of the local educational authority. These give pupils opportunities to explore a wider range of instruments and composition. The school is fortunate in having skilled musicians on the staff and the time allowed for the very able co-ordinator to work with non-specialist music teachers is invaluable for the development of the subject. Resources are satisfactory, but there are barely enough instruments. Performances during the year are of a high standard and rightly enjoyed by parents and all who take part.

PHYSICAL EDUCATION

109 By the time pupils leave the school, their attainment is in line with national expectations, maintaining the standards seen in the past inspection. Overall the quality of teaching is good with some very good teaching. The impact of this teaching is that learning is correspondingly good with some very good learning.

110 Teachers have good subject knowledge. They understand the need for warming up muscles before exercise and cooling down afterwards and the need for exercise as part of a healthy lifestyle. They explain this carefully to the pupils so that, for example, Year 1 pupils know about the effects of exercise on heartbeat. Closely linked to the teachers' good subject knowledge is their skill in observing and assessing pupils' movements. They use this to identify and explain areas for development so that pupils know what they have to do in order to improve. For example, in Year 1, the teacher recognised how pupils might improve their sending and receiving skills. She explained this to pupils and made good use of their demonstrations, thus helping most pupils to refine and improve their performance. In Year 6, pupils increased their skills in working in a partnership in order to develop a pattern of moving around obstacles because the teacher analysed their performance carefully and explained this clearly in order to share good practice.

111 Teachers have very good control so that pupils behave well and perform safely. Relationships are excellent. Teachers use praise and encouragement well and welcome pupils'

imaginative response to their tasks. This gave pupils confidence to experiment with movement sequences in Year 4 and to develop different ways of transferring body weight in Year 3. A strength of the school is teachers' skill in questioning and encouraging pupils to evaluate their own and other's performance in order to improve their skills. For example, in Year 6, pupils discussed how they might improve their response to the challenge to develop patterns of movement around obstacles formed by their partners. This followed the use of challenging questions by the teacher and opportunities to observe, discuss and analyse their work. Year 4 pupils evaluated their control and co-ordination in sequencing movements to musical accompaniment. This gave pupils clear insights into how they might improve their performance and extended their knowledge and understanding of movement possibilities in a range of contexts.

112 Teachers plan their work carefully. They share this with pupils at the beginning of lessons so that pupils know clearly what is expected of them and what their targets for improvement are. For example, the teacher in Year 4 made good use of the "What I'm Looking For" framework in order to remind pupils that they were working towards co-operating well in pairs to produce a small sequence. Teachers have high expectations of pupils' achievement so that pupils are enthusiastic in improving their co-ordination and control and exercise vigorously.

113 Pupils in Years 4, 5 and 6 take part in swimming lessons and most of these make good progress, reaching levels expected for their age. The school provides a good range of extra curricular sporting activities. These include netball and football, where pupils play competitive games, and rugby training. These activities are of benefit to the social and physical development of a significant number of junior pupils.

RELIGIOUS EDUCATION

114 Standards are in line with the expectations of the locally agreed syllabus for both seven and eleven year olds and show an improvement on the last inspection, when areas of weakness in the subject were identified. By the time they are seven, pupils know and have some understanding of stories from a number of religious traditions. They know about customs, practices and festivals of the Christian, Jewish and Hindu religions. They begin to apply their knowledge to their own experience, for example, in considering their own class rules. Because they are provided with frequent opportunities for reflection, they consider the impact of their actions and words on others and begin to appreciate the world around them. By the time they are eleven, pupils understand and appreciate prayers such as the Lord's Prayer and can ask questions of a visiting Buddhist that show good levels of understanding of his beliefs. They know about the beliefs and practices of Christianity, Islam, Sikhism and Judaism. They re-tell stories such as that of the Good Samaritan in modern terms, showing a sensitive understanding of the story's meaning. They thoughtfully consider ways of sharing and have a very responsible approach to environmental issues.

115 The quality of teaching and learning is invariably good and often better than this. Teachers have a sufficiently sound subject knowledge to enable them to present material in stimulating ways, thus ensuring pupils' interest. Teaching methods are often imaginative, particularly when visitors are involved; pupils show particular sensitivity and skill when given the opportunity to question four generations of one family about their values and beliefs. Pupils listen avidly to both questions and answers and make their own comments with confidence and often with insight. Teachers plan very well, using the locally agreed syllabus and the school's scheme of work systematically to develop pupils' knowledge and understanding of a number of religions and to help pupils to apply that knowledge to their own experience. They are careful to ensure that pupils know what they are intended to learn. Because teachers assess and evaluate so effectively as the lesson progresses, they are able to use their highly developed questioning skills to enable pupils to develop a fuller understanding. Very effective and sometimes excellent class management ensures very good levels of attention and a brisk pace to lessons and learning. Because relationships are so positive, pupils have confidence to express their ideas and feelings honestly and openly.

116 Learning in the subject is considerably enhanced by both the personal and social education programme and by assemblies. Often rich opportunities for reflection significantly enhance pupils' insight into religious issues. An effective and committed co-ordinator ensures that the subject is adequately resourced to deliver the full curriculum of the locally agreed syllabus and the school's scheme of work. This has a positive impact on standards.