

INSPECTION REPORT

POOLSBROOK PRIMARY SCHOOL

Poolsbrook, Chesterfield

LEA area: Derbyshire

Unique reference number: 112628

Headteacher: Mrs L Paddick

Reporting inspector: Mrs J Moore

Dates of inspection: 5th – 7th November 2001

Inspection number: 230131

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Cottage Close
Poolsbrook
Chesterfield
Derbyshire

Postcode: S43 3LF

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Appropriate authority: Governing body

Name of chair of governors: John Williams

Date of previous inspection: November 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8710	Julie Moore	Registered inspector	Mathematics Science Art and design Design and technology Physical education	Characteristics of the school Standards, the school's results and pupils' achievements Teaching and learning Leadership and management What the school should do to improve further
9411	Rosemary Last	Lay inspector		Attitudes, behaviour and personal development How well the school cares for its pupils How well does the school work in partnership with parents

22182	Fiona Robinson	Team inspector	English Information and communication technology Geography History Music Religious education Areas for learning for children in the Foundation Stage Equal opportunities Special educational needs	Curricular opportunities
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Poolsbrook Primary School is situated in the village of Poolsbrook, near Chesterfield, in Derbyshire. Poolsbrook itself was a colliery village, surrounded by two mines that have now been demolished. Unemployment is high, and the school has a very high percentage of pupils who are entitled to free school meals. Almost all the 33 boys and 46 girls live in the village, as do the ten part-time pupils in the nursery. All the pupils have UK heritage. A higher than average proportion of pupils have special educational needs. When the children start school in the nursery their attainment is well below that expected for nursery children of similar ages.

HOW GOOD THE SCHOOL IS

Poolsbrook Primary is an effective school. It has an excellent headteacher, and everyone connected with the school works together very well. The team spirit is very strong and everyone helps each other. They all want the pupils at Poolsbrook to achieve the highest standards they can, and they are well on the way to achieving this. Children join the school with very low standards all round. They get some good teaching in all their subjects, and there are many very good points that mean learning is secure. Significantly more pupils are now achieving satisfactory standards in the key areas of their work, but there is still some way to go before the 11-year-olds achieve average standards. All the pupils at Poolsbrook are fully included in every aspect of the day-to-day life of the school. The school provides good value for money. It has recently received a number of awards including a School Achievement Award, Basic Skills Quality Mark, Education Extra Award and a Health Promoting Schools Award.

What the school does well

- Standards have risen significantly for the seven-year-olds, and they are now about average in English, mathematics and science.
- Significantly more junior pupils are now achieving average standards in English, mathematics and science.
- Teaching is good, and the many very good features mean that learning is productive as well.
- The leadership and management of the headteacher is excellent. Staff and governors work together very well, with an excellent team spirit.
- There is a richness to the whole curriculum, which is broad and balanced for all the pupils, making them want to learn. The school provides very well for its pupils with special educational needs (SEN).

What could be improved

- There is insufficient focus on the progress of the higher attaining pupils.
- Standards are below average overall for the 11-year-olds in English, mathematics and science.
- There are no formal systems for recording how much the pupils have learnt. The only exceptions are English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good progress has been made in tackling the issues from the previous inspection report. The school was last inspected two years ago by two of Her Majesty's Inspectors (HMI). Prior to this the school was not giving its pupils an acceptable standard of education. A great deal of hard work was done by everyone; new staff were appointed, there is a revised curriculum, and all the pupils now receive an acceptable standard of education. There were three main issues in the last report, which focused on continuing to improve standards, developing a broad and balanced curriculum, and improving the use of day-to-day assessments. Significantly more pupils are now achieving satisfactory standards in their

work, there is a richness to the broad and balanced curriculum that is now in place, and all staff regularly use routine assessments to check how well the pupils are doing. However, assessments are not always recorded systematically and this is the next area for development. Teaching is much stronger than it was, with many very good features. This is why the pupils progress as well as they do.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	E	C
mathematics	E	E	D	B
science	C	E	D	B

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

In the 2000 national tests for 11-year-olds, standards improved on previous years in mathematics and science but they were still below average. In English, standards remained stubbornly low and were well below average. Test results for the seven-year-olds present a mixed picture, indicating that standards are average in writing, below average in reading and well below average in mathematics. However, in the most recent tests (2001) significantly more pupils are now achieving satisfactory standards year-on-year, with some spectacular results for the seven-year-olds. Virtually no pupils achieve higher than average standards and this is the next area for development. When compared to similar schools¹ the school does much better, with average standards in English and above average in mathematics and science. When children join the nursery, most of them have very low standards all round. Very good progress is made in the Foundation Stage² so that when they leave the reception class most of them are on course to reach their learning targets³. Throughout the school, boys do less well than girls in every subject. The school knows about this and is tackling it well. The school's targets are rising year-by-year and, although low, are challenging for the pupils. Attainment is satisfactory in every year group except Year 6, where it is below average overall. This is because there is a high number of pupils with special educational needs in that year group, and they had some poor teaching in the past.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Boys and girls try hard in their lessons and they want to learn.
Behaviour, in and out of classrooms	Good. Boys and girls behave well in lessons and when they are playing outside. One pupil has been permanently excluded from school.
Personal development and relationships	Good. Boys and girls are keen to help. They get out equipment and they are careful with their own and each other's belongings. Relationships are very good.
Attendance	Unsatisfactory. Despite the school's best efforts attendance is too low

¹ Schools with a similar proportion of pupils known to be entitled to free school meals.

² Nursery and reception classes.

³ These are called the Early Learning Goals.

	and this affects the overall standards.
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A number of parents find it difficult to make sure that their children attend school regularly. These continuous absences hold back pupils' progress. There are no instances of truancy.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Good

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

Teaching is improving all the time and is better than it was at the last inspection. Around eight out of ten lessons were good or better, and almost every teacher taught at least one very good lesson. Teaching in the Foundation Stage is very good, and the strongest teaching in the school is in the reception and the Year 1 and 2 class. Throughout the school teaching is consistently good because lessons are well planned and tasks are pitched at the right levels. Pupils know what they are expected to learn and they rise to the challenges set for them. Teachers make good use of day-to-day assessment, so they have secure information about what the pupils have learnt in a lesson. This helps them to plan accurately. Introductions to lessons are clear, and teachers do not waste any time. Lessons move forward at a good pace. Literacy and numeracy skills are particularly well taught, as are the pupils with special educational needs. There is a strong sense of purpose in lessons, and pupils securely build on their skills and knowledge. What they are especially good at is using their skills in other subjects, for example when making lists and writing clear instructions in their science investigations. The school meets the needs of its pupils successfully, the only exception being the higher attaining pupils who are not challenged enough in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school has built up a rich and varied curriculum that meets the needs of all its pupils. It has a very good range of out-of school activities and clubs, and these extend the pupils' experiences very well indeed.
Provision for pupils with special educational needs	Very good. These pupils are fully included in every aspect of the day-to-day life of the school. They are supported very well and they work hard.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils get on well together and they help and support each other. They are aware of the wonderful world about them, and they know what is right and wrong. They know much about their own cultural traditions in a former mining area, as well as cultural traditions in world religions.
How well the school cares for its pupils	Good. Staff know the pupils very well and they take good care of them. Pupils' progress and attainment is not always recorded, making it more difficult to track in some subjects.

Parents are very well satisfied with what the school offers and they are getting better at joining in their children's activities in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher. There is a very strong team spirit and everyone connected with the school works together effectively. Subject managers have had key roles in moving the school forward, and they have been successful.
How well the governors fulfil their responsibilities	Very good. Governors support the school in many ways. They have a wide range of experience, and they are very good judges of what is best for the school if it is to continue to move forward successfully.
The school's evaluation of its performance	Excellent. The school has progressed rapidly over the last two years. This is because the head and her team are especially good at evaluating their work in their determination to improve standards and quality. The school recognises and applies the principles of best value to all its purchases.
The strategic use of resources	Excellent. The school has no shortages of staff, accommodation or learning resources. The budget is healthy and is well looked after with the pupils' best interests having the first priority

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they make good progress. • Teaching is good and the teachers are very approachable. • The school works very closely with parents. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Nothing of significance.

The inspection team fully supports parents in their positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Very good progress has been made since the last inspection when one of the key issues was to continue to raise standards and improve pupils' rate of progress. Significantly more pupils are now achieving average standards for their age than they were previously, both in the national tests and in their class-work. There are significant gains in the pupils' attainment year-on-year, and the trend is upwards. The school's targets are getting higher each year, and, although not stunningly high, they are challenging and achievable for Poolsbrook School. The next challenge for the school is to identify and promote the learning and attainment of the higher attaining pupils. Standards were so low in the past there were no higher attainers, but good teaching is now improving standards overall and a minority of pupils are on the way to achieving higher levels.
2. Earlier this year the school received a School Achievement Award for coming out of special measures. It has also received a Basic Skills Quality Mark for the continuous improvement of pupils' basic skills. Both these awards are external indicators of the school's success in improving attainment all round.
3. Test results in 2000 show that standards were average for the seven-year-olds in writing, below average in reading and well below average in mathematics. Science was assessed by the teachers, and standards were below average. The 11-year-olds achieved below average standards in mathematics and science, and well below average in English. Standards are significantly better when compared to similar schools, with above average standards for the 11-year-olds, and in English for the seven-year-olds. Mathematics was the weakest area for the seven-year-olds, with standards below average.
4. The most recent tests in 2001 show that significantly more pupils are now achieving satisfactory standards for their age. There are spectacular improvements all round for the seven-year-olds, and in science for the 11-year-olds. There are good improvements in English and mathematics. Boys did less well than girls, as they did in the previous year. The school has taken successful steps to tackle this, by targeting the boys for extra help, and they are now starting to do better. Progress is good, and frequently very good, throughout the entire school. Pupils with special education needs are very well provided for and they make good progress, like their classmates.
5. Inspection findings show, that in the main subjects of English, mathematics and science, attainment is about average for pupils' age in Years 2 – 5. It is below average for the 11-year-olds because this group has had some poor teaching in the past, and there is a lot of ground to make up. Nonetheless they are making significant gains in their learning due to some very good teaching in smaller groups. Across the school, attainment in the other National Curriculum subjects and religious education follows this same pattern. The only exceptions to this are in art and design and design and technology where pupils' attainment at the end of Year 2 is above the expected standard.
6. There are a number of reasons for the significant increases in pupils' attainment and rates of progress:-
 - Teaching is good and frequently very good. Teachers are much better than they were at assessing what their pupils have learnt, and setting targets for them to achieve even more.
 - Data is collected and analysed effectively so the headteacher, staff and governors know where the strengths and weaknesses lie. They are then in a strong position to tackle the issues successfully.

- ❑ The curriculum is securely in place and everyone knows what has to be taught and when. Teaching and learning are monitored very well so that gaps are quickly identified and dealt with.
 - ❑ Everyone works together as a strong team, with their main focus on pushing up standards.
7. When children join the nursery at Poolsbrook their attainment is well below the expected standards for children of a similar age. Many of them have difficulty speaking in sentences, they have had virtually no contact with books and they have very limited personal independence. Most pupils make good progress in the nursery and very good progress during the reception year. Many of them are now on course to meet the targets for their age by the time they leave reception. In most years there is a significant proportion of lower attaining children and these children take longer to learn their basic skills than others who are more able academically.
 8. The literacy and numeracy strategies are having a positive effect on pushing up standards. By the time they are seven many pupils can read and write at an acceptable standard for their age. The 11-year-olds read with levels of fluency and understanding that fall short of expectations for their age, however they cope with simpler texts and they are able to research information from a range of sources. Writing falls below the expected standard but they are using the correct grammar, albeit at a lower level than other pupils of a similar age. In mathematics, many of the seven-year-olds have a secure understanding of number facts to 20 and above. The higher attaining pupils work accurately with larger numbers.
 9. There are two main areas of difficulty in both the infants and the juniors, and these focus on mental mathematics and problem solving. There are pupils in every class who find mental work challenging because they do not always have the number facts at their finger tips. Responses are usually accurate but it takes some time to arrive at them. The 11-year-olds are achieving lower than expected standards in mathematics. Their understanding of larger numbers, such as 151922, is weak. Many of the group are starting to understand that simple fractions are part of the whole, and the most capable are becoming familiar with equivalence in percentages and fractions e.g. $25\% = \frac{1}{4}$. There is still a long way to go before 11-year-old pupils' knowledge and understanding are at the right level for their age.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to the school are good. They are eager to come to school with most arriving in good time. Pupils, including children in the Foundation Stage, are keen to learn. For example, pupils observed in a literacy lesson in Years 3 and 4 were very ready to write stories they had carefully planned themselves. Their positive attitude towards work impacts favourably on their performance in lessons. They work hard and try to give of their best in lessons nearly always, but especially when the teaching is stimulating and the pace of the lesson is brisk. Pupils show pride in and take care of their resources, such as library books, as well as the local environment. Relationships between peers and between pupils and staff are very good with all the adults providing fine role models. There is a sincere sense of concern for each other permeating the school and there is a great deal of respect for the feelings of others. The very warm and good-humoured relationships throughout the school help to create a climate where bullying and racist behaviour do not take root and flourish. Parents appreciate the values and standards the school promotes so effectively.
11. Behaviour continues to improve and is now good, both in lessons and around the school. A very high standard is expected by all adults and pupils respond to this positively. They are keen to collect rewards for good behaviour and good work. Pupils are polite, courteous and helpful towards staff, visitors and to each other. No oppressive or racist behaviour was seen or heard throughout the inspection. Since the last inspection, there has been one permanent exclusion. Overwhelmingly, parents believe behaviour is good and the inspection findings endorse this. The calm, purposeful working atmosphere continues to pervade the school helping to create a positive climate for learning for all children.

12. The personal development of the pupils is good. Pupils are involved in their learning and the level of concentration has improved since the previous report. At least half the school take advantage of the extra-curricular activities, which are open to all. A very few parents would like more extra-curricular activities, but the inspectors' view is that the provision has improved and is now very good. It covers singing, sports, cooking, art and craft and computer activities, alongside a rich and varied programme of visits and visitors. Educational visits continue to provide occasions for pupils to develop both personally and socially. All pupils are encouraged to take responsibility for their actions and their growing acceptance of personal responsibility is the result of the strong influence and encouragement of staff. Pupils enjoy the opportunities that are given to them to learn independently using their research skills and to do specific jobs. These opportunities steadily increase through the pupils' school life. Parents believe the school is helping their children to become more mature and responsible and the inspectors' findings fully support this.
13. Pupils with special educational needs are very well supported. They show good concentration and their attitudes and behaviour are at least good and sometimes very good. Their personal development is good as well because their peers, in addition to the adults, help them and encourage them to participate in all aspects of school life.
14. Since the last inspection, levels of attendance have fallen and are now well below the national average. In 2000/1, the level was at 91.8% with a very high incidence of unauthorised absences. This is unsatisfactory. It is the result of a few families having a casual attitude to attendance and a high incidence of holidays taken in term time. This is of serious concern to the school because of the impact their absence has on the pupils' attainment. However, there are no instances of truancy.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Teaching is mostly good and has improved since the last inspection. About eight out of ten lessons were good or better and most teachers taught at least one lesson that was very good. The strongest teaching is with the infant and reception children. The shortcomings identified in the last report have been overcome. Lessons now move forward at a good pace and tasks are at the right levels for the pupils. As standards rise, more pupils are reaching a higher level than they did before. The school now needs to sharpen up its approach to meeting the needs of the very highest attaining group.
16. All the teaching staff are relatively recently in post, and parents rightly identified the positive impact of new staff. Additional training has improved teachers' skills and they are all secure about the subjects they teach. Pupils with special needs are taught as well as their classmates, and they make very good progress. Classroom assistants support pupils with special educational needs, and their input develops the pupils' skills, knowledge and understanding very well indeed. Analysis of the school's data shows that boys do less well than girls in the main subjects of English, mathematics and science. The school knows this and is taking suitable steps to improve the boys' attainment.
17. Children in the Foundation Stage progress very well. Teaching is good in the nursery and very good for the reception children. When children start school in the nursery their attainment is well below average for their age. Careful assessment of what they can do initially, allows the staff to plan a wide range of suitable activities for the children. Work is planned for them using the 'stepping stones'⁴, and their all-round development is well covered. There are good systems for assessing how learning is progressing. Staff can then identify where extra support is needed, and plan suitable tasks so that learning moves forward. There is a good balance between teacher-led activities, and ones chosen by the children themselves. This helps the children to develop their independence as well as their personal and social skills.

⁴ Stepping stones is the name given to the various levels of the curriculum

18. Throughout the rest of the school the pupils learn well. Tasks are pitched at the right levels in every class, so that pupils are challenged and extended in their learning. Teachers are better than they were at assessing how much each pupil has learnt in the lesson. One of the ways they do this is by using effective questions. In one example the teacher asked a pupil 'What do we mean by digits?' The pupil's inability to respond fully to the question gave the teacher an instant assessment of her lack of understanding. A key issue in the last report indicated that routine assessments were not as good as they could be. This is no longer the case, and all staff make the best use of day-to-day assessments to improve pupils' attainment and their understanding.
19. Another strength is the high expectations that teachers have for their pupils, who rise to the challenges set for them. In an art and design lesson the pupils were designing a printing block. The teacher's high expectations about the quality of their designs meant that all the pupils made gains in their learning, as well as enjoying the lesson. All the staff expect, and get, good behaviour. They make sure that lessons are interesting and that they move forward at a good pace so that time is not wasted. This keeps pupils interested and encourages good concentration, so that lessons are orderly.
20. Literacy and numeracy skills are well taught so that learning is effective. During the literacy sessions the pupils are in groups of different ability. Planning is good and work is pitched at the right levels, helping learning to be effective. Lessons get off to a brisk start, which captures the pupils' attention straight away. Teachers are effective at finding out how much the pupils have remembered from the last lesson. No time is wasted as the pupils try hard to answer, and this readily leads into new learning. The literacy and numeracy strategies have given staff confidence. They know the subjects well, and they move the pupils' learning forward in a structured way so that standards continue to rise. At the end of lessons, teachers structure their questions for individual pupils, helping them to remember the main points of the lesson or to consolidate their understanding. Pupils with SEN benefit from this approach because the teachers ask them questions that are directly linked to their understanding. All the time learning is progressing very well and standards are improving all round. Homework supports classwork effectively.
21. Because teaching is good, learning is effective also. Most pupils want to do well, and they try hard to do their best. In a music lesson with Year 3 and 4 pupils they co-operated together well when making a musical phrase, making an initial strong beat followed by tapping a pulse. During this session all the class concentrated hard, bringing their previous knowledge of the metre of a piece of music to their new musical phrase.
22. There are few weak features to the teaching. The main one is linked to how the school identifies and plans work for the higher attaining pupils, as referred to at the beginning of this section. Less significant weaknesses focus on the occasional instance when a lesson ran out of time; and when some pupils lost their concentration and needed adult help to move forward. In both these instances staff were fully aware of the problem, and had a range of strategies to prevent them recurring.

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

23. The school provides pupils with a rich curriculum, that is broad, balanced and has a very good range of learning experiences. The curriculum is fully inclusive for all the pupils at Poolsbrook. The school fully meets the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. This shows a very good level of improvement since the last inspection when improving the curriculum was a key issue. The curriculum was unsatisfactory in the area of information and communication technology (ICT). This is now satisfactory and pupils are now making good progress. The installation of the ICT suite is having a significant impact on learning.
24. The National Literacy and Numeracy strategies have been very well implemented and they are having a positive impact on the standards achieved by all pupils. Teachers' planning for literacy and numeracy is very good and very effective monitoring by the co-ordinators has helped the

school to identify areas for development quickly and address them. As a result, the standards achieved by pupils have improved in both subjects since the last inspection.

25. The school has very good links with secondary schools and especially with a nearby primary school. Often they share training days and visitors, such as those who developed pupils' knowledge of the Romans. Relationships are also very positive with other primary schools. All of this helps to ensure a smooth transition as pupils move on to their secondary education.
26. The school carefully assesses the requirements of pupils with special educational needs. Curricular provision for pupils with special educational needs is very good and the requirements of the Code of Practice⁵ are fully met. All pupils have full equality of opportunity to access the curriculum on offer.
27. The provision for pupils' personal, social and health education is very good. Matters relating to drugs education and sex education are given proper emphasis. The development of good relationships and consideration for others are embedded in the life and work of the school and are making a significant contribution to the pupils' social development.
28. The range of extra-curricular activities provided by the school is very good and includes choir, ICT club, food technology club, art and design and a sports club. The school has received a certificate of distinction from Education Extra for its 'outstanding scheme of extra-curricular activities'. Visits to places of educational value, make valuable contributions to several subjects. Very good links with the community are evident and these connections have a very good influence upon pupils' learning.
29. The school's provision for the spiritual, moral, social and cultural development of the pupils has improved since the last inspection and it is now very good. The school provides a well-planned daily act of collective worship, which fully meets statutory requirements. Pupils are encouraged to reflect upon their own and others' experiences and to explore values. One very effective example was observed when a pupil shared with a Year 6 pupil her knowledge of the importance of religion to people from other cultures. Whenever possible, teachers draw pupils' attention to the wonders of nature. A very good example of this is seen in the Infant classroom where pupils have a chance to grow plants. Teachers are quick to draw pupils' attention to beautiful things when they see them, for example the patterns on butterflies' wings. In religious education lessons, they develop an understanding of the differing beliefs of the major world religions.
30. The provision for pupils' moral development is very good. The school has a clear behaviour policy, which pupils understand and adhere to. Both adults and pupils work hard to achieve the high standards of behaviour seen in the school. Pupils clearly distinguish between right and wrong. Assemblies deal with moral themes and the school encourages pupils to take care of property and the environment. Work displayed highlights self esteem and positive behaviour.
31. The provision for pupils' social development is very good. Pupils are encouraged to relate effectively to others and take responsibility for themselves and others. They undertake jobs in the school, raise money for charity and take an interest in senior citizens in the local community, for example during harvest time. The school makes very appropriate use of visits in and around the local area.
32. The provision for pupils' cultural development is very good. Pupils are given valuable opportunities to appreciate their own local culture by studying the locality and taking part in local festivals. In history, pupils have learnt about life in other times and places such as the Egyptians, Greeks and Romans. Pupils here are provided with the opportunity to go on local trips and visits. There is also a strong multi-faith dimension to the religious education curriculum underpinned by visits to the mosque in Bradford, for example, and to local churches.

⁵ Statutory requirements about schools' provision for pupils with special educational needs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school gives a very high priority to promoting the care and welfare of all its pupils. It recently won a Health Promoting Schools Award because of its good work in promoting a healthy diet and lifestyle. Effective steps are taken to provide pupils with a safe and secure environment in which they are happy and can learn. The caretaker, who has responsibility for keeping the school safe, clean and secure, fulfils her duties very well. All staff, including those new in post, are well aware of child protection issues and they implement the policy effectively when necessary. The designated teacher and other staff have been appropriately trained and all staff are suitably briefed. There are good procedures for promoting the health and safety of pupils, staff and visitors. These are carefully implemented by all staff, for example, accident procedures are understood fully and consistently carried out. The governing body reviews safety and security on a regular basis and looks at ways of ensuring that the environment is as safe as possible. All pupils are competently supervised at work and at play.
34. Pupils, parents and carers are often reminded of the importance of regular attendance and the majority respond to this positively. Pupils value the certificate celebrating 100 percent attendance. The system for recording attendance is clearly understood by all teachers and the procedures continue to be implemented efficiently and rigorously. There are satisfactory measures in place for promoting good attendance, but, despite the school's best efforts some parents choose to take holidays in term time, and others have a relaxed attitude towards attendance. Attendance and punctuality are carefully monitored, but there is currently not enough data from the newly computerised system to allow a full analysis. Appropriate measures are taken when necessary. However, there has been insufficient support from the Education Welfare Service over the last year so that follow-up measures have been less effective than they might be. The usually prompt start to lessons has a positive effect on pupils' learning.
35. Procedures for monitoring behaviour are good. Ways of promoting good behaviour are effective with teaching and non-teaching staff working together, ensuring a consistent approach in dealing with any inappropriate behaviour swiftly. This helps to build the positive climate, which is having a definite impact on learning. Pupils have a clear understanding of the school's high expectations of good behaviour and understand the systems of rewards and sanctions. Anti-bullying strategies work very well and no oppressive or racist behaviour was observed during the inspection. Exclusion is only used as a very last resort. Parents are pleased by the good behaviour of their children and the inspectors' evidence fully endorses their perception.
36. The school provides valuable support and guidance, which is helping all pupils to make responsible choices. There are good records of children's personal development in the Foundation Stage, but in the rest of the school the monitoring is mostly informal, although effective. There are comments on the pupils' maturity and development in the annual written reports for parents, which the parents value. They are very appreciative of support given by the school and are well satisfied with the help their children receive, particularly at times of family difficulties. Assemblies continue to celebrate achievement and give pupils opportunities to share their successes in all aspects of school life. This encourages them to do more and boosts their confidence and their self-esteem. Highly effective levels of support and guidance are offered to pupils with special educational needs and ensure their needs are met. The general ethos of the school helps to develop pupils' sense of responsibility and citizenship. Virtually all parents believe their children are becoming more mature and responsible and the inspection results confirm this.
37. Very good progress has been made in tackling the issue about inconsistent day-to-day assessment in the last report. Teachers now use a range of effective strategies to assess what the pupils have learnt in a lesson. These include asking questions that challenge, reinforce or extend learning and the scrutinising of pupils' written work and marking it so that it is clear what needs to be done to improve. End of unit assessments give clear information about pupils' knowledge and understanding following on from a unit of work. What is missing is a written record at the end of each year so that pupils' progress and attainment in the Foundation Subjects and

religious education⁶ can be tracked and monitored efficiently. Without this it becomes more difficult to draw all the information together to pass on to parents, or the next teacher.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Overall, the partnership with parents has improved since the situation reported in 1998. Parents are now more involved in their children's learning and in the life of the school. The school has continued to develop links with parents and they are now good. About 90 percent of parents have signed the home-school agreement signifying their support for the school. Parents are welcomed and visits to the school are actively encouraged. The head teacher has an 'open door' policy and is willing to see parents whenever possible. Parents believe that all members of staff in the school are easily approachable and this positive climate contributes to pupils' learning, both at home and school. The school is seen as a happy place where their children enjoy learning and the inspectors support this view.
39. The overall quality of information to parents has improved significantly over the last three years, and is now good. Parents are kept well informed about their children's progress. Most parents attend the formal consultation meetings with class teachers, when their children's overall attainment and literacy and numeracy targets are shared with them. These meetings, together with detailed reports, give parents a clear picture of their children's progress relating to academic and personal development. Staff are willing to see parents at the end of the school day for brief meetings and are available for longer meetings at mutually agreed times. Meetings to give parents a deeper understanding of the curriculum, such as mathematics, are welcomed, although attendance is very low. Many parents appreciate the regular Open Days when they can learn more about the curriculum in an informal way. Nearly all parents are pleased with the progress of their children and the way they are told about it.
40. The school prospectus is very helpful and informative and the governors' annual report to parents gives a good picture of the school's year. Newsletters and letters give useful general information including term dates, news of school events, details of topics being studied and staff changes.
41. All parents are encouraged to become involved in their children's learning, which has a beneficial impact on the progress made. Now homework is set throughout the school and is well supported by most parents. However, some of them are not sure how best to support their children's learning. The school has taken steps to address this by providing meetings and courses on, for example, computer literacy. These have helped parents to work together with their children. The amount of homework was identified by a very few parents as an area of concern. The inspectors' view was that the amount of homework set was generally appropriate throughout the school. Parents of pupils with special educational needs encourage them to work hard and they are keen to be involved in the review of their children's individual education plans. The class and whole school assemblies continue to celebrate achievement and share children's work and all families are welcome to attend. This impacts very favourably on home-school relations.
42. Parents are positively encouraged to help in school. The staff welcome parents and other members of the community, who assist in the classroom and around the school and accompany school trips. This involvement is having a positive impact on standards and pupils' learning. One recent visible sign of their help was in producing a variety of story sacks to support literacy. Groups of parents organise a wide variety of successful social and fund-raising events. The money raised goes towards providing extra resources and enhancing facilities to benefit the pupils' education.
43. There were no significant areas of concern raised by the parents at either formal or informal meetings with the inspectors or through the questionnaire. Overall, parents are very well satisfied with the improvements after the 1998 inspection and are very happy with what the school offers and with their children's progress. Parents believe that the school provides a safe and caring

⁶ All the subjects except English, mathematics and science

environment in which their children can develop and progress and the inspectors' findings fully support this view.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. Very good progress has been made since the last inspection in 1999 when HMI judged that the school now gives its pupils an acceptable standard of education. The headteacher, who was appointed after the 1998 inspection, has made great strides in moving the school forward. Standards are improving significantly in the main subjects. Teaching is good, with a number of very good features, and the curriculum is rich, broad and balanced. Pupils with special educational needs are very well provided for. The leadership and management are of very high quality indeed.
45. The headteacher provides excellent leadership. In this very small school all the teaching staff share a number of responsibilities, which they carry out very well indeed. Everyone works together as a very effective team and this includes non-teaching and administrative staff, caretaking and cleaning staff and lunchtime supervisory staff. Governors have many strengths that they bring to the management of the school, taking great pride in their role as 'critical friends'. They are fully aware of the strengths and weaknesses in the school, and they know what has to be done to make the school even better. They play a very full role in deciding the school's priorities and setting the budget. The school development plan is a very good document which will lead the school forward successfully. It is closely costed, with timescales and responsibilities clearly laid out so that everyone is involved and committed to improving the work of the school.
46. The headteacher and her team are absolutely clear that improving standards, teaching and learning are their main priorities. They are successful. It is a short time since the last inspection but in that time a great deal has been done. There are now very good systems for monitoring the work of the school, and these have had a significant impact on the improvements so far. Targets are set for individuals and groups in the main subjects, and these are monitored at regular intervals. The entire process focuses teachers on the performance of their pupils and contributes effectively to the overall aim to improve standards. Teaching and learning are monitored in English, mathematics and science by the subject co-ordinators. Teachers' performance is monitored effectively and all of this feeds into improving standards across the board.
47. The governing body fulfils all of the statutory requirements effectively. Governors know the school very well and they are exceedingly well informed about what is actually happening in the school. The chairman and other governors visit the school regularly to keep abreast of what is happening. Governors undertake their responsibilities conscientiously and they assist in the school on a regular basis, maintaining very good links between the school and the community. They are clear about the standards the school achieves. Governors know how the school performs against national standards and those of similar schools. This information helps them when they are setting targets for improvement.
48. Governors are fully involved in the budget setting process. Administrative staff are very good, giving valuable support to the headteacher and the governors so that they have the most accurate and up-to-date information to guide their financial planning. Resources are very carefully managed, as are the additional funds to support pupils with special educational needs. These pupils make good progress, as do many of their classmates. Governors and the headteacher are totally committed to achieving the best value for money and the principles of best value are always considered and implemented. Additional income, from the Small School's Fund, and from piloting work on an intervention strategy for Year 5 pupils, is used effectively to enhance learning. Governors have decided to employ additional support staff, as funds allow, and pupils' attainment and their rate of progress are increasing significantly as a result of this initiative. Although it costs a lot of money to educate the pupils at Poolsbrook this money is well spent, and the school provides good value for money. Some training is shared with a nearby small primary school. This joint venture is effective for both schools as teachers' expertise and skills are shared, and

everyone benefits. Priorities are firmly based on the school improvement plan, and budgets are allocated accordingly.

49. The school has an appropriate number of suitably qualified staff and the combination of their experience and expertise successfully meets the demands of the curriculum. Professional development is clearly linked to the school development plan and to the needs of the school. The school uses carefully targeted training to increase the expertise of both teachers and non-teaching staff. This is very effective. Support staff are very well used. They enhance teaching and provide very valuable support for pupils with special educational needs. Teachers and their assistants make effective teams, which contribute positively to the learning, attainment and development of the children. Staff concerned with administration, lunch time supervision and cleaning make a significant contribution to the effective day-to-day working of the school. There is a good team spirit amongst all the staff and they have a shared commitment to the school's success.
50. The accommodation is good overall, enabling the curriculum to be taught effectively. The school building is secure, clean and well maintained. The space is now well managed and there is good use of the rooms and corridors. For example, the library and the ICT suite are laid out well and are easily accessible to pupils. The grounds have satisfactory hard and grassed areas, with a secure outside play area designed for the nursery. The adjacent well maintained field is used for sports and games.
51. Resources have improved further and are now good, with very good provision for mathematics. The range of fiction and non-fiction books in the library now provides greater support for subject areas, as well as helping to give better opportunities for the teaching and learning of research skills. The ICT suite, now comprising of six computers, which supplement those in the classrooms, is well used, as are resources generally. Resources for pupils with special educational needs are good. Effective use is made of visitors and of day visits to places of interest to enhance teaching, learning and pupils' personal development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. To push up standards further, and to continue improving the quality of education provided by the school, the headteacher, staff and governors should:-

- (1) Identify the higher attaining pupils and plan suitable work that challenges and extends them in all subjects.

Paragraphs 1, 63, 68, 76,81

- (2) Improve the attainment of the 11-year-olds by continuing the very specific and focused teaching in the main subjects and keeping an accurate track of their progress and attainment.

Paragraphs 3, 5 63, 69, 77

- (3) Put in place a system for recording pupils' attainment and progress in all subjects.

Paragraphs 37, 81, 86, 91,94,97,101,104,106,110

Minor issue

- Continue to work with parents to improve their children's attendance.

Paragraphs 14, 34

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	18	5	0	0	0
Percentage	0	26	58	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

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)	5	79
Number of full-time pupils known to be eligible for free school meals	N/A	41

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	25

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.7

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	7	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	82 (67)	88 (67)	88 (72)
	National	83 (82)	84 (83)	[90 (87)]

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	82 (72)	88 (67)	88 (67)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	67 (45)	75 (55)	92 (55)
	National	75 ([70])	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	58 (36)	58 (55)	83 (64)
	National	70 (68)	72 (69)	79 (75)

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

Because there are 10 or fewer boys and girls in Years 2 and 6 only the totals are reported

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	79
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	19:1
Average class size	26;1

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	99.05

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	10
Total number of education support staff	1
Total aggregate hours worked per week	12.5
Number of pupils per FTE adult	5:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	247526
Total expenditure	243072
Expenditure per pupil	2360
Balance brought forward from previous year	30853
Balance carried forward to next year	35307

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	21	5	0	0
My child is making good progress in school.	53	47	0	0	0
Behaviour in the school is good.	47	42	11	0	0
My child gets the right amount of work to do at home.	42	48	0	5	5
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	63	21	11	0	5
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	79	16	5	0	0
The school works closely with parents.	42	58	0	0	0
The school is well led and managed.	79	16	0	0	5
The school is helping my child become mature and responsible.	58	42	0	0	0
The school provides an interesting range of activities outside lessons.	43	47	0	5	5

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

53. Since the last inspection there have been very good improvements for children in the Foundation Stage. The school's provision for its youngest pupils is now very good, especially in reception. Children enter the nursery soon after their third birthday and there are ten part-time pupils this term. At the moment pupils are admitted to the reception class in the September or January nearest to their fifth birthday. There are currently nine children in the reception year.
54. Children enter the nursery with well below average attainment. Many of them have very low skills in speaking and listening and personal independence. The nursery staff complete initial assessments, which provide them with a clear overview of the children's capabilities. Baseline assessments⁷ take place during the first six weeks in reception. The information is used very well to provide a very good curriculum, based on 'the stepping stones' in the six areas of learning. Children with special educational needs are identified early on and all the children are fully included in the wide and varied activities that are planned for them. By the end of the Foundation Stage most children are on target to achieve their targets in the Early Learning Goals in all areas of learning. A few children are not on course to achieve their targets in the personal, social and emotional area of learning.
55. The quality of teaching and learning is very good overall. It is frequently good in the nursery and very good in the reception class because reception staff are more secure in their understanding of the ways in which young children learn. Adults, in both the nursery and reception classes, work closely together as a team and this helps both learning and teaching to be very effective. There are very good assessment procedures in place and staff use this information successfully to plan the next tasks for the children. Learning resources are good and staff use them well to support learning.

Personal, social and emotional development

56. Provision for children's personal, social and emotional development is very good in both the nursery and reception classes. When they start school many children have poor social skills. They lack independence and are unable to take turns in a game, or to dress themselves. They find it hard to play with toys or join in games whether they are playing inside or outside, and their concentration is very limited. Many find it difficult to talk and communicate with other children or adults. Children are very well taught in this area of learning in the nursery and reception classes, and they do very well. Their progress speeds up rapidly in reception because they are much more familiar with school routines and they know what is expected of them. Teaching is very good, so that by the time they are ready to start in Year 1 many, but not all, are on course to achieve the Early Learning Goals in this area. Children are happy to come to school. They gain confidence in selecting activities and tidying away. These skills are well fostered in the nursery and in reception, and the wide range of opportunities encourage them to make choices successfully and to initiate their own activities. Adults in the nursery and reception class promote the children's independence very well and this is why they make very good progress.

Communication, language and literacy

57. Most children enter the nursery with well below average skills in communication, language and literacy. They make good progress in the nursery due to good teaching, but their starting points are very low. It takes a long time for the children to learn to speak in sentences or to join in discussions in a meaningful way. Teaching is very good in reception, and most children are on

⁷ Assessments that show children's capabilities in the main areas of learning.

course to achieve their targets by the time they leave the reception class. Staff encourage the children to speak, to listen carefully and to take part in early writing activities. These activities are well planned, which helps the children to gain confidence. They are extended very well through daily discussions and through joining in stories and rhymes. Initially the children find this extremely difficult, but they make very good progress in reception and their new skills are built on and extended very well.

58. Children enjoy sharing books and most handle books with great care. This reflects the very good teaching in the reception class. All adults have high expectations of children's attainment and behaviour and make very good use of questions to encourage a response, for example, 'How do we hold the book?' and 'What is the story about?' Children in the nursery sometimes find it difficult to listen to one another but by the time they reach the reception class they enjoy listening to stories such as *Jack and the Beanstalk*. Many children are starting to understand about the author, the characters and the story. They are beginning to read stories by themselves, and they take their books home and enjoy reading them. Children's progress is boosted effectively when they are heard to read individually as well as in guided reading sessions.

Mathematical development

59. When children enter the nursery class their attainment in mathematics is well below average. Staff provide a range of activities, which are imaginative and enjoyable, with a strong focus on number rhymes and games. The good teaching in the nursery, which includes talking, counting, and using correct mathematical language such as 'more than', 'less than', 'in front of', 'behind', enables children to learn well and to make good progress. Their early understanding is built on and developed very well in the reception class. By the end of the reception year most of the children are likely to achieve their targets. The most capable children in nursery can count to five and beyond as they select beans and place them in groups of two, three, four or five. Counting is built on very well in reception and most children count accurately to 20. The higher attaining children are suitably challenged and all children gain a good understanding of shape, colour and size. The quality of teaching is good in the nursery class and very good in reception. Children with special educational needs are well supported so that their learning is very effective. Tasks are at the right level, and very good on-going assessment gives accurate information about what all the children have learnt.

Knowledge and understanding of the world

60. Children's knowledge and understanding of the world is well below average when they start in nursery. They progress very well due to high quality teaching. Most children are on course to achieve their targets by the end of the reception year. In the nursery, children use construction bricks to make successful models of planes, houses and lorries. They enjoy practising their cutting, joining and sticking skills when making collage pictures. In the reception class these early skills are extended and developed successfully as they select their tools and equipment to make collage pictures of characters in their reading books. They are confident, and show increasing awareness of festivals and special events such as bonfire night and remembrance day. Most children in nursery and reception show good control of the mouse when using the computer. The quality of teaching is very good overall in both the nursery and reception classes. Effective use is made of resources to support children's learning.

Physical development

61. Teaching is good and children make good progress in nursery and reception. By the time they leave the reception class most children are likely to achieve their targets. Nursery children play safely and can ride their wheeled vehicles competently. A very good feature of the nursery is a large, secure outside play area, which helps children to explore space and relate to others. Children's dexterity is developed well through playing in the sand and water, rolling, cutting and threading beads. Good progress is made in handling scissors. Reception children change independently for physical education and most children can run, jump, skip and hop with

confidence. Reception children appear confident and competent when working on large and small apparatus.

Creative development

62. Children enter school with well below average creative skills. Most children are on course to achieve their targets by the end of the reception year. Children in nursery make good progress because the quality of teaching is good. Progress accelerates in reception where the quality of learning and teaching is very good. Children express their own ideas in pattern and they learn about colours, pattern and texture. One nursery child completed an imaginative and colourful painting about bonfire night, demonstrating an understanding of colours. Some children can use paint effectively and use a range of colours well. Most children enjoy singing nursery rhymes and appreciate fast, slow, loud and quiet music in reception. Both nursery and reception children make good progress with imaginative play and role-play. This helps their communication skills to improve as well as extending their vocabulary effectively.

ENGLISH

63. Very good progress has been made since the last inspection. In the tests in 2000, the seven-year-olds achieved average standards in writing and below average in reading. The 11-year-olds achieved well below average standards in English. In 2001, significantly more pupils in Year 2 and Year 6 achieved satisfactory standards in reading and writing than they did in the previous years. The school reached its English targets for 2001, and in some cases the pupils exceeded these. Inspection findings indicate the standards at the end of Year 2 through to Year 5 are about average for pupils' ages. They are below average at the end of Year 6. This is because the year group have had poor teaching in the past and there is a high proportion of pupils with special educational needs. Boys do less well than girls at reading and writing. The school knows about this and is tackling it well. Boys are starting to do better all round. There are a number of reasons for pupils' significant gains:-
- Teaching is good, with many very good features. It is well focused. The national literacy strategy has had a positive impact on standards and teaching.
 - The English curriculum is securely in place and staff know the subject well.
 - There are effective systems for monitoring attainment and tracking progress. This means that gaps in learning can be identified and tackled quickly.
64. Teachers provide good opportunities for pupils to develop their speaking and listening skills. They set up the introductory part of lessons so that pupils have time to share what they know and have learnt, and they acquire and use the language associated with the topic. A very good example of this occurred in Year 6, where pupils worked hard with the teacher to produce a chilling start to a story. Pupils confidently made suggestions, some of which were used in the story. Throughout the school teachers encourage pupils, when working in pairs or in small groups, to discuss their work with each other. Often they consider each other's views and frequently this takes their own understanding on just that little bit further. Teachers place an appropriate emphasis on teaching the correct terminology, as in a Year 2 history lesson on remembrance day. Most pupils have a limited vocabulary but they use the words they know to good effect. Similarly in a Year 6 history lesson, pupils knew the significance of pyramids and mummies to their topic on 'Egypt'. Vocabulary is expanded well as it is associated with the different topics and subjects across the curriculum. Pupils, including those with special educational needs, make good progress. Throughout the school, whole class sessions in personal and social education lessons provide good opportunities for all the pupils to share their feelings confidently. Attainment is improving significantly, but it is still below the expected standard for many of the seven and the 11-year-olds.

65. By the time pupils are seven years old most of them achieve broadly average standards in reading. Boys are improving their reading standards but they still achieve lower standards than girls. Pupils with special educational needs make very good progress, as do their classmates. Teachers know the pupils well, and accurate assessments mean that teachers speedily identify gaps in pupils' learning. Pupils' reading skills are well below average when they start school, but as they move through the school most children make very good progress. In Years 1 and 2 the pupils build successfully on their knowledge of the letter sounds they learnt previously. Letter sounds and combinations are taught in a structured way, with plenty of time for pupils to practise. This helps them to become fluent readers. Pupils have a love of reading and they try hard to sound out their letters to form words, but the lower attaining pupils find this difficult. Average and higher attaining pupils develop their knowledge and understanding of letter sounds more speedily, and this helps them to tackle new and unfamiliar words. In Years 3 to 5 the standard of pupils' reading is satisfactory. Pupils read with improving fluency and accuracy, and a minority of nine to 11-year-olds can speak with first hand knowledge of a range of different authors including Roald Dahl and J.K. Rowling. Most Year 6 pupils read with limited fluency, and their understanding is sound, albeit at a limited level for their age. Standards are below average for the year group. Reading record books are used well throughout the school. They demonstrate the pupils' good progress, as well as regular monitoring by class teachers. Parents like these books, and they are an effective means of keeping parents abreast of their children's reading skills. Some of the older pupils are skilful at finding information from various sources such as the CD Rom and literature/reference books. Other pupils need help from adults to do this, but they are keen to succeed and they try hard.
66. Seven-year-olds achieve average standards in their writing. They record their work well across the curriculum and enjoy writing poems. In one lesson the pupils were orally listing instructions for a baking session, with the teacher writing suggestions on the board. The higher and average attaining pupils successfully identified the ingredients and the equipment, drawing on their previous learning e.g. measuring jug, wooden spoon. By using this brainstorming technique, alongside her knowledge of the pupils' attainment, the teacher was able to draw on pupils' earlier learning successfully. She did this by questioning the pupils and encouraging them to 'have a go' at writing and spelling the words unaided. Many of them were successful in spelling these new words by using their prior knowledge of letter sounds and blends. All of them were secure about the purpose of their writing and knew how it differed from writing a story or a poem. Full stops and capital letters were used consistently, and work was neatly presented.
67. The standards achieved by the 11-year-olds in writing are below average, and boys do less well than girls. Pupils in Years 3 to 5 are achieving about average standards for their age, and these pupils are making good, and frequently very good, progress. Good use is made of ICT to support learning and pupils are given valuable opportunities to review and evaluate their work as they interpret instructions and information. Pupils writing about the life of a child in Ancient Egypt, describe lifestyles and use the correct vocabulary well. Lower attaining pupils find it difficult to use a range of imaginative language. This group use full stops and capital letters correctly, but many of them need extra help to master correct punctuation at a more advanced level. More complex grammatical structures are well taught across the junior age range, and this teaching is clearly having an effect on standards. Standards are improving for most pupils but there is still some way to go before standards in Year 6 reach an acceptable level for more pupils.
68. The subject is very well managed and there is a clear, shared plan for the way forward. The co-ordinator has worked very hard to support staff in the implementation of the literacy strategy, and she has been very successful. Good systems for monitoring and evaluating standards, teaching and learning provide accurate and up-to-date information so that trends are identified and gaps can be tackled without wasting time. There is now a consistent approach to the teaching of English, and this helps the pupils to make good gains in all aspects of the subject. Day-to-day assessment is very good, and is used well as a basis for planning the next stages in learning for all the pupils. Because overall standards have been very low in the past there have been no higher attaining pupils identified. This is starting to change now, and staff are beginning to identify a group of higher attaining pupils and to plan suitable work for them. This area is poised for development as standards improve across the board.

MATHEMATICS

69. There have been significant improvements in pupils' attainment in mathematics since the last inspection, with a greater number of pupils reaching satisfactory standards. The school has exceeded its targets for mathematics. In the pupils' tests in 2000 their attainment was well below average at the end of Year 2, and below average at the end of Year 6. The most recent test results in 2001 show that all seven-year-olds achieved satisfactory standards, whilst two out of three 11-year-olds achieved satisfactory standards. The others fell short of expectations. Inspection findings indicate that standards are about average at the end of Year 2, and below average at the end of Year 6. This is because the Year 6 pupils have had some poor teaching in the past and there is much ground to cover. Pupils in Years 3, 4 and 5 achieve satisfactory standards for their age. Pupils, including those with special educational needs, make very good progress over time. Boys do less well than girls but they are catching up, especially in the infants.
70. A number of factors have contributed to this:-
- Teaching is good with a number of very good features. The numeracy strategy has helped to improve teaching and learning across the board.
 - The mathematics curriculum is securely in place. Assessments are accurate, and the teachers use this information about pupils' learning to plan the next stages successfully. Attainment and progress are recorded in detail so that work can be targeted at the right level.
 - The co-ordinator has had a very significant input into the subject, which is well monitored and evaluated. Standards are being pushed up successfully.
71. The co-ordinator's leadership is very good and it is largely through her management of the subject that teaching is good and standards are rising. Detailed observations of lessons diagnosed areas for development. Pupils' work is carefully monitored in each class to make sure that they progress well. Computers are used effectively to support learning throughout the entire mathematics curriculum. All the staff have opportunities for further training to increase their expertise.
72. All lessons start well with a brisk oral practice of number facts. Pupils are speeding up in their responses, but many of them take quite a time to reply to the teachers' questions. Staff know their pupils well and this enables them to structure their questions at the right levels. Even so, there is some way to go before pupils have the number facts at their finger-tips, so that they can respond speedily. Pupils are keen to respond and they know the importance of working facts out quickly. They try hard and do their best.
73. Year 2 pupils, in a mixed-age class of reception to Year 2 pupils, work with their teacher. They recall addition facts to 10 well. Higher attaining pupils are confident at working with larger numbers up to 50, and they are accurate in their responses. The teacher spends a lot of time talking to the pupils and working with them. Her input is based on earlier assessments of what the pupils know and understand, and this individual support helps them to make significant gains in their knowledge. Scrutiny of last year's work shows that, at the end of Year 2, pupils had a secure understanding of place value. They worked out simple problems with money, and knew the names of two and three-dimensional shapes. This was very good progress over the year because, at the start of the year, few pupils had very little understanding of number facts.
74. Booster classes for the Year 6 pupils are pushing up standards. Lessons are very well planned, at the right levels, making sure that learning is productive. Very good time management and class organisation means that lessons move at a fast pace. Pupils respond to this challenge very well indeed. In one lesson on percentages the group made good progress and were becoming familiar with equivalence in percentages and fractions e.g. $25\% = \frac{1}{4}$. Some lower attaining pupils found it

difficult to find simple percentages of numbers e.g. 5% of £2. The teacher quickly realised this, giving them extra support so that the pupils' understanding was secure.

75. Every day begins with a short mental mathematics session. This is an area that many pupils find difficult, and is why everyone has a short, sharp daily session. Responses are speeding up as the pupils develop a greater understanding of number facts. In one session the teacher worked hard to encourage older pupils to write and name large numbers such as 151922. Many pupils found this difficult, but with clear explanations from the teacher, and their own perseverance, they eventually succeeded. A very good feature of this session was the teacher's use of on-going assessment through questioning the pupils about their understanding. This enabled the teacher to challenge, extend, and reinforce learning at all ability levels.
76. Scrutiny of last year's work in Year 6 indicates average attainment, except for the lower group. Pupils demonstrate a secure knowledge and understanding of place value and the four rules of number when working with larger numbers. Decimals, fractions and percentages are understood, as is symmetry and perimeters. Pupils used computers regularly to support their work. Much is being done to push up attainment in mathematics. As yet, the school has not had a focus on extending the higher attaining pupils, and this is the next area for development.

SCIENCE

77. Significantly more pupils are achieving satisfactory standards than they were at the last inspection in 1999. Despite this, in the tests in 2000, standards were still below average at the end of Year 2 and Year 6. In the most recent tests, in 2001, standards increased significantly for both the seven and the 11-year-olds. In this current school year, inspection findings indicate that in Years 2 to 5 standards are about average. In Year 6 they are below average. This is because the year group has had some poor teaching in the past, and they have a lot of ground to make up before their attainment reaches the expected level. Around one third of the year group have special educational needs as well. Pupils, including those with special educational needs, are making very good progress over time. The school is making very good progress in pushing up standards in science from a very low point at the time of the 1998 inspection.
78. A number of factors have contributed to this:-
- Teaching is good across the entire school. Lessons are well planned and delivered, no time is wasted.
 - Work is planned at the right levels because there is clear guidance for teachers and they know how much the pupils have learnt. The curriculum is securely in place.
 - Pupils are keen and eager to learn. They enjoy the subject and they try hard.
 - Pupils are good at predicting what might happen in an investigation, and in a fair test. They draw on their earlier learning successfully.
 - Pupils are much better than they were at recording their work, which is neatly presented in a range of charts, diagrams, graphs and factual writing.
79. Year 2 pupils were investigating the different animals in the school environment. Good planning gave a clear indication of how tasks and support were modified to meet the needs of individual pupils in this class of pupils aged from five to seven. Planning was successful, and pupils made good gains in their learning. Clear instructions enabled the pupils to know what they had to do, and also what was expected from them. They rose successfully to the challenge, and the lesson moved forward at a good pace with no time wasted. Due attention was paid to safety when the pupils were working with soil. By her specific questions, such as 'Why do you think the fly is in the spider's web?' the teacher was able to target individual pupils so that their vocabulary and understanding were extended well. Misconceptions were corrected and meaningful learning reinforced. Pupils' knowledge was well demonstrated by their ability to predict and to name

accurately what animals they might find in the school grounds. Year 2 pupils were able to talk about what animals they found and where, but younger pupils found this more difficult because of very limited language skills.

80. Pupils in Years 3 and 4 do well when they are planning to use a fair test as part of their investigations. In a lesson to investigate which surfaces make it easier for objects to slide down, they quickly prioritised how they were going to tackle the task, itemised what they needed, and who was going to do what. All of them worked hard, with good levels of concentration because the task was well planned at the right levels. This made it interesting and challenging. The teacher's good use of a planning frame meant that pupils working at different levels could investigate and record the different surfaces, confidently using their literacy and numeracy skills. Higher and average attaining pupils successfully drew on their existing knowledge that some surfaces inhibit movement. The importance of accurate timing and recording was well understood. Lower attainers have a limited vocabulary, and speaking and writing skills. This limits their communication. Year 6 pupils were also studying forces by using a force-meter and recording their results. Pupils applied themselves well in the group work, but many of them found sustained concentration difficult in whole class work. Tasks were pitched at the right level, and the teacher knew her subject well, so that much of the learning was productive. Learning moved forwards because the teacher effectively drew out and reinforced the main points of the lesson, but standards are lower than expected for the age group.
81. The curriculum is good, with all the elements in place, and this is a significant improvement since the last inspection. Pupils' attainment and progress is monitored individually, but as yet, the higher attaining pupils are not identified with a great degree of accuracy. This is an area for development. What is also missing is a whole class record of what pupils know, understand and can do, so that teachers have an accurate reference point to plan future work.

ART AND DESIGN

82. Attainment has improved since the last inspection and is now above average at the end of Year 2; and above average in years 3, 4 and 5. Attainment is not as high as this at the end of Year 6, but it is satisfactory. These pupils have had some poor teaching in the past and this is why their standards are lower. Teaching is now good, with some very good teaching at the lower end of the juniors. The co-ordinator has tackled the subject thoroughly and the clear guidance helps teachers to plan suitable work. Teachers' skills and knowledge have been improved through training, and the subject has a high profile throughout the school.
83. Younger and older pupils, including those with special educational needs, make good progress. Everyone is fully involved in all aspects of art and design. They really enjoy the subject, and concentrate for long periods of time to make sure that their work is as good as they can make it.
84. Year 1 pupils were exploring shapes and patterns. Their work was closely based on earlier work, enabling them to use their recently acquired skills successfully. Good links with mathematics, as well as the good use of mathematical vocabulary; 'rectangles', 'triangles', 'symmetry', meant that mathematical learning was reinforced as well. ICT was also used to extend learning effectively. Pupils adeptly used a program to match colours and to form shapes, and the teacher's intervention helped pupils to take their learning on a stage further. In this lesson the teacher's clear instructions, as well as her demonstrations, gave the pupils confidence to experiment with a range of pastels. They were able to select and match appropriate colours well.
85. In the juniors, teachers are very good at checking how much the pupils are learning in a lesson. This helps them to give specific support to individuals. The quality of pupils' work, as well as their techniques, improved significantly as in a Year 3/4 lesson where pupils were designing and making a printing block. The pupils' ideas, using geometric, linear and curved patterns, were successfully extended because the teacher was able to give very good direct help. Throughout the lesson pupils frequently considered the finished design of their printing block, returning to it and making modifications, demonstrating their increasing understanding of how to improve their own

work. The teacher's high expectations about the quality of everyone's work improved standards across the board. Year 5 pupils made good progress in their lesson because the teacher ably demonstrated how to combine visual and tactile collage materials, using their own ideas and suggestions positively. All the pupils' understanding was increased. By the end of the lesson, pupils could justify their choices, successfully enlarging an area of their original drawing and accomplishing this well. Good links with history were well drawn out, and learning was productive throughout the entire lesson.

86. Pupils are good at making choices about the materials and the equipment they use. They are also good at evaluating their own and each other's work. Staff are confident in their teaching, and the co-ordinator has very good expertise in the subject, enabling her to guide the staff forward successfully. Creating an efficient way of tracking and recording pupils' skills in art and design is the next area for development.

DESIGN AND TECHNOLOGY

87. At the time of the 1998 inspection the attainment of the seven-year-olds was satisfactory. The 11-year-olds did better and their attainment was good. This time around pupils' attainment in Years 1 and 2 is above average, and in Years 3 to 5 it is also above average. The attainment of pupils at the end of Year 6 is average. The curriculum is significantly better than it was, and the co-ordinator has worked hard to develop strong teaching and effective learning throughout the school. She has been very successful, and the reason why Year 6 are doing less well is due to poor teaching in the past. This has held back their learning, and there is a lot of groundwork to make up in limited time.
88. Throughout the school pupils' work is very well planned, with clear progression in their skills and activities. From the reception class upwards, pupils are taught the correct way to handle tools and how to work safely. The strong emphasis on designing, making, evaluating and amending means that pupils, including those with special educational needs, are well motivated to complete their work to a good standard. All pupils are fully included in every aspect of the curriculum.
89. No lessons were observed but inspectors looked at pupils' current and previous work and talked to them about it. Pupils in Years 3 and 4 have designed and made models with moving parts that are controlled by pneumatic systems. Models of a Fish in the Sea, Dinosaur, Butterfly and Ladybird, were imaginative, developing pupils' ideas successfully. Plans show that pupils changed some design details to achieve more suitable movements. The teacher's secure knowledge of the subject, alongside pupils' own capabilities, means that high quality work is the norm.
90. Year 5 and 6 pupils designed and made a new type of light that can be controlled, and meets the needs of the person who will use it. Pupils' earlier learning and skills are used and applied effectively. They used a range of materials for this task, with a strong focus on the function of the light and the quality of the finished article. All of them ably demonstrated their ability to use a variety of tools and equipment safely. Individual evaluations draw pupils' attention to aspects of the design that could be improved, as well as encouraging them to evaluate their own skills and to improve them successfully.
91. It has already been stated that the co-ordinator has a very positive impact on standards, which are some of the highest in the school. What is missing is an effective record of tracking pupils' progress in the development of their design and technology skills. Without this it is difficult to have an accurate overview of pupils' capabilities and attainment.

GEOGRAPHY

92. The satisfactory standards achieved in the last report have been maintained and improved. The quality of the curriculum is very good, which is having a positive impact on the quality of pupils' work. As it was not possible to see any lessons the inspection findings are based on previous

work, displays, teachers' planning and records and discussion with teachers and pupils. Pupils' attainment by the age of seven and 11 is about average.

93. The seven-year-olds have a sound understanding of places other than their local area. They know that they live in Poolsbrook, which is in England. Most pupils are using accurate geographical language and they have a good awareness of some of the local features through the walks they take around school. Fieldwork is enjoyed and pupils are becoming competent users of maps and plans. They are keen to learn and enjoy talking about their environment. Pupils in Years 3 and 4 compare Poolsbrook with Skegness, and they develop their knowledge and understanding of plans and maps steadily. In Years 5 and 6 pupils have a clear and comprehensive understanding of the rain cycle. Fieldwork is successfully used to support pupils' learning. Teachers develop pupils' geographical vocabulary well, and by the time they reach the age of 11 standards are in line with what is expected for pupils of this age.
94. The co-ordinator has worked hard to put an appropriate curriculum in place, and she has been successful. Pupils have a much better understanding of the subject through following a very good curriculum, well-planned lessons, good resources, educational visits and visitors to school. The quality of teaching and learning is good and all pupils, including those with special educational needs, are making good progress. However, there are no formal procedures in place to check pupils' progress in geography. These need to be developed if pupils' progress is to be charted accurately.

HISTORY

95. There have been good improvements in the curriculum and the quality of teaching since the previous inspection and this is having a positive impact on pupils' learning. Their literacy skills are being developed well in this subject and they record their work well.
96. Attainment is about average for both the seven and the 11-year-olds. Infant pupils know the meaning of remembrance day, and they have a good understanding of the significance of the poppy to the First and Second World Wars. Junior pupils have a sound understanding of past events. They know about the wives of Henry VIII and they can place them in a correct sequence. In one lesson the pupils in Years 5 and 6 were learning about life in Egyptian times. The teacher's clear introduction, alongside a brief recap of earlier learning, meant that the lesson got off to a brisk start so that no time was wasted. Well-structured questions extended pupils' understanding about the different artefacts used by Egyptian children. Overall progress is good in the infants and satisfactory in the juniors. Pupils with special educational needs make very good progress.
97. Teaching is good, lessons are well planned and structured making sure that learning is effective. Teachers' plans include the use of ICT, and pupils use their skills effectively to research topics and to find out information. Books on the Egyptians enabled pupils in Years 5 and 6 to be involved in some independent research about childhood in Ancient Egypt. Findings were recorded in note form, and pupils used their writing skills effectively. Resources are successfully used to enrich the pupils' experiences. Visits to places of interest and visitors to school, such as those who led pupils' work on the Romans, all help to give the pupils a better understanding of the period they have studied. However, there are no formal systems in place for checking pupils' progress and attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. There have been very good improvements since the time of the previous inspection. Work in the ICT suite is having a strong impact on raising standards and improving pupils' skills, which were unsatisfactory previously. The quality of the teaching and planning have improved considerably, and are now good, resulting in more challenging work in lessons. The provision of up-to-date resources is improving the breadth of learning, and a careful choice of software ensures that skills are being built upon year by year.

99. By the ages of seven and 11, many pupils achieve average standards. They make good progress as they improve their computer skills and revise and evaluate their work. Pupils in Year 2 display sound competencies in basic keyboard skills and have the ability to save and retrieve information independently. They have satisfactory word processing skills and know how to control programmable devices purposefully. Most pupils are able to select options when investigating on-screen situations and can use 'painting' programmes with appropriate skill. Junior age pupils are competent in saving and retrieving stored information independently. Word processing skills are extended and standards are advanced. Most pupils are able to print the finished product and know how to establish, test and modify sequences of instructions to control on-screen events. They can enter, sort and classify data and good use is made of ICT to support learning in English, mathematics, science, history and geography. Most pupils make good progress in ICT. Pupils with special educational needs make very good progress as they move through the school. This is because they get additional help to support their learning.
100. Teaching is good overall. This is an improvement since the previous inspection, when teaching was judged to be variable. The guidance of the ICT co-ordinator and the commitment of teachers to raise standards is evident. Activities in the ICT suite are well paced and planned. Tasks are challenging and achievable. Pupils are given valuable opportunities to review and evaluate their work as they interpret instructions and information.
101. The subject is well managed and there is a clear, shared plan for the way forward. Tracking pupils' progress and attainment is not well developed, and there are no means of identifying which ICT skills pupils have learnt.

MUSIC

102. Standards have been maintained since the last inspection and are satisfactory by the ages of seven and 11. All pupils, including those with special educational needs, make good progress. The quality of the curriculum is very good and the quality of teaching has improved.
103. In Years 1 and 2 pupils' singing is enthusiastic and expressive. Year 2 pupils have a satisfactory understanding of rhythm and beat. They have a good sense of pitch and demonstrate a sound understanding of tempo as they sing. Valuable opportunities are given for pupils to evaluate and refine their performance and overall they make good progress. Pupils are encouraged to listen to music, for example by Mozart, and their musical vocabulary is developed well throughout the school. By the age of 11, pupils have a secure understanding of pitch and rhythm. Good use is made of ICT, which enriches both the teaching and pupils' learning. They sing *Autumn Days* with enthusiasm. Year 3 and 4 pupils have a good understanding of instruments of the orchestra. The skilful use of a classroom assistant's excellent expertise on the flute and piccolo enriched their learning experiences very well indeed in a class lesson.
104. The quality of teaching and learning throughout the school is good overall. Teachers have a secure subject knowledge and understanding and clear expectation of the pupils' performance. Pupils' literacy and numeracy skills are developed steadily through song and musical composition. Lessons are carefully prepared and the quality of the curriculum is very good. Pupils co-operate well in lessons, listen carefully and display good attitudes, which helps them to make good progress. There are no systems for recording pupils' attainment and progress. This makes it more difficult to speed up progress.

PHYSICAL EDUCATION

105. It was not possible to see any taught lessons during the inspection. Inspectors observed an after-school club, they had discussions with pupils and staff, and all the relevant documentation was scrutinised.
106. Pupils enjoy physical education (PE). They like to swim and are keen to achieve their swimming awards. Gymnastics, games and dance are part of the curriculum and pupils enjoy playing team games. Their throwing and catching skills in the rounders game were satisfactory for their age.

Pupils know that exercise is good for them, and many pupils are aware of issues such as adequate warming-up before starting their PE lessons. Significantly fewer pupils were able to talk about how they could improve their throwing and catching skills, or how they would evaluate their own performance or that of their friends. The curriculum is sound, and all the elements are covered satisfactorily. There are no systems in place for recording pupils' attainment and progress. This limits the information that is available to teachers making it more difficult to speed up pupils' progress.

RELIGIOUS EDUCATION

107. Pupils' attainment at the end of Years 2 and 6 is in line with the expectations of the locally agreed syllabus for religious education. The level of discussion is sound, and pupils with special educational needs make good progress, like their classmates. Standards are similar to those at the time of the last inspection.
108. The quality of pupils' learning in Years 1 and 2 is good. Pupils recognise the features that make the local church a special place for Christians. They answer with confidence why Christians are baptised and they refer confidently to other ceremonies, which take place within the church. They recall the significance of the life of Jesus and recognise stories from the Old Testament. By seven years of age, pupils can explain the circumstances in which Jesus entered Jerusalem and can compare the Christian practices of weddings and christenings with other religious practices. By the age of 11, pupils have a good understanding of beliefs other than Christianity, and of cultures other than their own. Pupils in Years 3 and 4 have a good knowledge and understanding of the Jewish faith and are able to draw comparisons with other religions. Similarly, pupils in Years 5 and 6 deepened their knowledge and understanding of the Islamic faith through a visit to the mosque in Bradford. By 11 years of age, pupils can discuss their understanding of what heaven is and express their own views about it. The lessons are well structured and enable pupils to write with some sensitivity on special places and relate them to the faiths they have learnt about.
109. The quality of teaching and learning are good overall. All teachers are confident in their knowledge and understanding of the religious education syllabus, and about the religions which are studied throughout the school. There is a very good emphasis on the spiritual, moral, social and cultural development of pupils, and on feelings and friendship in many other activities. This effectively supports the school's work on citizenship. There is a good range of resources, including artefacts and videos, to support the guidelines. The subject is well planned and integrated into the life of the school, giving the pupils a range of experiences and building well on their skills, knowledge and understanding. The school's high moral and social values are well supported by assemblies and the teaching of religious education. The attitudes and behaviour of the pupils are good, and the valuable support of the local clergy enables pupils to have a good understanding of a place of worship and its place in the community. The use of ICT supports pupils' learning well.
110. The subject is well co-ordinated and religious education makes a valuable contribution to pupils' spiritual, moral, social and cultural development. The subject is not formally assessed at the moment, although informal procedures are in place for day-to-day assessments and teachers use the information from these to plan the next set of work for the pupils.