

INSPECTION REPORT

VICTORIA DOCK PRIMARY SCHOOL

Kingston upon Hull

LEA area: City of Kingston upon Hull

Unique reference number: 131510

Headteacher: Mrs S A Roach

Reporting inspector: Mr David Figures
10269

Dates of inspection: 15 - 18 October 2001

Inspection number: 230402

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
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	South Bridge Road Victoria Dock Kingston Upon Hull
Postcode:	HU9 1TL
Telephone number:	01482 331998
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C McNicol
Date of previous inspection:	This new school has not been inspected previously

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10269	David Figures	Registered inspector	English; Art and Design; History; Music	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
13786	Susan Walsh	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for it's pupils? How well does the school work in partnership with parents and carers?
2607	Brian Griffiths	Team inspector	Mathematics; Information and Communication Technology; Physical Education; Areas of learning for children in the foundation stage; Equal Opportunities	How well are pupils taught?
8420	Val Roberts	Team inspector	Science; Design and Technology; Geography; Religious Education; Special Educational Needs; English as an Additional Language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a community primary school of below average size, catering for 134 boys and girls between three and eleven years of age and serving the newly regenerated Victoria Dock area to the east of Hull city centre. Because the school, which opened in 1999, is still developing to its planned size of 240 places, it has an untypical age structure, with significantly larger numbers in the younger age groups. Most pupils are white. For seven per cent, English is an additional language, although none is at an early stage of English acquisition. Nearly 30 per cent of pupils, many of whom entered the junior department from other schools, have special educational needs. Although this proportion is above average, most are at the early stages of identification and there are no statements of special educational need. The attainment of children on entry is average. The school, which occupies new premises built and managed under a private funding initiative, is part of a mini Education Action Zone based on the local high school and its associated primary schools.

HOW GOOD THE SCHOOL IS

Victoria Dock is a good school which is well placed to become a very good school by the time it reaches its full size. Standards are above average. The quality of teaching is good with some teaching being very good or excellent. The school is very well led by the headteacher and senior staff who have very good strategies to ensure it will continue to improve. The value for money it provides is good.

What the school does well

- Pupils achieve good standards, helped by teaching of good quality and very good arrangements for monitoring their progress.
- Pupils' attitudes to school are very good. Their very good behaviour is well supported by very good, sometimes excellent, procedures that encourage maturity and thoughtfulness.
- Strong leadership and well considered management strategies ensure the school is well placed to continue to improve.
- The school works very well with parents who have the highest regard for it.

What could be improved

- There are no major issues for the school to address.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection since its formation in 1999.

STANDARDS

Standards of pupils' social, language and mathematics development are above average when children leave the reception year and begin Year 1, having joined the school with average attainment in language and mathematics and above average attainment in personal and social development. Their knowledge and understanding of the world and creative development is also above average. Their physical development is average for their age.

Small numbers make the analysis of national test results unreliable and results are not published if there are ten or fewer pupils in the age group. However, the results achieved by eleven-year-olds in the last two years have been above average in science and broadly average in English and mathematics. Pupil numbers are greater in Year 2 and do allow such analysis: as measured by the 2001 national tests, pupils' attainment at the end of Year 2 was above average in reading and writing and well above average in mathematics. Their scores in mathematics were above the average seen in schools where a similar proportion of pupils is entitled to free school meals. In English and science, scores were average in comparison with these schools. The school sets realistic targets for pupils' attainment. The overall judgement of the inspection is consistent with above average results in English, mathematics and science at both seven and eleven.

Attainment in information and communication technology is above average at both seven and eleven, although the application of the subject to other areas of the curriculum is not yet sufficiently developed because suitable computer programs are not yet available. In art and design, design and technology, geography and history, standards are above average by the end of both Year 2 and Year 6, and pupils are achieving well. In religious education, pupils make satisfactory progress and reach the expected standard. Music standards in Years 1 and 2 are satisfactory: not enough music in Years 3 to 6 was heard to form a judgement of standards in these classes. Physical education standards are satisfactory. The effective way in which literacy, numeracy, and citizenship are threaded through work in other subjects contributes well to the pupils' good achievement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about coming to school.
Behaviour, in and out of classrooms	Very good. In all situations, pupils behave maturely and responsibly.
Personal development and relationships	Very good. Pupils have a manifest respect for each other and for the adults who work with them
Attendance	Good

TEACHING AND LEARNING

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

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

Good teaching throughout the school ensures that pupils achieve well. The teaching of English, including literacy, is good overall, being very good in Years 1 and 2 and good in Years 3 to 6. Mathematics, including numeracy, is well taught in all years. All pupils benefit from the good teaching, including those with special educational needs, the higher attainers and those with English as an additional language. While all aspects of teaching are at least good, especially powerful contributions are made by the planning of lessons and the ways in which teachers manage pupils' learning, attitudes and behaviour. Pupils respond well in every way and so acquire skills, knowledge and understanding at a good rate and develop very well as rounded human beings.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is well extended by a rich programme of school activity and contributions from the community.
Provision for pupils with special educational needs	Good. Appropriate support ensures good progress.
Provision for pupils with English as an additional language	Good provision for individuals contributes effectively to their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision is good for pupils' spiritual development and for their cultural development; for their moral and social development, it is very good.
How well the school cares for its pupils	The school cares for the pupils very well and provides them with very effective support and guidance. It is particularly strong in guarding against bullying and other forms of oppressive behaviour.
How well does the school work in partnership with parents?	Very well. The school has very effective links with parents who are delighted with the high standards of education offered to their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's strong leadership sets a positive atmosphere for learning and she has established very good management systems to guide the development of the school. The management of the curriculum in the Foundation Stage and for English, mathematics, science, art and information and communication technology is very good. The good arrangements have yet to become fully effective in the other subjects.
How well the governors fulfil their responsibilities	Well. Governors are closely involved and very supportive.
The school's evaluation of its performance	Very good. Analysis of assessment results at Key Stage 1 and Key Stage 2 is very good, and the monitoring and development of teaching is excellent.
The strategic use of resources	Good. Spending decisions follow the priorities identified in the well constructed school development plan. They are carefully considered to ensure the best available value is obtained.
The adequacy of staffing, accommodation and learning resources	Good. The learning environment is very attractive. Learning resources are satisfactory although the library stock is insufficient and inadequately organised.

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 • The teaching is good • Pupils are expected to work hard and do their best • Parents feel confident about making comments and asking questions 	<ul style="list-style-type: none"> • Some parents would like to see homework improved.

The inspection team endorses parents' positive comments. However, they found homework to be appropriate in nature and extent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Small numbers make the analysis of national test results statistically unreliable and assessment results are not published when there are ten or fewer pupils in an age group.
- 2 Taking the results in 2000 and 2001 together, pupils at the end of Year 6, all of whom joined the school as juniors, have been reaching standards in English, mathematics and science appropriate for their age; some have been doing better, particularly in science. In the national tests taken by Year 2 pupils in 2001, results were creditable: above average in reading and writing and well above average in mathematics. Measured against the results of schools with a similar proportion of pupils entitled to free school meals, the mathematics scores were above average and the reading and writing results were average. The teachers' assessment of pupils' standards in science was that they all reached the standards expected of seven year olds and some did better than this.
- 3 When children start school at the age of three, their personal and social attributes are well developed but their attainment in other areas of learning covers a normal range and is about average. The good teaching they experience both in the Nursery and in the reception class enables a substantial proportion of the pupils to achieve well and, when they start Year 1, pupils have reached higher standards than average in most of the areas of learning assessed: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world and creative development. Their physical development is closer to the average.
- 4 The work seen of the present generation of seven and eleven year-olds was consistent with above average results in the national tests. By the time they are seven, pupils' attainment is above average in English. Attainment in speaking and listening is good. This is because the teachers provide many opportunities for the pupils to listen carefully and respond thoughtfully. Standards in reading are also high because it is taught well, although, without an adequate library, pupils have insufficient opportunity to practise library and reference skills, which, consequently, are underdeveloped. Standards in writing are good; pupils write confidently about recent activities and narrate extensive stories. Pupils in Years 3 to 6 achieve well, helped by sensitive teaching, and produce writing in several styles which is above average in quality. They speak well, partly because teachers make good use of work in other subjects to extend these skills: for example, techniques such as 'pairing and sharing' in history help pupils formulate and articulate their ideas confidently. Reading standards are nearer the average for the age group: some pupils do not have sufficient skills to tackle unfamiliar words, and although the higher attainers are beginning to practise higher order reading skills such as skimming and scanning, many pupils do not have adequate library skills.
- 5 In mathematics and science, pupils progress well, reaching good standards by the end of both Year 2 and Year 6. In mathematics, this is because of good use of National Numeracy Strategy approaches to the subject and the very good assessment procedures and tracking of pupils' progress. The use of this information to plan lessons ensures that pupils of all abilities are given demanding work to do. Pupils enjoy the challenge, working and concentrating hard throughout the lessons, and they achieve

well. In science, the high standards follow the very good planning for the subject and the good quality of the teaching.

- 6 Attainment in information and communication technology is above average both at seven and eleven because of the intensive teaching pupils receive and the high quality of the resources available, although the application of the subject to some areas of the curriculum is not yet sufficiently developed because suitable computer programs are not yet available in the school. In art and design, standards are above average at the end of both Year 2 and Year 6, supported by high quality subject leadership which ensures pupils have opportunities to work in a good range of materials. Pupils achieve well. In design and technology, standards are above average, particularly in Year 2 to 6 because pupils are encouraged to design for a purpose. In geography and history, the aboveaverage standards result from the teachers' practical approach to the subjects, which encourages pupils' enthusiasm— especially for history. In religious education, pupils make satisfactory progress and reach the expected standard. Music standards in Years 1 and 2 are satisfactory: not enough music in Years 3 to 6 was heard to form a judgement of standards in these classes. Physical education standards are satisfactory: the school has not long had access to the expertise of the present co ordinator and, because the hall was in use as a classroom during recent building work, the gymnastics element of the physical education programme was necessarily curtailed.
- 7 High-attaining pupils, including those identified as gifted or talented, are well supported, using resources made available by the Education Action Zone, and they progress well. Those with special educational needs and those for whom English is an additional language make good progress because of the good provision made for them. The experienced and welltrained learning support assistants help them to learn and concentrate on the lessons and the very good practice of observing and recording pupils' responses to wholeclass sessions provides valuable information from which to plan further teaching. The school sets ambitious targets for pupils in the national tests, which are also realistic in the sense that they are based on what pupils have achieved in the past. In the light of this, the school is well on course to meet its future targets.
- 8 Pupils' achievements, greatly appreciated by parents, are enhanced by the imaginative way the school uses the National Literacy and Numeracy Strategies. Pupils' contributions to pupils' achievements are also made by the effective ways in which literacy, numeracy, and citizenship are threaded through pupils' work in all subjects.

Pupils' attitudes, values and personal development

- 9 Pupils' very good attitudes towards school are soon evident. Many arrive early and pupils come willingly into school, smiling, ready to greet teachers and friends and to take part in the activities prepared for them.
- 10 Pupils apply themselves and work well. Nursery pupils choose activities quickly and stay involved for relatively long periods, concentrating well. Children in Reception also persevere well. Pupils in Years 1 and 2 are attentive and keen to learn. Pupils participated eagerly in an excellent Year 1 literacy lesson encouraged by the teacher's skilled presentation of wellchosen material and entered into the proceedings with gusto. In their mathematics lesson, Year 2 pupils enjoyed and so benefited a good deal from the practical activities. They were very sensible and organised themselves well. Pupils in Years 3 to 6 also have very good attitudes and work hard. They have high levels of concentration and try to do their best.

- 11 Pupils are so enthusiastic about out-of-school activities that there are waiting lists for some of them. The wide variety of school clubs at lunchtime and before and after school are well supported by pupils eager to join in.
- 12 Pupils' behaviour is the subject of favourable comment by parents, one of whom described it as 'impeccable in and out of school.' It is very good, often excellent. For instance, when they are coming into assemblies or moving between classrooms, pupils move quickly and quietly, holding doors open for each other and acting in a considerate way. Behaviour in the classroom is usually very good and an atmosphere is established where pupils can learn easily. Behaviour in the playground is usually very good but at lunchtime it can be slightly boisterous.
- 13 Relationships are very good, both between pupils and between adults and pupils. Pupils' contributions in class are treated with respect. In a Year 2 lesson about Buddhism, for example, pupils listened very carefully to each other's comments. Older pupils co-operate very well. During a science lesson, Year 6 pupils took the lead in organising experiments and Year 4 and 5 pupils, also very interested, asked relevant questions and gave good support. There is a very good rapport between teachers and pupils which gives the pupils confidence.
- 14 Pupils' personal development is good. Younger pupils have small jobs which they take very seriously, such as taking the registers to the office. As pupils get older, they accept more responsibility, especially those elected to the School Council. The pupils enjoyed the election where candidates prepared their own speeches saying how they would like to see the school improved. Those who were elected are very proud of their success although it is too early to judge the contribution of this School Council to the life of the school. Older pupils have limited opportunities for independent research because the school's library is inadequate.
- 15 Attendance is good. Attendance rates for the last school year were above the national average and rates of unauthorised absence are low. Pupils come to school regularly and punctually.

HOW WELL ARE PUPILS TAUGHT?

- 16 Pupils are well taught and thus achieve at a good rate in their academic work and develop very well socially, emotionally and personally. In over one-third of lessons observed, teaching was either very good or excellent; in a further half of all lessons, teaching was good and in more than one lesson in ten, teaching was sound. There was no unsatisfactory teaching. Pupils' achieve well year-on-year largely because there are no classes in which teaching is other than reliably effective. Each year, learning builds well on earlier teaching and learning. The quality of teaching in the Nursery and Reception classes is good. The teaching of English, including literacy, is good overall, being very good in Years 1 and 2 and good in Years 3 to 6. Mathematics, including numeracy, is well taught throughout the school. Overall, the teaching of science, information and communication technology, religious education and physical education is good. In art and design, design and technology, geography, history and music, too little teaching was observed for a secure judgement of its quality to be made.
- 17 All pupils benefit from the good teaching. Pupils with special educational needs are taught well, largely because teachers and learning support assistants are acutely aware of pupils' needs and respond to them well. The recently introduced system of identifying pupils who are gifted or talented and giving them additional attention is helping them to make faster progress. Pupils for whom English is an additional

language are well taught and quickly acquire the necessary skills to benefit fully from all that the school offers. Boys and girls are treated equally and so make similar progress.

- 18 All aspects of teaching are at least good. Very powerful contributions to pupils' achievements come from the systematic and well-informed way in which teachers plan their lessons, building on what pupils already know, understand and can do. On many occasions, a support assistant monitors pupils' responses during teaching, noting which pupils understand key parts of the intended learning and which do not. These records are then used when subsequent lessons are planned, with the result that the work very closely matches pupils' needs. The very good relationships that teachers build with pupils enable them to manage them, and their learning, very well. Pupils enjoy teachers' often lively, and sometimes light-hearted, approach; they respond by working hard and do not attempt to take advantage of it. On a very small number of occasions – for example, when a class is being taught in an area that is not intended to be used as a full-time class room – pupils lose a little concentration and the learning rate drops because they cannot properly see a board or the learning resources in use.
- 19 The marking of pupils' work is often productive, giving both encouragement and ideas for further improvement. Homework is used effectively to consolidate learning taking place in lessons.
- 20 Many of the good features of teaching were seen in a science lesson with pupils aged from nine to eleven. The wide age range resulted in an equally wide range of learning needs. These were catered for by careful and detailed planning, that made very clear what children should learn and what the teacher and pupils should do in order to achieve at a good rate. The teacher's explanations were clear, so that pupils listened attentively and with understanding. Her questions were phrased well so that pupils had to think carefully before answering. Younger and older pupils worked well together to the benefit of all – both academically and socially. Well-chosen resources and methods enabled pupils to conduct fair tests that resulted in them drawing sensible and well-considered conclusions about the transmission of sound through a range of materials. The final few minutes of the lesson were used to revise and consolidate learning, presenting the findings in graphical form and looking forward to the next steps to be taken in later lessons. The whole session was characterised by good humoured, hard work.
- 21 This high quality teaching is supported by detailed guidance on the curriculum, lesson planning and teaching methods. This has enabled teachers new to the school quickly to fit into its approaches. This support, and the school's systematic monitoring of teaching with subsequent advice on further improvements, ensures that it is well placed to continue to improve on its high standards of teaching and learning.

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

- 22 The good curriculum meets statutory requirements and promotes pupil's academic, physical and personal development well. Children in the Foundation Stage the nursery and reception classes- are taught all areas of learning through an imaginative and lively curriculum. The national strategies for literacy and numeracy are securely in place and, where appropriate, contribute well to pupils' progress in other subjects. Arts activities are successfully extended in an afternoon at the end of the week where pupils choose from a variety of options to develop their talents and skills further. Younger pupils enthusiastically choose from singing, sewing, decorative cookery and dance and older pupils take music, drama, sculpture and French by turn.

- 23 The provision for pupils who have special educational needs is good. The good administration of the National Code of Practice and the clear targeting of needs with well prepared individual education plans ensures pupils make good progress. Additional support for these pupils and for those identified as gifted or talented means that all have access to an appropriate curriculum. The school's effective use of outside support and agencies ensures pupils' needs and talents are recognised at an early stage and suitable support arranged for them. The needs of pupils for whom English is an additional language are well catered for by thorough planning.
- 24 The very good provision for extra-curricular activities greatly enriches the curriculum. Clubs, before school, midday and after school, contribute effectively to subjects such as physical education, literacy, design and technology and information and communication technology. Both girls and boys can join football and netball clubs. The choir has good membership, mostly girls. The French club extends the Friday afternoon French activities; the positive results were seen when pupils made a good assembly presentation in French on the theme of appreciating others who speak another language. Their French was fluent for their age and easily understood. Pupils speak with enthusiasm of the clubs for computer and board games.
- 25 There are very good links with the community. The school has productive visits from arts-based groups and pupils have made worthwhile visits to the City Art Gallery, classical concerts and singing days in the City Hall. Particularly rewarding links have been made with the provider of the new building, whose employees have supported pupils in different ways. In another instance, staff from a local firm are mentors to individual pupils as part of a general programme designed to raise pupils' self-esteem. The nearby aquarium and marine study centre, the Deep, also provides good supporting facilities.
- 26 The provision for spiritual, moral, social and cultural development is good overall and moral and social development are particularly well promoted.
- 27 Provision for pupils' spiritual development is good. Teachers provide many opportunities for pupils to reflect and think about the nature of the world. Religious education lessons and assemblies make a sound contribution to pupils' spiritual growth. Many day to day activities add significantly to the spirit of the school and the way in which both staff and pupils feel about working in the school. One Year 6 pupil described walking into school: 'It is like walking into another world.' Another remarked, 'When I'm down I really brighten up,' and another, 'It's really brighter ever boring.'
- 28 Arrangements to promote pupils' moral and social development are very good. Teachers are consistent in their reminders of what is right and wrong. Class rules agreed by the class - are well displayed. Teachers place a high value on good relationships, and behaviour in lessons which is very good and sometimes excellent follows. Pupils remark appreciatively about the good nature of teachers and their sense of fun but also recognise their ability to 'know when to be strict.' Teachers effectively build the importance of relationships, feelings and self-esteem into the personal, social and health education and citizenship programmes, and this promotes pupils' personal development well. Pupils, encouraged to listen to one another, participate in 'active listening' and 'pair and share'. Older pupils are proud to be members of the School Council and look forward to helping younger pupils; their labelled sweatshirts are easily seen in the playground and alert younger pupils who may feel they need support. Pupils speak to visitors in a warm and friendly manner.
- 29 Provision for pupils' cultural development is good. It is well exercised in collective worship and lesson planning where pupils learn to appreciate the wider diversity of the

community and the study of art, literature and music. Pupils are encouraged to enter competitions for poetry and art and design. They visit art galleries and participate in city choirs. Displays of, for example, African art contrast well with the large paper sculptures constructed in the style of Henry Moore, fostering not only art appreciation but an appreciation of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 30 The school cares for its pupils very well and provides very effective support and guidance in both their academic and personal development. Relationships between staff and pupils are extremely supportive. For example, the administration officer has a very warm relationship with pupils and is very sympathetic with those who are not feeling well.
- 31 The school takes its responsibilities regarding child protection very seriously and has developed an excellent child protection policy. The named person for child protection has undertaken extensive training, including how to support children if they are bereaved or if they are looked after by the local authority.
- 32 The school has very good procedures for ensuring that pupils behave well. All teachers and other adults apply the behaviour policy consistently. The procedures to ensure that bullying is properly addressed are excellent. Every parental concern is carefully followed up and fully documented. The head teacher makes every effort to ensure that the pupils in her care are as happy as possible.
- 33 The school monitors the attendance and punctuality of individual pupils very well. Parents are very good at communicating with the school if their child is ill or otherwise unavoidably absent. If the school has not heard from a parent on the first morning of absence, a telephone call is made to check why the child is not in school. The school is also very vigilant in ensuring that parents are aware if their child has not reached school by the close of registration.
- 34 Procedures for the assessment of pupils' work and for monitoring their academic and personal progress are very thorough. The school uses assessment information well to set targets for every child in every year group. Progress towards these targets is carefully monitored. Assessment is used well to identify talented and gifted children or those who need extra help. They are accordingly well provided for. The school analyses the results of a wide range of optional tests and looks carefully at the results of statutory assessments and tests in order to inform the planning of future lessons. Very detailed records are kept of each child's social development through which an observant eye is kept on their personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 35 The school is extremely popular with parents who are very supportive of its work. Parents declare themselves delighted by the high standards of education offered by the school.
- 36 School events are very well attended; for example the harvest festival assembly was attended by over fifty parents. The very active Parents' and Friends' Association organises many fund raising and social events, some of which result in a valuable contribution towards resources in the school; for example, they have just purchased a folding stage to enhance school productions

- 37 Parents say it is easy to approach the school when they have questions or concerns. This is greatly helped by the presence of one or more of the teachers in the playground each morning before school and many parents take this opportunity to chat informally about their children. Parents are glad that their children are expected to work hard and do their best and they feel that teaching is good. They report that their children like school and that they are becoming mature and responsible as a result of being there. They recognise the many strengths of the head teacher.
- 38 Parents greatly appreciate the very good quality information they receive about the work of the school and their children's progress. They like being able to talk to the teachers before or after school. The regular newsletters from the school and the Parents' and Friends' Association are very informative. Meetings are arranged as required on curriculum developments. For example, a meeting for parents of pupils in Years 1 and 2 explained how reading was taught. An instructive booklet has also been produced to help parents support their children's reading.
- 39 Two formal parents' evenings are arranged each year to discuss progress, and parents have an opportunity to meet teachers if they wish after the annual written reports, which are of consistently good quality, are issued. Well considered targets for pupils are shared with parents. Developed from National Curriculum levels, these are expressed in way that both parents and children find easy to understand. Parents are very supportive and try to help their children reach their targets. The school's annual open week gives parents the opportunity to come into school at any time and see their children at work.
- 40 The conscientious support from parents who read regularly with their children makes a significant contribution to the good standards of reading seen in Reception and Years 1 and 2. There are good links with parents in the nursery; these are first established at the parents and toddlers group which gives prospective parents an opportunity to experience the school first hand.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 41 The very good quality of the leadership provided by the headteacher, well supported by key staff, leads to effective team-work. It is well focused and all concerned share a clear vision of the school's educational direction and a commitment to helping the pupils achieve high standards. Very good management provides clear delegation of tasks and effective systems, including those for planning, assessing pupils' work and for improving the quality of the teaching, which guide the development of the school. Accordingly, the leadership and management creates a supportive and purposeful ethos, based on clear values, which contributes significantly to the pupils' positive experience of school and the good progress they make.
- 42 The well-informed governing body, which brings a good range of suitable skills and experience to its work, supports the school well and fulfils its statutory duties well. Governors recognise the school's strengths and the direction it should take, and, working through suitable subcommittees, they are holding it increasingly to account. In this they are helped by the wise decision to link each individual governor to a particular area of school life so that the governing body as a whole is well informed about school matters.
- 43 High quality leadership for the nursery and reception classes has resulted in many effective systems to ensure that teaching and learning are supported and enhanced. Good monitoring, evaluation and feedback ensure that improvements are constantly being made. The coordination of work in English, mathematics, science, art and

design and information and communication technologies is also very good. The curriculum for these subjects is well organised, and very effective arrangements are in place to support lesson planning and to monitor the quality of teaching and learning.

- 44 These arrangements are not yet sufficiently extended to all other areas of the curriculum, where the unavoidable (because it is a growing school) frequent-re-allocation of responsibility results in the suitable systems for subject management not being fully effective. Consequently, the development of these subjects is inhibited. However, the thorough documentation of work in all subjects, and supportive management systems, reduce the possible negative impacts considerably.
- 45 This apart, the school evaluates its performance very well. Careful account is taken of all relevant data. Systems for monitoring assessment results at key points in the school, identifying trends and using the information, are very good. For example, national assessment results are analysed question by question and skill by skill and the information thus obtained is used in planning the pupils' future programme and setting targets. Provision for pupils with special educational needs is very effectively led and managed. It is carefully thought out and sensitively implemented. The wise use of effective support provided by the Local Education Authority has contributed well to the school's development.
- 46 The school's progress has also been facilitated by the well-considered professional development of the teachers and other staff. Arrangements for induction have been found to be very helpful by teachers new to the school. Those for monitoring and developing the quality of teaching are excellent. Regular observation leading to detailed and practical points for development and regular visits all ensure the teachers receive the best possible support.
- 47 There is a detailed and effective school development plan which sets out a good hierarchy of priorities for the current year and in outline - for the forthcoming two years. This enables the school to be systematic about planning and to match expenditure to educational need. In this way additional resources, such as those deriving from the Education Action Zone, are appropriately used and the best available value for money is obtained.
- 48 The well qualified teachers are suitably deployed: some of the best lessons observed were taught by the respective subject manager. Good use is made of the resources available to the school including new technology where appropriate. Resources are generally adequate for teaching the National Curriculum although the library stock is insufficient in depth and scope to support the kind of independent learning to be expected from the pupils. The attractive and well-presented building enhances pupils' pride in their work and encourages their very good behaviour. The decision to enlarge the space available to the Nursery is both appropriate and timely. However, pupils in Reception do not have a suitable outdoor work area and this reduces opportunities to promote their physical and social development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49 There are no major issues for the school to address, but in the context of its many strengths, the following minor points for improvement should be considered as the basis for an action plan.

- Improve the library, thus ensuring that it provides suitable support to pupils' independent learning:
 - Increase the number and range of books;
 - Arrange books and other reference materials in ways that enable pupils' acquisition of more advanced library skills;
 - Teach these advanced skills more systematically.
- Ensure that the coordination of all subjects develops to the quality of the best, by:
 - Encouraging appropriate professional development;
 - Ensuring the smoothest possible handover of responsibility when subject management changes hands.
- Integrate information and communication technology more effectively into the work of the different subjects, and so enhance its contribution to the broader curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

36

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	18	4	0	0	0
Percentage	6	31	50	11	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 two 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)	26	110
Number of full-time pupils known to be eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	38

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

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	15

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	7	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	19	21
Percentage of pupils at NC level 2 or above	School	96 (71)	91 (86)	100 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	19	21
Percentage of pupils at NC level 2 or above	School	96 (86)	91 (86)	100 (86)
	National	85 (84)	89 (88)	89 (88)

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

NOTE:

Key Stage 1– The number of girls is less than 10 so the totals/percentages only are shown

Key Stage 2– Where the wholeyear group is less than 10 assessment results are not reported in detail

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	5
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	4
White	98
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	16
Average class size	21

Education support staff: YR - Y6

Total number of education support staff	4.5
Total aggregate hours worked per week	135.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2.4
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

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	297389
Total expenditure	293655
Expenditure per pupil	2295
Balance brought forward from previous year	8068
Balance carried forward to next year	11802

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	134
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	3	0	0
My child is making good progress in school.	71	28	0	0	1
Behaviour in the school is good.	70	27	0	0	3
My child gets the right amount of work to do at home.	56	25	13	1	4
The teaching is good.	79	17	0	0	4
I am kept well informed about how my child is getting on.	61	33	3	0	3
I would feel comfortable about approaching the school with questions or a problem.	82	15	1	0	1
The school expects my child to work hard and achieve his or her best.	80	15	0	0	4
The school works closely with parents.	57	36	3	0	4
The school is well led and managed.	74	22	0	0	4
The school is helping my child become mature and responsible.	72	24	1	0	3
The school provides an interesting range of activities outside lessons.	51	29	1	0	18

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

Introduction

- 50 Children start in the nursery at the beginning of the term after they reach the age of three. They attend half the, with the older children attending in the morning and the younger ones in the afternoon. This arrangement is used to give a good match of activities to children's maturity and attainment and helps to ensure good achievement in the nursery. The children transfer to the reception class at the beginning of the term in which they become five. Thus, all children spend five terms in the Foundation Stage but older children have three terms full time in the reception class, whilst the youngest have one term. Whilst the school's testing system indicates that older children attain higher standards than the younger ones, it was not possible to link this clearly to the time spent in school.
- 51 When children begin at the nursery, there is a wide range of attainment but their overall attainment is around average, except in personal, social and emotional development where it is above average. An imaginative, practical curriculum is well taught throughout this stage, enabling children to reach above average standards in communication, language and literacy, mathematics, knowledge and understanding of the world, creative development and personal, social and emotional development; physical development remains around expected levels for the children's age. Teaching is consistently good throughout this stage and in all areas of learning. Lesson planning is particularly strong and pupils are very well managed. As a result, pupils behave well and co-operate willingly. The reception class children's learning at present benefits from the extra space available for each child (numbers being small at this time of year) whilst space is at a premium in the nursery. The consideration currently being given to extending the nursery is wise.
- 52 High quality leadership has resulted in many effective systems to ensure that teaching and learning are supported and enhanced. Lesson planning and teaching are monitored and effective feedback to staff ensures that further improvements are constantly made. In all areas and both classes, high quality contributions to learning are made by support staff and volunteer helpers. Children's progress is regularly monitored, using both nationally available materials and by carefully assessing how closely each child meets the very clearly expressed learning objectives set out in lesson plans. The outcomes are carefully recorded and reported to parents at a termly meeting and annually in writing.
- 53 Although the school has been open for less than three years, the work of the nursery and reception classes is well established and it is well placed to maintain its high standards and make further improvements.

Personal, social and emotional development.

- 54 Most children start in the nursery with above average social skills which, fostered by good teaching, continue to be above average throughout their time in the nursery and reception classes; they are confident for their age and are ready to take full advantage of what the nursery and reception classes have to offer. The small number of children who initially lack confidence are supported warmly and expertly; they steadily develop the skills and attitudes to enable them to join in with the complete range of activities and so benefit fully. During their time in nursery, the great majority of children increasingly

enjoy their work, play, and the company of other children largely because tasks are well matched to their learning needs and interests. Children learn to trust the adults who work with them and relate appropriately to other adults they meet and in school. For example, when leaving the school's computer suite, older nursery children spontaneously thanked the information and communication technology technician and said 'Bye-bye' to him and a visitor.

- 55 Pupils make friends, happily share tasks and are prepared to be increasingly adventurous. In one instance, two nursery children, when given the register to take to the school office, both looked a little apprehensive. The nursery nurse reminded them where to go, offered to come some way with them but they declined, held hands and set off bravely. They returned a few minutes later looking proud and were congratulated.
- 56 By the time that they are in the reception class, children respond well to the increasingly high expectations. They develop a good understanding of what is right and wrong and know that their actions can make others feel happy or unhappy. Many children tidy up spontaneously, and help and encourage younger ones in situations such as assembly, by for example, smiling and pointing out where their teacher is.

Communication, language and literacy

- 57 Children achieve well in the communication, language and literacy area of learning and are on track to exceed the standards expected by the time that they enter Year 1. These good standards are reached largely because adults assess carefully and regularly what children know, understand and can do; they record this carefully and, in the light of it, plan the next steps. Children respond with enthusiasm and by working hard. They benefit considerably from the range of ways in which the staff help them consolidate and extend their communication skills and by the way that teaching methods are modified as children become older and more skilful. For example, in the early stages of the nursery, children playing in the sand use simple phrases such as 'my digger', but adults help them to expand on this, using more complex structures that children enjoy copying and modifying. For example, a child told the adult, 'I'm going to make a cave for my truck.'
- 58 In the reception class, children continue to learn in this practical way, but they also benefit increasingly from the teacher's use of a suitably modified version of the literacy teaching strategy used in the rest of the school. Even the similarly adapted numeracy strategy is harnessed to develop children's language and literacy skills. For example, higher attainers successfully read 'cube' and 'not cube' from cards prepared by the teacher. They are encouraged to contribute orally to learning in mathematics that also makes substantial contributions to language learning. For example, one four year old girl volunteered, 'My head is like a sphere, but not quite' demonstrating effective use of language as well as good mathematical knowledge for her age. Much of the good learning that takes place in all areas is due to children's well developed listening skills.
- 59 By the beginning of the reception year, many children know a great deal about books; higher attainers know and understand the terms 'author', 'illustration' and 'contents page'. Most children understand rhyme and, for example, recall 'wall' and 'fall' from Humpty Dumpty. They begin to use this to help them to read and write at an above average level.

Mathematical development

- 60 Children's mathematical standards are above average in all aspects of the subject, because a rich curriculum is well taught, and work is matched well to individuals' learning needs. The youngest children are interested in numbers and enjoy counting; higher-attaining three-year-olds enjoy attempting to read numbers and can manage '1' readily. By the time that they are at the beginning of the reception year, most children help the teacher to count how many children are present, although lower attainers struggle to move from 'nineteen' to 'twenty'. An average attainer wrote twenty three as '32' but quickly understood when the teacher pointed out where she had gone wrong.
- 61 By the beginning of Year 1, almost all children count objects reliably up to ten and many can do so well beyond that. They successfully handle addition and subtraction problems at an above-average level. Even the youngest children find shapes fascinating and so master their names well. By the time they enter the reception year, most children accurately name circles, rectangles, squares and triangles; only the higher attainers recognise an oval. By the time that they enter Year 1, the majority of children have a good knowledge of three-dimensional shapes, including cube, cuboid, sphere and pyramid. Higher-attaining pupils are very aware of their own learning, and two in discussion pointed out that they didn't know what a pyramid was one day, but they did the next. Most children have a good mathematical vocabulary that enables them to compare length and weight and they can put into the correct order of length or weight three or more objects. In most lessons, children are confident, and they are prepared to make sensible guesses if they are unsure of an answer. This works especially well when all children are involved as when, for example, they use written numbers that they have in front of them to show the teacher the answer to a question such as 'eight add two'; they all look at their numbers, find the right answer and hold it in the air. All pupils are involved and the teacher can see if everyone understands. On a very few occasions progress is a little slower, for example in an oral session when less confident children listened to answers given by the more confident and repeated them rather than thinking for themselves.

Knowledge and understanding of the world

- 62 Children's good achievements and above-average standards owe a great deal to the range of ways that the good teaching stimulates their curiosity and focuses it on appropriate activities. The great majority of children arrives in the nursery filled with natural curiosity and ready to explore. For example, one new entrant, working in the water tray, used a small net to move things around. He was aware that some things slipped past his net because they were too large, but then nothing began to go in. He spent some time looking with puzzlement at his net; realisation began to dawn as he saw that it had turned inside out. He painstakingly straightened it out and began to work again, proudly demonstrating to a visitor what he had done.
- 63 By the time pupils enter Year 1, this curiosity has been harnessed, and most children are able to observe small experiments and draw sensible conclusions such as that plant leaves need water or they shrivel and die. They use their senses of touch and sight in order to identify qualities of materials such as prickly, soft, hard and rough. By the end of the nursery year, around half of the children are sufficiently aware of the passing of time to be able to recite the days of the week and will tell their teacher that it must be Tuesday because yesterday was Monday. On entry to Year 1, many children will confidently explain why they identify objects as either old or new. A higher-attaining child explained, after astute prompting from his teacher, that 'The leaves have dropped to the ground 'cos it's autumn now.' Most children can correctly sequence the life cycle of a frog and higher attainers can do this for a butterfly, with its extra, chrysalis stage.

Almost all children find computers fascinating. They are introduced to them from the beginning and learn, for example, to use the mouse with confidence. Reception children respond enthusiastically to lessons in the information and communication technology suite. They move the mouse and cursor accurately for their ages and make good attempts at writing their names with 'spray paint.' All children learn to build increasingly complex structures using a wide range of suitable materials.

Physical development

- 64 Children's physical skills develop steadily from an average level when they arrive in the nursery. They are well taught, and by the time they move into Year 1, most children move vigorously and with a fair degree of control. A few high attaining pupils are very adept and often graceful in their movements, although the majority works at a generally average level and a few lack confidence and control when jumping, landing or controlling a ball. Most children are aware of the effect of exercise on their bodies. For example, they are only too glad to remove a layer of clothing after an initial and vigorous exercise in the hall, with some saying, 'That's made me very HOT and PUFFED!'
- 65 Good progress is made in this area when children use the outside play area. Its reasonable size and imaginative provision of large equipment, trikes and 'road markings' successfully encourage the development of a proper level of dexterity and control. The absence of a covered area for both classes sometimes restricts the use of outside play with implications for the development of children's physical skills, but the school is aware of this and is considering how it can improve its provision. Older reception class children use materials such as salt dough, card, cloth and scissors, as well as small constructional materials, in order to develop the normal levels of skills in moulding, modelling, cutting, sticking and fastening. For example, most children, with varying and appropriate amounts of adult help, produce a 'dancing bear' that has all four legs jointed and the torso and limbs decorated with crayons or applied material.

Creative development

- 66 Children achieve well and reach above average standards by the time that they start Year 1. On entry to the nursery, the expected proportion of children know the names of the more common colours; by the end of the nursery stage, the higher attainers know that red and yellow make orange, and that yellow and blue make green; by the start of Year 1 most children have a good grasp of the names of colours and how they can be mixed to produce a range of other colours and shades. Children use brushes, crayons and pencils to create desired effects and higher achievers produce observational drawings, for example, of daffodils, that are well controlled, demonstrate good use of texture and colour and have real charm. This level of achievement is largely due to expert teaching in both classes and to strategies such as the use of individual sketch books in which children try out ideas and learn from this.
- 67 Most children know a number of songs and rhymes when they start in the nursery, and they then meet a very rich diet of these that are designed to support work in, for example, number and English as well as extending their abilities to sing increasingly in tune, in time and to know how to sing loudly and softly in order to have the intended effect.
- 68 All children, but especially the oldest ones who work in a small group, benefit greatly from careful planning of work, the use of a wide choice of materials, and from very clear explanations of what is expected of them. Children listen carefully to instructions on how to use materials and tools safely and accurately. They then respond creatively and

imaginatively to tasks such as making a collage that uses the texture of the materials especially well in order to make plausible pictures of such things as houses and aeroplanes. As with the other areas of learning, children achieve well because teachers give instruction clearly, in a lively fashion, and successfully encourage accuracy and neatness, whilst fostering children's personal responses and imagination.

ENGLISH

- 69 Pupils' standards in English at the end of Year 2 and of Year 6 are above average. Pupils of all levels of ability, including those for whom English is an additional language, are achieving well.
- 70 The work seen of the present generation of seven and eleven year-olds was consistent with above average overall results in the national tests. Standards in reading are good in Year 1 and Year 2 because of the consistent approach to reading adopted by teachers under the National Literacy Strategy and the conscientious support of parents. Pupils read accurately and with reasonable confidence and the most able discuss what they have read; others need help in articulating their ideas. Reading standards in Year 6 are nearer to the average for the age group because some pupils do not have sufficient skills to tackle unfamiliar words, and although the higher attainers are fluent readers and beginning to practise higher order reading skills such as skimming and scanning, others are not so advanced. Neither Year 2 pupils nor those in Year 6 have adequate library and reference skills for their age.
- 71 The best writing is good; that of older pupils is sometimes very good. In Year 2, stories written by higher and middle-attaining pupils, based on fairy stories, are true to the appropriate conventions and well constructed. Spelling is correct or plausible and, for the most part, handwriting is well controlled. The composition of lower-attaining pupils is well constructed with the support of the teachers and learning assistants, but spelling and punctuation are uncertain. Pupils' books show them achieving well by virtue of making good progress over time. In one case, a pupil of average ability improved over the year from writing a string of simple words in ill-formed letters to preparing a well written narrative arranged in paragraphs.
- 72 Writing in the junior years is encouraged by very helpful teachers' comments, suitably praising, but always adding ideas for improvement in content, style or technique. As a result, pupils' writing also can be seen to be improving over time. Vocabulary choice becomes more sophisticated, there is more variation in sentence structure and paragraphing and dialogue becomes more secure. Narrative from the higher and middle-attaining pupils is very good. Thoughtful poems in Haiku style poignantly reflect pupils' feelings on leaving primary school and going on to high school: 'I loved my years here.' Work is varied and usually technically accurate. Lower-attaining pupils write shorter compositions but in a good range of styles, often satisfactorily constructed, but with more mistakes in spelling.
- 73 Standards of speaking and listening are also good, because teachers plan suitable opportunities into lessons for pupils to practise. The 'Town Meeting' in an excellent Year 1 English lesson adroitly provided pupils with a persona which released them from their self-consciousness and they spoke with confidence. The strategies of 'pairing and sharing' in history lessons and of drama built in to English lessons for the upper juniors, similarly help the older pupils. Other subjects, notably science and design and technology as well as history, support the development of pupils' English well. The subject has a mutually beneficial link with information and communication technology through word processing and desktop publishing.

- 74 Pupils achieve well because the quality of teaching in English is good. The particular strengths – seen working especially well in Year 1 and the upper juniors lie in the quality of the organisation and planning, which ensure that pupils are well supported at their own level and that everybody is presented with suitable and relevant tasks. Excellent management of the pupils and well established classroom routines see to it that time is well used. The best lessons therefore proceed briskly, carrying the pupils along productively so that they work at the best pace possible for them. Adult support is well used, not least where, in whole class sessions, learning assistants observe pupils by turn, recording their responses to the lesson, and their oral contributions. This builds up a very good resource for future planning for individual pupils. Questioning is good and ensures pupils are developing ideas and expressing them clearly, and teachers' explanations and instructions are clear, so that pupils know what is expected of them and work well. Teachers effectively use resources, including the computers, to vary the presentation of the material and to stimulate new ideas. As a result, pupils respond very well: they are keen, attentive, eager to offer their own ideas, and genuinely appreciative of the contribution of other pupils. Marking is usually helpful, with suitable encouragement and ideas for improvement.
- 75 Areas for development in the teaching of English include the teacher's own use of language: sometimes in the oral passage of a lesson, pupils are presented with too many words and their listening skills are unequal to what is being said. Occasionally, questioning is not used sufficiently flexibly, so that opportunities are missed to extend pupils' understanding of the topic under discussion.
- 76 Resources for English are satisfactory except for the library. Here the extent and depth of the bookstock is insufficient to support the kind of independent learning of which the pupils are capable; the cataloguing system is not used to put books in order on the shelves. The very good management of the subject is increasingly contributing to high standards in English, helped by an imaginative use of the National Literacy Strategy. The co-ordinator's organisation is impeccable, and arrangements for monitoring the progress of pupils and evaluating the quality of teaching are impressive and so ensure that the subject is very well placed to continue to improve.

MATHEMATICS

- 77 Pupils reach good standards at the end of Year 2. This is consistent with the school's national test results. Pupils' attainment is also on course to be above average at the end of Year 6. This too is consistent with test scores in the past two years which, even though there were small numbers in the year groups, pointed towards good standards. The good levels of achievement stem from a number of key features that impact on work in all classes. The school has made very good use of the methods and materials of the National Numeracy Strategy; planning is especially good and ensures that lessons are tightly focused on what teachers intend pupils to learn. Lively teaching makes learning enjoyable, so that pupils, whatever their particular educational need, respond by giving of their best, behaving well, trying hard and so achieve well.
- 78 Above-average standards are reached by the end of Year 2 mainly as a result of consistently good teaching in both Years 1 and 2, where lessons are well planned and pupils' learning very well managed. Counting is mastered early and by the end of Year 2, many pupils can count on and back in ones, twos and tens from numbers such as 50. They know that numbers that will divide by 10 end in zero and higher attainers know that numbers that end in 5 or zero will divide by 5. Higher attainers understand and use accurately words such as 'odd', 'even' and 'estimate.' Many pupils have a better than average level of understanding and skill with shapes and their properties. For example, they draw accurate lines of symmetry on rectangles and other two-

dimensional shapes. Most pupils can tell the time in quarters of the hour. Weights and measures are understood and used to a good level. For example, most children will accurately spend money at the class 'Burger Bar' and give the right change from £5 when three items are bought. Particularly good contributions to learning are made by homework which is usually set and returned regularly, and by the high quality of teachers' marking of work; regular praise is given for both effort and accuracy, but, even more importantly, pupils take seriously and so benefit from the written and oral advice that teachers give in order that further improvements can be made.

- 79 By the end of Year 6, most pupils handle number accurately and confidently. For example, most pupils can identify all of the pairs of factors of 42. Relatively lower attainers quickly see all of the factors that are in the multiplication tables they know but miss 14 and 3 until prompted by others. Higher attainers think like mathematicians, approaching the problem systematically so that no answer is missed and their results are produced in ways that allow themselves and others to see the underlying patterns to the solution. They see that the question can go further, because some of their factors, for example 14, have factors of their own, so the problem could be made more complex – and, to them, even more interesting. This feature of the school's relatively lower attainers reaching standards that are close to the national average while higher attainers operate at sophisticated levels of understanding is replicated in other areas of the subject. Most pupils use mathematical language accurately and naturally. Words such as 'inverse' are well understood, largely because teachers introduce them in the right context, use similes as well as explanation to underpin understanding and then ensure that repetition consolidates the learning. Calculators are used effectively and pupils know how to use estimation as well as the inverse operation to check results. Little difficulty is experienced with questions such as $87.9 \times = 23.4$. The properties of shapes are well understood and most pupils successfully both use protractors to measure the angles of triangles and also calculate the third when they know the other two. They handle money problems readily and at a good level of understanding. Other measures, such as length, weight, volume and capacity, are well understood. Occasionally, pupils confuse the properties of shape such as area and perimeter, but quickly see where they are wrong, put right their mistakes and move on to harder work. The continuation of the good quality of teaching seen in Years 1 and 2 ensures that high standards are maintained and that all pupils, including those identified as having additional talents in mathematics, benefit.
- 80 The high standards are underpinned by good leadership and by a shared commitment to improvement from all concerned. National advice on teaching mathematics is fully understood and has been intelligently implemented. The associated training for teachers, support staff and governors has been fully used. Pupils' levels of understanding are carefully assessed and ambitious targets are set for improvements. Teachers' plans and teaching are monitored and helpful advice is then given, ensuring the maintenance of, and further improvements to, already high quality provision.

SCIENCE

- 81 The work of Year 2 pupils is above the average expected for seven-year-olds; this is consistent with formal assessments made in recent years. As a result of good teaching, the achievement of pupils, including those for whom English is an additional language, is good. The test results of the small number of Year 6 pupils in 2000 and 2001 indicate that pupils have been reaching standards in science appropriate for their age; some have been doing better. This accords with the standard of the work seen, which was above average for eleven-year-olds. Pupils with special educational needs make good progress as a result of the high quality support they receive.

- 82 In a project on health and growth in Year 2 pupils successfully investigated the needs of babies and listed them carefully. They prepared questions about babyhood to be put to a parent due to visit with her baby at a later date; 'Did she need potty training when she was a baby?' 'Did she need help to wash herself?' Higherattaining pupils extended their list independently. The pupils made a carefully drawn cycle of growth, which was clearly described. Other good work is represented by a survey on favourite foods which, in an exercise that demonstrates a helpful link with information and communication technology, is ably translated to a graph on the computer. Pupils' books contain careful notes about the differences between the body before and after exercise. Past work shows clear examples of appropriate scientific method and simple prediction. Pupils show that they know how to record simple research clearly and systematically.
- 83 In the junior stage, pupils of all levels of attainment effectively meet the challenges which teachers set. In Years 3 and 4 they explore the idea of opposite forces by experimenting with a spring to make a vehicle move. Although their manipulative skills are not always secure, they experiment in a variety of ways to effect movement with the use of the spring. When questioned by the teacher, they readily use appropriate vocabulary such as 'energy' to describe the force at work. Pupils in Year 6 experiment well in groups. When testing for the best sound insulation material, they worked together carefully to ensure that they tested only one variable at a time (for instance, when they used the sound meter on the different materials for test). Their recording is clear, matching well the good standard shown in previous work. When testing the purity of liquids or investigating gases, pupils describe the investigations well and make accurate predictions. Their consistently clear recording allows them to make sensible comparisons and discuss their results.
- 84 Although no teaching of science to infant pupils was observed during the inspection, it is clear that in Years 1 and 2 good planning for experimental work leads to successful learning. The quality of the teaching for seven to eleven-year-olds is good. Teachers have high expectations of pupils' behaviour and diligence and the good rapport between teachers and pupils means that the majority rise to the challenges set and learn well. Equally their planning is of a high standard. Teachers also incorporate a sense of fun in their lessons and as a result pupils respond with enthusiasm and are keen to learn: pupils clearly enjoy science, responding to the well-managed lessons with mature behaviour. Pupils listen carefully and are keen to pose questions as well as answer them. When required, they work collaboratively and where a leader emerges in a group, they organise themselves well. Pupils have been trained well to present their work clearly and methodically, which results in good achievement. Where appropriate, pupils make good use of their literacy and numeracy skills to record their findings. Pupils begin to understand that they can use bullet points to list their notes and use graphs generated on the computer to illustrate their work. Teachers question pupils well, not only in their lessons but also in the way they mark pupils' work. The comments they make are informative as well as supportive.
- 85 The good leadership of the subject contributes to the high standards through effective observation of lessons and regular monitoring of planning, and puts the school in a good position to improve further. As a result, teachers are confident in their assessments of lessons and the progress of pupils. Both teachers and coordinator use the results to provide the best possible support for all pupils and ensure that all pupils have equal access to the subject.

ART AND DESIGN

- 86 Standards of pupils' work in art and design at the end of Year 2 and the end of Year 6 are in advance of those expected of pupils the same age. Pupils of all levels of ability and different kinds of educational need achieve well.
- 87 The sketch books of the younger pupils show them making a thorough study of colour mixing, building up skills of observation and different materials. They use what they have learned to help them produce pictures in the style of artists like Van Gogh and Lowry. They explore the use of different fabrics to create textured effects. When they paint, their work is characterised by vigorous brushwork, attention to detail and a confident use of colour. Their computer generated art, some based on the pupil's name and some on the style of Mondrian, is attractive and colourful and demonstrates good control of the process.
- 88 Pupils in Years 3 to 6 continue developing and evaluating their ideas in their sketch books. For example there are notes and sketches and a resulting still life in the style of Cézanne. Work in fabric shows an enterprising use of materials, including in some cases a choice of sumptuous colours to represent a bedroom scene. A Tudor project in support of history included a collage portrait of Henry VIII and portraits of other Tudor characters in appropriate style. A water colour of the recently visited study centre at Cober Hill shows good observation and well managed colour. Computer generated pictures, based on digital camera images manipulated with dramatic effect to make abstract designs, show flair.
- 89 It is not possible to make a judgement about the quality of the teaching in art in the absence of any observed lessons. Similarly pupils' attitudes cannot be judged, but the exuberance of much of their work and the enthusiasm of seventeen pupils working well with minimum supervision at the lunch time art club suggests that they are positive.
- 90 The strong subject leadership is contributing well to standards. The well-qualified co-ordinator has good arrangements for monitoring the planning and evaluating what pupils are learning, so that adjustments can be made to the programme where necessary. Under her guidance, the school makes good use of the city's libraries, and of visiting artists to broaden pupils' art experience. Well presented displays, such as that featuring African art, broaden the pupils' cultural experience. The subject is accordingly well placed to continue to improve.

DESIGN AND TECHNOLOGY

- 91 Pupils are on course to reach above average levels of attainment for their age by the end of Year 2 and Year 6 respectively and they are achieving well. Pupils with special educational needs and those for whom English is an additional language make good progress.
- 92 The work of pupils in Years 1 and 2, linked with topics around the school, involves designing models of playground equipment such as a seesaw and a slide. Pupils collect information before they begin. They carefully consider the materials they will need to make a slide not only stable but also safe. They correctly select tubes that will have a curved edge to stop children from falling off the slide and work out how to fix support to the steps so that they will stand firmly. Pupils work in pairs to fix a paper cylinder to the seat of their seesaw and remind the teacher that it will need handles at each end 'to hold on to'. The Year 2 pupils' designs of the model playground complete with swings show pupils' work to be well finished for their age. Puppets, made in a

previous term, were well made. Pupils evaluate their work, readily talking about how they would change parts of their designs or use different materials.

- 93 Seven to eleven year olds achieve well because they become increasingly aware of the importance of designing for a purpose. Pupils in Years 3 and 4 design a vehicle to carry an egg and consider the use of axles and electrical circuits for simple motors. They use their mathematical skills well to measure and cut templates for their vehicle accurately. Using graph paper, they find that a suitable box can be constructed from one piece of material if it is accurately cut and folded. In Years 5 and 6 pupils design a musical instrument for younger pupils. They search the Internet for information on musical instruments and note how they make music. With increased knowledge, they change their design or use the information they have to make adaptations to their plan. Materials and fixings required are listed accurately. Often their ideas are innovative but the materials not as responsive as their imagination and adaptation to the original designs are made. 'I decided to use a longer stick because if the middle one was shorter it would cave in,' said one pupil. When they colour the seeds for shakers, they perceptively keep in mind that their audience will be attracted by what they can see inside the musical instrument.
- 94 Teachers plan and prepare their lessons well and as a result pupils gain a firm foundation for the steps required for both designing and making. Teachers encourage their pupils in the effort they make but also guide them so that they consider what works and what does not. In this way, pupils are prepared for changing their ideas to achieve more successful results. There is very good support from both support assistants and parent helpers in pupils' work. As a result, pupils of all ages enjoy the subject and actively collaborate with each other when making things. The high levels of co-operation and collaboration which flow from the well-managed lessons significantly contribute to the social development of pupils. Pupils use tools safely and clear away efficiently when required. Where appropriate, they enjoy using the computer to help their work and make good use of their literacy skills in making lists and labelling their work clearly. Several pupils take great care in illustrating their design as they see a finished product. The new school building has had a significant part to play in helping pupils understand how design works and units are put together to create a whole.
- 95 The subject is managed by a teacher new to the responsibility, whose work as co-ordinator has therefore yet to influence standards. However, she has very good support from the head teacher in monitoring and evaluating teachers' planning and pupils' learning. There has been good teamwork across the school to ensure the subject is well organised. The school is therefore in a good position to make early progress.

GEOGRAPHY

- 96 Standards are above expected levels and both infant and junior pupils of all levels of ability are achieving well. Pupils in Years 1 and 2 gain good knowledge of their immediate locality by walks around the school and the local area. They make maps and plans of their walk and mark the places where they live. They correctly label the significant features they see on their walk. They notice differences between the different types of housing in the area and label their worksheet correctly. On their visit to the nearby study centre and aquarium, the Deep, they give their opinions on the facilities and describe what they like best. From exploring their new school and new housing estate they begin to appreciate changes which occur over time in the environment. They carefully collect information on travel-to-school patterns and create clear graphs of their information.

- 97 Pupils in Years 3 and 4 identify contrasting features of life in different parts of the world when they investigate the settlement of an African village. Pupils understand environmental change within their own experience, as several pupils at this stage are newcomers to the area and the school. Pupils' clear labelling of maps of local amenities and the British Isles is continued in Year 5 and 6, where mountain areas and rivers are accurately illustrated and labelled. Good links are made with history in Years 5 and 6 where pupils compare the map of the world in Tudor times with the world as we see it now. There are also clear geographical links with the work pupils do on citizenship when gaining knowledge of the European Union. High-attaining pupils can name the countries of the European Union. They understand some of the differences in culture after using email to correspond with a school in France.
- 98 Pupils are interested in geography and work hard to present their work clearly. They are enthusiastic about their environment and positive about the features around the school such as the pond area they helped to design. Older pupils are appreciative not only about the visitors who support them in school, but also about the residential visits they experience. One pupil wrote of the recently visited field-study centre, 'This is the most special place I have been in my life.'
- 99 No judgement is made of teaching because insufficient teaching of the subject was seen. However, teachers' planning and pupils' work indicate that teachers give good opportunities through practical experiences for pupils to understand their environment as well to appreciate that of others. Teachers make important connections with other subjects such as history and personal, social and health education; they make purposeful use of information and communication technology. The leadership of the subject is in transition but the coordinator has made a good start in reviewing and auditing the subject in order to raise the achievement of pupils. The school is therefore well placed to make progress in the subject.

HISTORY

- 100 Standards in history are good and pupils of all ages and abilities, including pupils for whom English is an additional language, are achieving well. However, insufficient teaching was seen to make a judgement on the quality of teaching in the subject.
- 101 Pupils in Year 2 have a good recall of relevant facts about the Great Fire of London. They also interpret the facts in terms of cause and effect. One pupil explained, 'The fire spread because the houses were built close together and were made of wood.' Pupils understand about sources of historical knowledge. 'There was a man called Samuel Pepys who wrote a diary about the fire.' In their written work, they accurately put events of the Fire in sequence. They also compare the present and the past, for example by studying old toys, and, in work on Florence Nightingale, begin to distinguish fact from opinion.
- 102 Year 6 pupils speak enthusiastically about their current history topic, and remember appropriate facts in great detail, accurately quoting names and dates. Their history skills are good. They know that they can collect information about the comparatively recent past from family members, and from radio broadcasts, newspapers and other personal memories. They evaluate and reconcile differences from different sources and can separate fact from opinion. They begin to realise that different sources represent different points of view. They have a satisfactory recall of history learned in previous years. For instance, they know much about schools, hospitals and employment in Victorian times, from which they conclude that it was a period of much suffering and danger.

103 Pupils, particularly older pupils, are very enthusiastic about history, and they manifestly enjoy the subject. The subject makes a good contribution to their progress in English. Higher-attaining pupils begin to skim texts for desired information which they carefully evaluate, having taken notes, often sharing ideas in discussion with a partner. They use material gathered in history as the basis for extended writing. By means of competent use of a desktop publishing program, they use the computers to present what they have learned. 'Newspapers' reporting the life of Henry VIII were particularly effective.

104 The co-ordination of the subject is in transition. The new coordinator's interest and involvement in the subject puts the school in a good position to develop it further.

INFORMATION AND COMMUNICATION TECHNOLOGY

105 The attainment of pupils in Year 2 is on track to be above average by the end of the year, with standards in some aspects being well above average; that of pupils in Year 6 is on track to be above average by the time that they leave the school. A little over a year ago, the school viewed standards as below their expectations and rightly decided to take vigorous action. The improvements made have had a major impact on standards. More computers and a new computer suite have been provided. Training for staff has been substantial and has proved effective in raising both their skills and their expectations of the standards that pupils can reach. Teaching is now very good in Years 1 and 2 and good in Years 3 to 6. All pupils have benefited, with the youngest pupils benefiting most, largely because they have experienced very good provision, including teaching, for a larger part of their time in school, whilst the older pupils have had more ground to make up.

106 By the end of Year 2, pupils reach above average standards, building well on the good start that pupils make in the nursery and reception years. Much of the high achievement stems from the expert instruction that takes place in the computer suite. Here, pupils quickly master skills of typing text into the computer, producing graphs from information they collect, for example, on pupils' favourite colours. Art work of a good quality is produced, using programs designed for the purpose. Pupils in Year 1 gain optimum value from their learning when, for example, they use such programs to draw artistic versions of their names; as they do this, they are improving their skill in controlling the mouse and practising spelling their names as well as advancing their knowledge and understanding of art. They accurately instruct a programmable robot to move accurately around a predetermined route.

107 By the end of Year 6, most pupils are able to use the internet to locate information, often connected with work they are doing in other subjects such as history or geography. They understand and use e-mail. Work of a very high standard results from activities such as a visit to a local newspaper and the subsequent use of publishing techniques in order to produce a highly professional 'newspaper', that reported, as if it had just happened, events in the life of Henry VIII. Not only was this good use of information and communication technology but also inspired some very high quality writing in a journalistic style. Pupils understand how devices with sensors are used to monitor and measure events, but as yet have not had enough practical experience to reach high standards in that aspect of the subject.

108 Many factors contribute to the high achievement. The subject is led well by an enthusiastic coordinator, who is aware of the subject's possibilities and has well considered plans for the future. Very good use is made of the computer suite, largely because its timetable is planned to follow a scheme of work that extends pupils' skills and understanding at an ambitious rate. When pupils are using the suite, very good

support is given by a technician, who makes a good contribution to instruction and ensures that machines are in working order and ready for use, as well as preparing suitable learning materials. Learning support assistants have sufficient expertise also to make a good contribution to learning. Whilst learning in some subjects benefits substantially from the use of information and communication technology, there is a lack of suitable materials in others. This results in some class-based computers being under-used at times; the school's well thought-out plans to fill these gaps in provision put it in a good position to improve further on the existing provision and levels of pupils' achievement.

MUSIC

109 The fact that most music for Years 3 to 6 takes place as part of the school's enterprising Arts Afternoon on Fridays meant that there was insufficient music to be heard in these classes during the inspection for a judgement to be made of the standards reached. The standards in Year 1 and Year 2, however, are in line with those to be expected of pupils the same age and pupils of all levels of ability are achieving satisfactorily.

110 Most Year 1 pupils know the names of most of the percussion instruments they play. Well supported by the teacher, they listen carefully and maintain a steady pulse, either clapping or playing an instrument. They can distinguish between long and short notes and many can pitch a single note accurately. Year 2 pupils handle instruments in a mature way and, concentrating hard, play on an appointed beat, reading from simple notation provided by the teacher. They play together and alone, but need support to maintain a steady pulse for more than three or four bars. The higher attaining pupils know musical terms such as pulse.

111 This level of knowledge and skill is achieved because the quality of teaching in Years 1 and 2 is good. In particular, the teachers' good and sometimes very good management of lessons ensures the pupils are attentive and well behaved, so that each is fully involved and that as many as possible have an opportunity to play one or more of the instruments.

112 Pupils are fascinated by the instruments, are eager to be involved and try hard. Pupils of all ages enjoy singing, and join in enthusiastically although sometimes not tunefully. Fifteen pupils of all ages were at the school choir's lunchtime meeting when they learned new songs and practised songs previously learned. Well chosen music from different traditions played before and after assembly contributes to pupils' cultural development, providing them with opportunities for listening to the work of different composers. The well qualified coordinator is in a good position to ensure that standards in the subject will improve.

PHYSICAL EDUCATION

113 Year 2 pupils reach the standards expected of seven-year-olds in all areas of the subject. They master gymnastic activities satisfactorily and move confidently. They have an awareness of others and can run, jump, land and balance safely and with due regard to the safety of themselves and others. Most pupils can throw, catch and kick balls at around the expected level and some higher attainers develop these into games skills that are good for their ages. Most pupils move creatively in dance-related activities, varying rhythm and direction in ways that reflect the music. No judgement can be made on teaching in this age range, as too little was seen.

114 By the end of Year 6, children reach the nationally expected standards overall. Attainment in swimming is good. The great majority of pupils who have attended the intensive swimming lessons provided can swim 25 metres or more. In dance, most pupils move imaginatively, often in response to music, and with increasing skill, linking together movements smoothly and often creatively. High-attaining pupils produce dance movements of considerable verve that express well the feelings and ideas suggested by music. Lower attainers are less sure of their balance and rhythm, and their movements are sometimes awkward. In game-related activities, pupils employ skills and tactics at around the expected levels. Coaching in football-related skills that takes place after school extends these skills well because pupils work hard at them, listening carefully to, and following expert instruction. Year 6 pupils have had little experience of the use of gymnastic apparatus such as spring-boards, but they progress well in lessons. Teaching in Years 3 to 6 is good: some is excellent and expert. An early morning gymnastics club is also very effective in raising standards in that area of physical education.

115 Standards have not yet fully benefited from the expertise of a teacher new to the school in the past few weeks, nor from the return to full use of the hall after recently being used as a classroom for half a term. However, the high-quality teaching, the good policy and learning programme ensure that the school is well placed to improve a good deal on these satisfactory standards.

RELIGIOUS EDUCATION

116 Both infant and junior pupils reach expected levels in skills and understanding in religious education and they achieve satisfactorily. Those with special educational needs and those for whom English is an additional language make good progress in the subject.

117 Six- and seven-year-olds appreciate how people express their beliefs and explore celebrations in Christianity and Judaism through roleplay, discussions and related stories. Pupils in Year 2 understand the Bar Mitzvah ceremony, by which Jewish boys come of age. By wearing appropriate garments, such as the prayer shawl, for the ceremony and handling the holy scrolls, pupils begin to understand how Jews worship and how families celebrate this important part of a boy's life. Their recall of subject vocabulary such as 'The Star of David', 'Old and New Testaments' is good. Whilst several pupils show potential to reach above expected levels in the subject, overall they are not yet at the stage where they fully understand the meaning of belonging to a community where rituals are important.

118 Seven- to eleven-year-olds are equally interested in different faiths and ask probing questions about the traditions of Buddhists and Sikhs. Pupils in Year 3 and 4 reflect well on the use of the prayer wheel and the bell used in Buddhist meditation. 'Why is it made of wood?' 'Why do you need a bell?' Pupils automatically put their hands together in a similar way when asked to reflect on their personal improvement as the bell is struck. In Years 5 and 6, pupils extend their understanding of important ceremonies when exploring the Amrit ceremony. They appreciate that the wearing of special garments, such as the turban, has an important significance to the identity of the Sikh. However, whilst pupils understand some differences between the major faiths, they do not always make links between their similarities. Several pupils in Year 5 and 6 were unable to recall the holy book of the Christian faith when asked.

119 The quality of teaching religious education is good. Teachers plan their lessons effectively to catch the interest of pupils and prepare good settings for their roleplay. For example, the arrangement of the Year 2 classroom for the Bar Mitzvah immediately

set the right tone for the ceremony. The use of a recording of the Rabbi's celebratory song, in Hebrew, although it initially caught pupils by surprise, fitted well when pupils read the text in English later. Equally teachers use the good resources well to encourage deeper understanding of the symbols and sacred objects of different faiths. Teachers' very good relationships with the pupils enable them to approach the values and beliefs of others sensitively. In doing so, the subject makes a significant contribution to developing pupils' spiritual, moral, social and cultural development.

- 120 Because of the teachers' skills in presenting religious education topics both infant and junior pupils develop good attitudes to the subject. They listen carefully and contribute to the discussion with well thought-out questions. When questioned by teachers, they show that they remember relevant details well.
- 121 Assemblies are used well to develop pupils' understanding of the Christian faith and at these times there is a considerable respect for people of other cultures. Pupils in Year 6, who have already illustrated well the difference between Christianity and other faiths, are able to use this knowledge when questions arise in assemblies. Equally pupils in Year 1 demonstrated their understanding of some aspects of Hinduism when presenting the theme of family celebrations in assembly. Visitors such as local clergy, a Buddhist nun and evangelical groups give pupils clear insights to what their faith means to them.
- 122 The subject is well monitored and efficiently managed by a committed coordinator who has a clear view of the provision of the subject across the school and so the subject is well placed to improve.